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**PRINCIPAL INSTRUCTIONAL LEADERSHIP EFFECTIVENESS IN  
GOVERNMENT PRIMARY SCHOOLS IN KOLFE KERANIYO SUB-  
CITY IN, ADDIS ABABA**

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INSTRUCTIONAL LEADERSHIP EFFECTIVENESS IN GOVERNMENT PRIMARY  
SCHOOLS OF KOLFE KERANIYO SUBCITY IN ADDIS ABABA

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

***BY***

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## DECLARATION

I, hereby declare that this master's thesis is my own work and all the sources used or quoted have been indicated and acknowledged by means of complete references, and that I did not previously submit this thesis for the award of a Degree at another University.

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## Table of Contents

<i>DECLARATION</i> .....	<i>ii</i>
<i>APPROVED BY BOARD OF EXAMINERS</i> .....	<i>iii</i>
<i>Acknowledgments</i> .....	<i>iv</i>
<i>Table of Contents</i> .....	<i>v</i>
<i>CHAPTER ONE</i> .....	<i>1</i>
<i>INTRODUCTION</i> .....	<i>1</i>
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Research Questions.....	5
1.4 Objective of the Study.....	5
1.5 Significances of the Study.....	5
1.6 Delimitation the Study.....	6
1.7 Limitations of the Study.....	6
1.8 Operational Definition of Key Terms.....	7
1.9 Organization of the Study.....	7
<i>CHAPTER TWO</i> .....	<i>9</i>
<i>REVIEW OF THE RELATED LITRATURE</i> .....	<i>9</i>
2.1 Concept and Definition of instructional Leadership.....	9
2.1.1 Definition of Instructional Leadership.....	10
2.2. Theories of Instructional Leadership.....	11
2.2.1 Instructional Leadership Theory:.....	12
2.2.2 Transformational Leadership:.....	12
2.2.3 Distributed Leadership:.....	12
2.2.4. Situational or Contingency Leadership Theory:.....	13
2.2.5 Models of Instructional Leadership.....	13
2.3 Key Components of Instructional Leadership.....	14
2.4 Role of the Leadership.....	15
2.5 Impact of Instructional Leadership Effectiveness on Student Outcomes.....	16
2.6 Self-efficacy and Leadership.....	17
2.6.1 Self-Efficacy.....	17
2.6.2 Relationship with Instructional Leadership Practices.....	18
2.6.3 Predictors of Leadership Self-Efficacy.....	18
2.7 Challenges and barriers.....	19
2.8 Overcoming Barriers.....	20
2.9 Instructional Leadership in the Ethiopian Context.....	21

Summary .....	22
<i>Conceptual framework of instructional leadership effectiveness</i> .....	23
<b>CHAPTER 3</b> .....	24
<b>RESEARCH DESIGN AND METHODOLOGY</b> .....	24
3.1 Research Design .....	24
3.2. Research Approach .....	24
3.3 Source of Data .....	25
3.4 Population, Sample Size and Sampling Techniques .....	25
3.5 Data Collecting Tools .....	26
3.5.1 Questionnaires .....	26
3.5.2 Interviews .....	26
3.6 Data Analysis and Interpretation .....	27
3.7 Pilot Testing .....	27
3.8 Ethical Consideration .....	28
<b>CHAPTER FOUR</b> .....	29
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA</b> .....	29
4.1. Introduction .....	29
4.2. Demographic Characteristics of Respondents .....	29
4.2.1. Gender Distribution of Respondents .....	1
4.2.2. Age Distribution of Respondents .....	2
4.2.3. Educational Qualifications of Respondents .....	3
4.2.4. Years of Experience .....	5
4.3. Analysis of Instructional Leadership Effectiveness .....	6
4.3.1. Teachers' Perception of Instructional Leadership Effectiveness .....	7
4.3.1.1. Overall Instructional Leadership Effectiveness .....	7
4.3.1.2. Defining and Communicating the School Mission and Vision .....	8
4.3.1.3. Managing the Instructional Program .....	10
4.3.1.4. Promoting a Positive Learning Climate .....	11
4.3.1.5. Developing and Supporting Teachers .....	13
4.3.1.6. Monitoring and Evaluating Student Progress .....	14
4.3.2.1. Level of Instructional Leadership Effectiveness .....	16
4.3.2.2. Defining and Communicating the School Mission and Vision .....	17
4.3.2.3. Managing the Instructional Program .....	18
4.3.2.4. Promoting a Positive Learning Climate .....	20
4.3.2.5. Developing and Supporting Teachers .....	21
4.3.2.6. Monitoring and Evaluating Student Progress .....	22

4.3.3. Supervisors' Assessment of Principals' Instructional Leadership .....	23
4.3.3.1. Overall Instructional Leadership Effectiveness .....	24
4.3.3.2. Defining and Communicating the School Mission and Vision.....	25
4.3.3.3. Managing the Instructional Program.....	26
4.3.3.4. Promoting a Positive Learning Climate .....	27
4.3.3.5. Developing and Supporting Teachers .....	28
4.3.3.6. Monitoring and Evaluating Student Progress .....	29
4.4. <i>Analysis of Challenges in Instructional Leadership</i> .....	30
4.4.1. Challenges Identified by Teachers .....	30
4.4.2. Challenges Identified by Principals .....	32
4.4.3. Challenges Identified by Supervisors .....	33
4.5. <i>Open-Ended Responses Summary</i> .....	34
4.5.1. <i>Key Factors Hindering Instructional Leadership (Across All Respondent Groups)</i> .....	35
4.5.2. Suggested Supports for Improving Instructional Leadership.....	37
4.6. <i>Comparative Analysis of Perceptions: Comparison between Teachers, Principals, and Supervisors on Key Domains</i> .....	38
CHAPTER FIVE .....	40
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	40
5.1. Summary of Findings.....	40
5.2. Conclusions.....	41
5.3. Recommendations.....	42
<i>Reference</i> .....	43
<i>Annexes (A-D)</i> .....	47

## List of tables

Table 1 : Target population distribution .....	<b>Error! Bookmark not defined.</b>
Table 2 :Reliability Statics.....	28
Table 3: Gender distribution of Respondents .....	1
Table 4 :Age distribution of Respondents.....	2
Table 5 educational qualification distribution of respondents .....	3
Table 6 :Years of Experience distribution of Respondents.....	5
Table 7: overall Instructional effectiveness .....	7
Table 8: defining and communicating the school mission and vision .....	8
Table 9: teacher rating on instructional management .....	10
Table 10: teachers’ rating on learning climate.....	11
Table 11: teacher rating on professional development and teacher leadership opportunities.....	13
Table 12"teachers' rating on leadership and student learning outcomes.....	14
Table 13: principals' overall self-assessment of their instructional leadership effectiveness .....	16
Table 14: principals' role in communicating aligning school vision and goals .....	17
Table 15: Principals’ Role in Supervising Instruction and Curriculum Management .....	18
Table 16: Principals’ Role in Building School Culture and Supporting Teachers.....	20
Table 17: Principals’ Role in Teacher Development and Instructional Leadership.....	21
Table 18: Principals’ Use of Student Performance Data and Monitoring Systems .....	22
Table 19: Supervisors’ Overall Ratings of Principals Instructional Leadership Effectiveness .....	24
Table 20: Supervisors’ Responses on Principals’ Alignment with School Academic Vision .....	25
Table 21: Supervisors’ Perceptions of Principals’ Instructional Leadership Practices.....	26
Table 22: Supervisors’ Perceptions of Principals’ Support for a Positive School Environment and Teacher Development.....	27
Table 23: Supervisors’ Perceptions of Principals’ Support for Teacher Development and Leadership.....	28
Table 24: Supervisors’ Perceptions of Principals’ Use of Student Data for Instructional Leadership .....	29
Table 25: Teachers’ Perceptions of Instructional Leadership Challenges .....	30
Table 26: Principals’ Perceptions of Instructional Leadership Challenges.....	32
Table 27: Supervisors Perceptions of Instructional Leadership Challenges .....	33
Table 28: Key Factors Hindering Instructional Leadership.....	35
Table 29: Suggested Supports to Improve Instructional Leadership .....	37
Table 30: Comparative Analysis of Perceptions.....	38

## **List of Acronyms and Abbreviations**

ESDP	Education Sector Development program
GEQIP	General Education Quality Improvement Package
IL	Instructional Leadership
ILE	Instructional Leadership Effectiveness
MoE	Ministry of Education
PMIRS	Principals Instructional Management Rating Scale
REB	Regional Education Bureau
SPSS	Statistical Package of Social Science

## Abstract

*This study investigates the effectiveness of instructional leadership in government primary schools of Kolfe Keraniyo Sub-City, Addis Ababa, Ethiopia. The study focuses on assessing the extent to which school principals demonstrate instructional leadership, evaluating the effectiveness of their practices, and identifying challenges affecting implementation. The target population included principals, instructional supervisors, and teachers from all government primary schools in the sub-city. A total of 232 respondents comprising 10 principals, 5 instructional supervisors, and 217 teachers were included in the study. A mixed-methods research design was employed, combining quantitative data collected through structured questionnaires administered to 199 teachers with qualitative data obtained via interviews with principals. Quantitative data were analyzed using descriptive statistics, including means and standard deviations, while qualitative responses were examined through thematic analysis to provide a deeper understanding of instructional leadership practices. Findings indicate that principals exhibit moderate levels of instructional leadership, particularly in monitoring student progress, communicating school vision and mission, and fostering a positive learning climate. Nevertheless, principals face challenges such as heavy administrative workloads, limited professional development opportunities, inadequate teaching and learning resources, and insufficient collaborative structures, which hinder effective instructional leadership. Teachers emphasized the need for more consistent classroom supervision, constructive feedback, and opportunities for joint curriculum and pedagogical planning. Based on these findings, it is recommended that principals allocate more time to classroom observation, feedback, and coaching, engage in continuous and needs-based professional development, and foster collaborative professional learning communities. At the policy level, the Sub-City Education Office should reduce administrative burdens, provide clear guidelines on instructional leadership responsibilities, and implement incentive mechanisms to recognize exemplary leadership. This study contributes to knowledge on instructional leadership in Ethiopia and provides practical insights for school leaders, policymakers, and researchers seeking to enhance teaching quality and student learning outcomes*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the overview of the background of the study, statement of the problem, research question, objective of the study, significance of the study, scope of the study/delimitation of the study, definition of terms and organization of the study.

### 1.1 Background of the Study

Effective instructional leadership goes beyond simply managing a school; it involves actively shaping the teaching and learning environment to maximize student outcomes. It requires a deep understanding of pedagogy, curriculum, assessment, and the dynamics of school culture. An effective instructional leader is a catalyst for positive change, empowering teachers, fostering collaboration, and ensuring equitable access to high-quality learning experiences for all students (Leithwood & Jantzi (2008), Marzano, Waters, & McNulty (2005)).

Leithwood and Duke (1998, as cited in MoE, 2013) described instructional leadership as focusing on the behaviors of teachers as they engage in activities directly affecting the growth of students. In a similar fashion Flath (1989) described instructional leadership as those actions that a principal takes, or delegates to others, to promote growth in student learning. In actual practice, the principal encourages students' educational achievement by making instructional quality as the top priority of the school and brings that vision into real actions.

The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable (as cited in MoE, 2013).

The Education and Training Policy of Ethiopia (MoE,1994), stated that education enables individuals and society to make all rounded participation, in the development process by

acquiring knowledge, ability, skill and attitudes. To achieve the goals and objectives of education effectively, the importance of instructional principals is a major concern for it is considered as a vehicle for change and educational development.

In addition, the Ministry of Education (2010) stated the important role of school principals in quality improvement and to allow them to play their role more effectively, there is a need to upgrade qualifications, while teachers aspiring to become principals will receive special training. Such as foreseen a special leadership and management program and support by school supervisors to aspiring principals are some of the strategies that can be used.

Implementing effective instructional leadership is a challenge for many schools, despite its recognized importance. One of the primary obstacles is the dual burden of administrative and instructional responsibilities faced by school leaders. Principals often find themselves overextended, juggling operational tasks such as budgeting, compliance, and facilities management alongside their instructional leadership duties. This overload reduces their capacity to focus on activities that directly enhance teaching and learning (Leithwood et al., 2020).

Although the significance of instructional leadership is extensively documented, considerable gaps persist in comprehending how contextual elements affect its efficacy. For example, there is limited research on how socio-economic disparities, school size, and rural versus urban settings shape the practices and outcomes of instructional leadership (Leadwood et al., 2020; Sebastian et al., 2018). Moreover, existing studies often focus on high-performing schools, leaving a need for insights into the challenges faced by under-resourced institution

According to the ESDP VI, 2021, states that, 30.2% of leaders in primary schools are qualified, which is well below the 100% target. The results are similar in secondary education, with only 29% of leaders qualified, and an equally low number of qualified female leaders both in primary (11%) and secondary (8%.) schools (ESDP VI,2021).

This study aims to address these gaps by investigating the factors that contribute to instructional leadership effectiveness across diverse educational settings. By examining the interplay of contextual variables and leadership practices, the research seeks to provide actionable insights that can inform policy and practice. The findings will contribute to a deeper understanding of how instructional leadership can be tailored to meet the unique needs of various school communities.

## **1.2 Statement of the Problem**

The ability to lead is sometimes seen as a quality of personality which someone either does or does not possess. There is a notion of truth in this and some brilliant leaders have achieved success because of personal charisma and the vision they set before their followers. Leadership is not exercised in the abstract, however, but in the performance of specific tasks which are mainly those of management.

Instructional leaders were goal-oriented. As leaders they were able to define a clear direction for the school and motivate others to join in its achievement. In instructionally effective schools, this direction focused primarily on the improvement of student academic outcomes. Vision, goals, and mission became strongly situated in the vocabulary of principals who wished to succeed in the evolving environment of school reform (HALLINGER P., 2005).

The school principal plays an important role in enhancing quality of the teaching learning process in the school. His/ her ability to plan coordinates, monitor and evaluate the implementation of the school Curriculum, interpersonal skills such as effective communication with teachers, students administrators and the local community are decisive.

As new leaders for new schools (NLNS, 2009, cited in Gezu Beletu, 2017) school leader's effectiveness is measured through their major areas: improving students' achievements, promoting their effectiveness and practicing effective leadership by actively involving stakeholders to achieve common goal and objective. To achieve the goal of education in general and the goal of school in particular, the school leaders need to be instructional leaders to effectively run the teaching and learning process.

As clearly stated by Hallinger (2013), instructional leadership has become the preferred term due to the recognition that principals who operate from this frame of reference rely more on expertise and influence than on formal authority and power to achieve a positive and lasting impact on staff motivation and behavior and student learning.

According to the new Education and Training policy of Ethiopia (MoE, 2023)T, clearly positions principals as more than just administrators; they are expected to perform well in instructional leadership activities. This involves setting a clear instructional vision for their schools, supervising and supporting teachers in the classroom, coordinating continuous professional development, and ensuring that all available resources are directed toward improving the quality of teaching and learning. The policy also emphasizes the importance of creating a positive learning environment and involving parents and the wider community in supporting student success. In this way, principals are increasingly recognized as leaders of

learning, with their effectiveness measured by how well they guide instructional practices and raise student achievement.

Furthermore, Elaine (2003) also showed that, issues related to skills and training, teachers cooperation, vision and good will, and management of time can be considered as common impediments to principals' instructional leadership effectiveness. In addition, there might be a gap in effecting instructional leadership by principals. Such gap in the effectiveness of instructional leadership inevitably would result in poor performance and low goal achievement of the schools. Hence, the question that arises from this is how principals are practicing instructional leadership effectively and, what factors are affecting their instructional leadership practices.

Teshale,(2014) in his thesis entitled leadership effectiveness of secondary school principals in segen area peoples revealed as principals were not participate staff members in the formulation of mission, vision and goal statement in their school. He further indicated the absence of participatory decision making in daily operations..

From my supervision carrier, I have observed most of the government schools principals are not engaged their time related to instructional leadership. Local education authorities make school principals busy with daily routine tasks that have nothing to do with the instructional process. They set directions that clearly interferes the schools authority so that they enforce school leaders to be only "a man of yes". Bogale, 2014 in his thesis also pointed out that principal's use only one-tenth of their time for instructional leadership (cited in Gezu Beletu, 2017)

Therefore, I am initiated to study and find out further on the instructional leadership effectiveness in the government primary school of Kolfe Keranyo Sub City in Addis Ababa City Administration. Since this study would had used further woredas rather than Tadesse Atenafu which was different in sub-city and those above other are studied in secondary schools and the other my initiating factor to investigate the effectiveness of instructional leadership in government primary schools of Kolfe Keraniyo Sub city to investigate the effectiveness of instructional leadership in government primary schools of communicating shared goals, mission, values and all important instruction by accomplishing their instructional leadership roles which have great role to bring success on students achievement for all teachers, students and parents from the expected goal of MoE of Ethiopia in the Sub-City evaluating instructional activities for their subordinate for students' success. In the process of this study the researcher would attempt to answer the following basic questions: -

Therefore, I am initiated to study and find out further on the instructional leadership effectiveness in the government primary school of Kolfe Keranyo Sub City in Addis Ababa City

Administration. Since this study would have used further woredas rather than Tadesse Atenafu which was different in sub-city and those above other are studied in secondary schools and other initiating factor for study seeks to identify the key factors influencing leadership practices and their impact on educational outcomes. Understanding these dynamics is essential for developing targeted interventions to enhance leadership effectiveness and ensure equitable education for all learners in the sub city.

### **1.3 Research Questions**

This study seeks to address the following critical questions:

1. To what extent do school principals exhibit instructional leadership in the school?
2. Do school principals effective in their instructional leadership?
3. What challenges encounter schools principals in serving instructional leadership?

### **1.4 Objective of the Study**

The objectives of your study outline what you aim to achieve through your research. For this title, they may include:

#### **General Objective:**

- To assess the effectiveness of instructional leadership in government primary schools in Kolfe Keraniyo Sub city, Addis Ababa.

#### **Specific Objectives:**

- To assess the role of school leaders in enhancing teacher performance and student learning outcomes.
- To identify the challenges faced by instructional leaders in primary schools.
- To examine the strategies employed by instructional leaders to promote effective teaching practices.
- To analyze the relationship between instructional leadership practices and academic performance in government primary schools.

### **1.5 Significances of the Study**

This study on the effectiveness of instructional leadership in government primary schools in Kolfe

Keraniyo Sub-city, Addis Ababa, is important for various educational stakeholders. The findings will contribute to improving instructional leadership practices, enhancing teacher performance, and ultimately improving student learning outcomes. Therefore this study is designed with strong belief that;

**Contribution to School Principals and Instructional Leaders:** Helps principals and instructional leaders understand their strengths and weaknesses in guiding teachers and also provides insights into effective leadership strategies for improving teaching quality.

**Contribution to Teachers:** Identifies areas where teachers need more support and professional development and Encourages collaboration between teachers and school leaders for better learning environments.

**Students:** Improved instructional leadership may lead to enhanced educational outcomes, benefiting students' overall learning experiences.

**Academic Community:** The research contributes to the body of knowledge on educational leadership, particularly in the context of Addis Ababa, where limited studies may exist.

## **1.6 Delimitation the Study**

The study only looks at government primary schools in Addis Ababa's Kolfe Keraniyo Sub-city. Private and secondary schools are excluded. The study focuses on elementary school teachers, principals, and instructional leaders. The sample excludes parents, students, and other interested parties.

The study looks at classroom supervision, teacher support and professional development, leadership styles and problems, and policy implementation as well as the effectiveness of instructional leadership. It doesn't address non-instructional leadership or general school administration. Using quantitative surveys and qualitative interviews/FGDs, the study employs a mixed-methods approach. Neither longitudinal data collection nor experimental studies are included in this study.

## **1.7 Limitations of the Study**

While this study provides valuable insights into the effectiveness of instructional leadership in government primary schools of Kolfe Keraniyo Sub-City, it is not without limitations. First, the research was confined to one sub-city, which means the findings may not fully represent the situation in other parts of Addis Ababa or Ethiopia as a whole. Second, the study relied heavily on self-reported data from principals, teachers, and supervisors. Such responses may be affected by social desirability bias, where participants give answers they believe are expected rather than their genuine perceptions. Third, time and

resource constraints limited the sample size and depth of data collection, which may have restricted the richness of the findings. Lastly, the study focused mainly on quantitative questionnaires, and although efforts were made to interpret the results carefully, including more qualitative approaches such as classroom observations or indepth interviews might have provided deeper insights.

## 1.8 Operational Definition of Key Terms

The followings are key terms and phrases which are used in the context of this research.

**Sub-city** – an intermediate administration level between the Addis Ababa city administrations and woreda.

**Primary Government schools** – In Ethiopia, primary education lasts 8 years and is split into grades 1-6 (primary) and grades 7-8 (middle school)

**Leadership Behaviors** – is the manner of approach of leaders in schools in providing direction, implementing plans and motivating people.

**Effective Instructional Leader:** a leader who is able to align the strategies and activities of the school with the school's academic mission and creates an environment that stimulates enthusiasm for teaching and learning process (Hallinger, 2013).

**Principals:** refers to a person assigned on principals and assistance principals job position, which is considered as the managerial staff and professional leaders in charge of secondary schools..

**Secondary Education:** According to the Ethiopian Education System, it refers to the first cycle of secondary education; grades 9-10 (MoE, 2010:14)

**Government Schools:** Schools fully run by the government as per proclamation No. 260/1984 E.C., in Ethiopia.

**Instructional Leadership:** a leadership that is directly related to the process of instruction where teachers, learners, and the curriculum interact (Elaine, 2003).

**Leader:** a person who is in a position to influence others to act and who has, as well, the moral, intellectual, and social skills required to take advantage of that position (Elaine, 2003).

**Leadership:** a collaborative process of engaging the community in creating equitable possibilities for children and their families that result in academic achievement (Pat, 2002).

## 1.9 Organization of the Study

This study on the effectiveness of instructional leadership in government primary schools in Kolfe Keraniyo Sub-city, Addis Ababa, is divided into five chapters, each of which covers important topics.

Chapter one includes: The study's background, problem statement, objectives, research

questions, significance, delimitation, limitations, and organization are all included in this chapter's overview of the study. Chapter two discusses current theories, research, and frameworks pertaining to instructional leadership are examined. Chapter three describes the research design and methodology, including the research approach, research design, population and sampling strategies, data collection tools, data analysis strategies, and ethical considerations.

Chapter Four: In this chapter, the gathered data is presented and examined, along with the findings in relation to the research questions, descriptive statistics, and thematic analysis.

Chapter five: The concluding chapter offers: An overview of the main conclusions, recommendations, and ideas for additional research.

## CHAPTER TWO

### REVIEW OF THE RELATED LITRATURE

The primary purpose of this literature review is to consolidate existing research on instructional leadership effectiveness. This review aims to identify prevailing patterns and best practices within instructional leadership that significantly contribute to educational outcomes. It seeks to assess the direct and indirect impacts of instructional leadership on student achievement and teacher efficacy. Additionally, this review seeks to uncover existing gaps in the literature, providing a foundation for future research and offering actionable insights for educational leaders and policymakers.

#### 2.1 Concept and Definition of instructional Leadership

Studies on school development and improvement emphasize the importance of school leaders, especially in the view of the continuous improvement process targeted at an individual. For all phases of the school development process, school leadership is considered vital and is held responsible for keeping the school as a whole in mind, and for adequately coordinating the individual activities during the improvement processes. Furthermore, it is required to create the internal conditions necessary for the continuous development and increasing professionalization of the teachers. It holds the responsibility for developing a cooperative school culture (cited in Gezu Belete, 2017).

The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable (cited in *MOE,2013*).

Traditionally, principals were expected to be managers of school buildings and focus on handling routines like teacher evaluation, budgeting, scheduling, and facilities maintenance. During the eighties, there was a shift in attention to educational roles with both teachers and principals receiving emphasis. A prevailing assumption of this era was that the principal should become directly involved with the teaching and learning processes. Principals were required to “intervene” to ensure that teachers focused on the central mission of the school (cited in *MOE,*

2013).

Instructional leadership effectiveness refers to the extent to which school leaders, particularly principals, influence teaching and learning to improve student outcomes. Effective instructional leaders go beyond administrative management and focus on guiding teachers, monitoring instructional practices, and fostering a positive learning environment (Leithwood & Riehl, 2005). According to Hallinger (2003), effective instructional leadership involves three core functions: defining the school's educational mission, managing the instructional program, and promoting a supportive learning climate. The effectiveness of instructional leadership is influenced by multiple determinants. These include the principal's professional knowledge and pedagogical skills, teachers' competence and motivation, availability of teaching and learning resources, and the broader educational policy environment (Spillane, Halverson, & Diamond, 2001). Additionally, contextual factors such as school size, student demographics, and community support play a role in shaping how leadership translates into improved learning outcomes (Day et al., 2016). In the Ethiopian context, the national Education and Training Policy emphasizes the principal's role as an instructional leader, highlighting that leadership effectiveness is closely linked to principals' ability to support teachers, engage the community, and implement curriculum standards (Ministry of Education, 2019). Recognizing these determinants is crucial for understanding the challenges and opportunities in enhancing instructional leadership effectiveness in government primary schools.

### **2.1.1 Definition of Instructional Leadership**

Current definitions of instructional leadership are richer and more expansive than those of the 1980s. Originally, the role of an instructional leader involved traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. Today, it includes carrying out professional development, and emphasizes the use of data to make decisions (Deborah King 2002, cited in *MOE, 2013*).

**Instructional leadership** is defined as the actions and strategies employed by school leaders to improve the quality of teaching and learning. This concept encompasses various practices, such as setting clear academic goals, supervising and evaluating instruction, supporting ongoing professional development, creating a conducive learning environment, and ensuring effective use of resources (Marks & Printy, 2003).

Leithwood and Duke (1998) described instructional leadership as focusing on the behaviors of teachers as they engage in activities directly affecting the growth of students. In a similar fashion Flath (1989) described instructional leadership as those actions that a principal takes, or delegates to others, to promote growth in student learning. In actual practice, the principal encourages students' educational achievement by making instructional quality as the top priority of the school and brings that vision into real actions (cited in *MOE, 2013*).

In a slightly different conceptualization, Hallinger and Murphy (1985) described instructional leadership in a model that consists of many specific functions within three broad categories: defining the school mission, managing the instructional program, and promoting school climate. This model expanded the concept out of the classroom unlike the above definitions. It required the principal to mobilize teachers and other stakeholders under the school mission and create and promote sound school climate. In a similar way, Jones and Weigel (2009) described instructional leadership through its focus on a culture of high expectations for all students in which instruction comes first. Decisions are made based on what is best for the learning environment for students. Ongoing professional development is aligned to school goals and mission and focused on student achievement. The strengths of each staff member are used to optimize student achievement and create an effective learning environment. School administrators assure that staff focuses on delivering high-priority academic skills and knowledge (cited in *MOE, 2013*).

Jenkins (2009) talks about learning communities in association to instructional leadership. According to Jenkins, instructional leaders lead learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community's support for school success(cited in *MoE,2013*).

## **2.2. Theories of Instructional Leadership**

When discussing instructional leadership effectiveness, several leadership theories are particularly relevant because they explain how principals influence teaching, learning, and school outcomes. Instructional leadership effectiveness can be best understood through several complementary leadership theories. Here are some key theoretical approaches:

### **2.2.1 Instructional Leadership Theory:**

serves as the foundation, highlighting the principal's role in setting clear school goals, supervising classroom instruction, and fostering a positive learning environment that supports student achievement (Hallinger, 2003).

### **2.2.2 Transformational Leadership:**

emphasizes the principal's ability to inspire and motivate teachers, promote professional growth, and cultivate a shared vision, which indirectly enhances instructional outcomes (Leithwood & Jantzi, 2000).

Transformational leadership focuses on developing the organization's capacity to innovate. Rather than focusing specifically on direct coordination, control, and supervision of curriculum and instruction, transformational leadership seeks to build the organization's capacity to select its purposes and to support the development of changes to practices of teaching and learning. Transformational leadership may be viewed as distributed in that it focuses on developing a shared vision and shared commitment to school change (Hallinger, 2003).

Most school restructuring initiatives assume significant capacity development on the part of individuals, as well as whole organizations; they also depend on high levels of motivation and commitment to solving the substantial problems associated with the implementation of restructuring initiatives. Transformational approaches to leadership have long been advocated as productive under these conditions, and evidence suggests that transformational practices do contribute to the development of capacity and commitment. Much less evidence is available, however, about whether these socio-psychological effects actually result in organizational change and enhanced organizational outcomes (Leithwood and Jantzi, 2000).

### **2.2.3 Distributed Leadership:**

Distributed Leadership involves sharing leadership responsibilities among multiple members of the school community rather than concentrating it in a single leader (Spillane, 2006). This approach promotes collaboration and utilizes the strengths and expertise of various teachers and staff members to influence instructional practices and decision-making processes (Harris, 2004). Distributed Leadership Theory recognizes that effective leadership is often shared across the

school community, where teachers, coordinators, and other staff members collaboratively contribute to improving instructional practices (Spillane, Halverson, & Diamond, 2001).

School-level conditions and school leadership, in particular, are key issues in efforts to change instruction. While new organizational structures and new leadership roles matter to instructional innovation, what seems most critical is how leadership practice is undertaken. Yet, the practice of school leadership has received limited attention in the research literature. Building on activity theory and theories of distributed cognition, this paper develops a distributed perspective on school leadership as a frame for studying leadership practice, arguing that leadership practice is constituted in the interaction of school leaders, followers, and the situation (Spillane et al, 2004)

#### **2.2.4. Situational or Contingency Leadership Theory:**

underscores the importance of adapting leadership strategies to the specific context of each school, taking into account factors such as teacher competence, resource availability, and student needs (Hersey & Blanchard, 1969). Together, these theories provide a robust framework for understanding how principals can enhance teaching and learning, making them particularly suitable for examining instructional leadership effectiveness in primary schools.

#### **2.2.5 Models of Instructional Leadership**

For a study on instructional leadership effectiveness, the Hallinger's Instructional Leadership Model (1983, 2003) is widely considered the most suitable :

Three dimensions of instructional leadership-defining the school's mission, managing the instructional program, and promoting a positive school learning climate are within the framework developed by Hallinger and Murphy (1985). Based on their theoretical and empirical analyses, they formulated a framework of instructional leadership with three dimensions and eleven job descriptors. The three dimensions were defining a mission, managing the instructional program, and promoting a positive school learning climate. *Mission* was defined in terms of framing school goals : Effective instructional leaders work with staff, students, and the community to develop clear, measurable goals for student achievement and also communicating goals: These goals are articulated and communicated clearly within and outside the school.

*Managing the instructional program* was expressed in terms of supervising and evaluating instruction(i.e. This involves conducting classroom observations and providing feedback to

teachers.), coordinating curriculum( i.e. Ensuring that the curriculum is aligned across grades and subjects to meet students' needs. ) and monitoring student progress(i.e. Regularly reviewing student performance data to inform and improve teaching and learning ).

*A positive school learning climate* was maintained by principals by protecting instructional time(i.e. Minimizing disruptions to instructional time and ensuring that teachers have the necessary resources), promoting professional development(i.e. Encouraging continuous learning and development among teachers ), maintaining high visibility(i.e. Being present in classrooms and the school, modeling desired behaviors), providing incentives for teachers and for students (i.e. Recognizing and rewarding accomplishments and efforts.), enforcing high academic standards(i.e. Setting high academic expectations and consistently enforcing them) and , developing teacher collaboration (i.e. Building a strong professional community focused on student learning).

### **2.3 Key Components of Instructional Leadership**

Successful instructional leadership involves guiding and supporting teachers to improve instructional practices, ultimately enhancing student learning. Below are its key components:

#### **1. Supervision of Instruction:**

Leaders actively observe and evaluate teaching to ensure effective instructional methods are employed. They provide actionable feedback and encourage teachers to adopt evidence-based strategies. Regular classroom visits and coaching are integral to this practice (Hallinger & Murphy, 1985).

#### **2. Curriculum Management:**

Instructional leaders oversee curriculum design, implementation, and alignment with standards. They ensure consistency across grade levels and adapt the curriculum to meet the diverse needs of students. This process fosters coherence and promotes better academic outcomes (Marzano et al., 2005).

### **3. Professional Development Support:**

Ongoing professional learning is vital for teacher growth. Leaders organize workshops, facilitate professional learning communities (PLCs), and promote peer collaboration. They support the adoption of innovative teaching practices by connecting teachers with resources and training (Darling-Hammond et al., 2017).

## **2.4 Role of the Leadership**

Effective instructional leadership involves a combination of strategies and practices that focus on improving teaching and learning. Successful leaders provide supervision, support curriculum management, and foster professional development. They set a clear vision, establish high expectations, create a positive school culture, support instructional practices, and use data to drive decision-making. These actions collectively contribute to better student outcomes and more effective teaching practices. School leaders play a pivotal role in impacting the teaching and learning processes. They influence educational outcomes through several key actions:

### **1. Vision and Goal Setting:**

Effective school leadership begins with establishing a clear and compelling vision for the future. Leaders articulate this vision in a way that resonates with all stakeholders—teachers, students, and parents—fostering a shared sense of purpose and direction (Leithwood et al., 2004). A strong vision serves as a guiding framework for decision-making and school improvement efforts. In addition to setting the vision, successful leaders establish high expectations for both teaching and learning, promoting a culture that values growth, achievement, and excellence (Bryk et al., 2010). By aligning goals with the vision and maintaining high standards, leaders inspire continuous improvement and foster a school environment where all members are motivated to succeed.

### **2. Creating a Positive School Culture:**

A positive school culture is foundational to student success, teacher satisfaction, and the development of a collaborative learning environment. Building such a culture requires ongoing effort, strong collaboration, and a deep commitment to inclusivity and well-being. School leaders play a pivotal role by fostering strong relationships, promoting diversity, and ensuring a safe and supportive atmosphere where everyone feels valued. They help cultivate trust and mutual respect among staff, encouraging

effective teamwork and professional collaboration (Bryk & Schneider, 2002, as cited in Gezu, 2017). Additionally, by creating inclusive environments that support students of all backgrounds and abilities, leaders ensure that every learner has the opportunity to thrive academically, socially, and emotionally (Riehl, 2000). These efforts collectively nurture a sense of community and lay the groundwork for meaningful, sustained educational growth.

### **3. Supporting Instructional Practices:**

Effective educational leaders support instructional practices by ensuring that teachers have access to essential resources such as up-to-date instructional materials, technology, and ongoing professional development opportunities (Brown et al., 2017). By equipping educators with the tools they need, leaders help create an environment where quality teaching can thrive. Additionally, they play a key role in fostering a culture of innovation by encouraging creative and research-based teaching strategies that enhance student engagement and improve learning outcomes (Fullan, 2001).

### **4. Data-Driven Decision Making:**

Educational leaders play a crucial role in using data to inform instructional practices and curriculum planning. By analyzing information from assessments, evaluations, and other relevant sources, they can make informed decisions that align teaching strategies with student needs (Marsh et al., 2006). Additionally, effective leaders consistently monitor student progress, using data analysis to identify learning gaps and make timely instructional adjustments. This ongoing process ensures that instruction remains responsive and targeted, ultimately supporting improved student outcomes (Earl & Katz, 2006).

## **2.5 Impact of Instructional Leadership Effectiveness on Student Outcomes**

Effective instructional leadership has a profound impact on both student and teacher outcomes. By setting high academic standards and creating engaging learning environments, instructional leaders boost student performance and engagement. On the teacher side, strong leadership enhances motivation, satisfaction, and instructional effectiveness, leading to a more positive and productive school environment. Instructional leadership plays a pivotal role in improving student outcomes by fostering an environment that supports high-quality teaching and learning. Research highlights several key ways in which effective instructional leadership positively impacts student performance:

Numerous studies have established a strong positive relationship between effective instructional leadership and key student outcomes such as performance, engagement, and achievement. Research shows that instructional leaders significantly influence student performance by promoting high academic standards and closely monitoring the quality of instruction (Leithwood et al., 2008). Hallinger and Heck (1998), through a comprehensive meta-analysis, found that leadership actions—particularly those involving the establishment of clear, measurable goals and consistent progress monitoring—have a direct and sustained impact on student learning. In addition to boosting academic performance, effective leaders create dynamic and supportive learning environments that actively engage students in the educational process (Robinson et al., 2008). By encouraging innovative instructional practices and maintaining a positive school climate, they enhance student motivation and participation. Furthermore, evidence from various studies indicates that strong instructional leadership is closely linked to higher academic achievement, as reflected in improved test scores and graduation rates (Marzano et al., 2005).

The impact of instructional leadership extends beyond student outcomes to significantly influence teacher motivation, satisfaction, and effectiveness. Instructional leaders play a vital role in enhancing teacher motivation by fostering a culture of collaboration and mutual support, while also providing continuous professional development opportunities (Blase & Kirby, 2009). When teachers feel supported and are encouraged to grow professionally, their drive to improve instructional practices increases. Furthermore, effective instructional leadership contributes to greater teacher satisfaction by actively involving teachers in decision-making processes and acknowledging their contributions to the school community (Louis et al., 2010). In terms of teacher effectiveness, leaders who prioritize instructional practices can substantially enhance teaching quality. This is achieved through the provision of timely feedback, regular evaluations, and targeted professional development initiatives, all of which support teachers in refining their skills and improving instructional techniques (Waters et al., 2003).

## **2.6 Self-efficacy and Leadership**

### **2.6.1 Self-Efficacy**

Self-efficacy is a concept developed by Albert Bandura (1997) that refers to an individual's belief in their ability to execute tasks and achieve specific goals. In the context of instructional

leadership, self-efficacy relates to a leader's confidence in their capability to influence and improve educational outcomes (Tschannen-Moran & Gareis, 2004).

Self-efficacy is a crucial attribute for effective instructional leaders. Leaders with high self-efficacy are more likely to engage in and sustain practices that improve instruction and student outcomes. Key predictors of leadership self-efficacy include evaluating instruction, monitoring student progress, and participating in professional development. By fostering self-efficacy, school leaders can better support teachers and enhance the overall educational environment.

### **2.6.2 Relationship with Instructional Leadership Practices:**

The relationship between leaders' self-efficacy and instructional leadership practices is well-documented in educational research. Leaders with confidence in their capacity to evaluate and supervise instruction demonstrate greater proactivity in conducting classroom observations, offering constructive feedback, and supporting teachers, thereby directly enhancing instructional quality (Robinson et al., 2008). This self-assured engagement in instructional supervision fosters trust and collaboration, creating conditions for meaningful pedagogical improvement. Furthermore, leaders with high self-efficacy are more adept at establishing and pursuing ambitious academic goals, aligning organizational efforts toward measurable student outcomes (Leithwood & Jantzi, 2008). Their belief in their ability to effect change enables them to inspire collective commitment among staff and students, cultivating a shared drive for excellence. Equally significant, such leaders prioritize professional development as a strategic lever for growth, investing in targeted learning opportunities for themselves and their teams (Ross & Gray, 2006). By modeling a commitment to continuous improvement, they nurture a culture of lifelong learning, ensuring that both individual and institutional capacities evolve to meet dynamic educational demands. Together, these practices underscore how leaders' self-efficacy strengthens their instructional leadership, positioning them to catalyze systemic improvements in teaching and learning.

### **2.6.3 Predictors of Leadership Self-Efficacy**

Leadership self-efficacy in instructional contexts is shaped by multiple interconnected factors that reinforce a leader's confidence in driving academic improvement. Central to this is the practice of *evaluating instruction*, where frequent classroom observations enable leaders to

critically assess pedagogical strategies, refine their analytical skills, and deepen their understanding of instructional dynamics (Blase & Blase, 2000). These hands-on experiences, coupled with the consistent delivery of constructive feedback and accountability measures, solidify leaders' belief in their capacity to influence teaching quality (Stronge, 2018). Equally critical is the *monitoring of student progress*, which relies on data-driven decision-making. Leaders who systematically analyze student performance data to inform instructional adjustments report heightened self-efficacy, as such practices validate their ability to enact targeted interventions (Marsh et al., 2006). Establishing clear academic benchmarks further reinforces this confidence, as tracking measurable outcomes provides tangible evidence of progress toward goals (Hallinger & Heck, 1996). Finally, *professional development* acts as a cornerstone of self-efficacy: leaders who engage in continuous learning opportunities—such as workshops, courses, or collaborative peer networks—expand their expertise and stay attuned to evolving educational practices (Louis et al., 2010). Participation in professional learning communities also fosters collective problem-solving and resource-sharing, which bolsters leaders' assurance in navigating challenges (Wahlstrom & Louis, 2008). Together, these predictors—rooted in hands-on engagement, data literacy, and lifelong learning—collectively cultivate a leader's self-efficacy, equipping them to lead instructional change with competence and conviction.

## **2.7 Challenges and barriers**

Instructional leaders navigate a complex landscape of challenges that impede their capacity to enhance teaching and learning outcomes. Resource constraints pose a foundational barrier, as limited funding restricts access to critical tools such as updated technology, quality instructional materials, and sustained professional development programs (Figlio, 2013). Compounding this issue, staff shortages—particularly in schools lacking qualified teachers or support personnel—overburden existing staff, diluting efforts to implement cohesive instructional strategies (Guarino et al., 2006). Beyond material limitations, resistance to change frequently undermines reform efforts. Teachers may reject new pedagogical approaches or leadership initiatives, especially when innovations are perceived as top-down, irrelevant, or destabilizing to established routines (Hargreaves & Fullan, 2012). Institutional inertia further exacerbates this resistance, as entrenched organizational norms and cultural traditions within schools create systemic pushback against transformative practices (Louis et al., 2005). Additionally, administrative burdens divert leaders' focus from instructional priorities. Bureaucratic demands, including compliance with policies, documentation, and reporting,

consume substantial time and energy, leaving fewer opportunities for meaningful classroom engagement (Brasof, 2011). The challenge of time management is further amplified by the need to balance competing responsibilities—such as teacher evaluations, community outreach, and strategic planning—which can overwhelm even the most dedicated leaders (Spillane & Hunt, 2010). Together, these barriers create a multifaceted obstacle course for instructional leaders, demanding adaptive strategies, resourcefulness, and systemic support to mitigate their impact and sustain progress toward educational goals.

## **2.8 Overcoming Barriers**

To address the multifaceted challenges of resource constraints, resistance to change, and administrative burdens, instructional leaders can adopt targeted strategies that align with research-backed practices. *Addressing resource limitations* begins with proactive efforts to secure supplemental funding through grants, strategic partnerships with community organizations, and philanthropic collaborations, which expand opportunities for technology upgrades, instructional materials, and professional development (Zimmerman et al., 2011). Equally critical is the efficient allocation of existing resources, prioritizing high-impact areas such as teacher training and student support programs, while advocating for equitable distribution at the district level to mitigate systemic disparities (Odden & Picus, 2008). *Managing resistance to change* requires a focus on collaboration and capacity-building. Engaging stakeholders—including teachers, families, and community members—in participatory decision-making processes fosters trust, clarifies the rationale for reforms, and cultivates shared ownership of goals (Fullan, 2011). Concurrently, tailored professional development programs that model new instructional strategies and address teachers' practical concerns can ease transitions, build confidence, and align staff expertise with organizational priorities (Desimone, 2009).

To *reduce administrative burdens*, leaders can delegate non-instructional tasks to support staff or leverage technology (e.g., automated reporting systems) to streamline workflows, preserving time for classroom observations and instructional coaching (Wallace Foundation, 2012). Implementing structured time management frameworks, such as prioritizing high-leverage leadership activities and setting clear boundaries around competing demands, further ensures that instructional goals remain central (Danielson, 2007). By integrating these approaches—resource advocacy, collaborative change management, and operational efficiency—leaders can mitigate barriers, sustain focus on pedagogical improvement, and foster environments where

teaching and learning thrive. These strategies not only empower leaders to navigate constraints but also position schools for systemic, long-term improvement in student achievement.

## **2.9 Instructional Leadership in the Ethiopian Context**

Instructional leadership in Ethiopia plays a pivotal role in addressing the country's educational challenges and fostering quality teaching and learning. School leaders are tasked with ensuring effective curriculum implementation, supporting teacher professional development, and improving student outcomes. According to Teshome (2017), instructional leaders are instrumental in fostering a culture of continuous improvement by monitoring classroom practices, providing constructive feedback, and encouraging innovative teaching methods. This is particularly important in a context where systemic issues such as low student achievement, teacher shortages, and resource constraints persist. Desta (2015) highlights that instructional leaders who prioritize teacher training and capacity building significantly contribute to enhancing teaching quality, especially in rural and underserved areas.

Furthermore, Abebe (2013) emphasizes the importance of aligning national curriculum policies with local classroom realities, which requires instructional leaders to bridge gaps between policy mandates and practical implementation. However, numerous challenges hinder effective instructional leadership in Ethiopia. Mekonnen (2016) notes that many school leaders lack formal training in instructional leadership, leaving them ill-equipped to address complex educational issues. Resource scarcity, including shortages of textbooks, teaching materials, and technological tools, further complicates efforts to improve teaching and learning (UNESCO, 2019).

Socio-cultural barriers, such as traditional attitudes toward education and gender disparities, also pose significant obstacles, as discussed by Yizengaw (2014). To overcome these challenges, instructional leaders must adopt strategic approaches, such as strengthening teacher support systems through mentorship programs, leveraging technology to enhance classroom instruction, and promoting collaborative decision-making with teachers, parents, and community stakeholders (Woldehanna et al., 2018). By focusing on these strategies, instructional leaders can drive meaningful educational reforms and contribute to equitable and sustainable development within Ethiopia's education system.

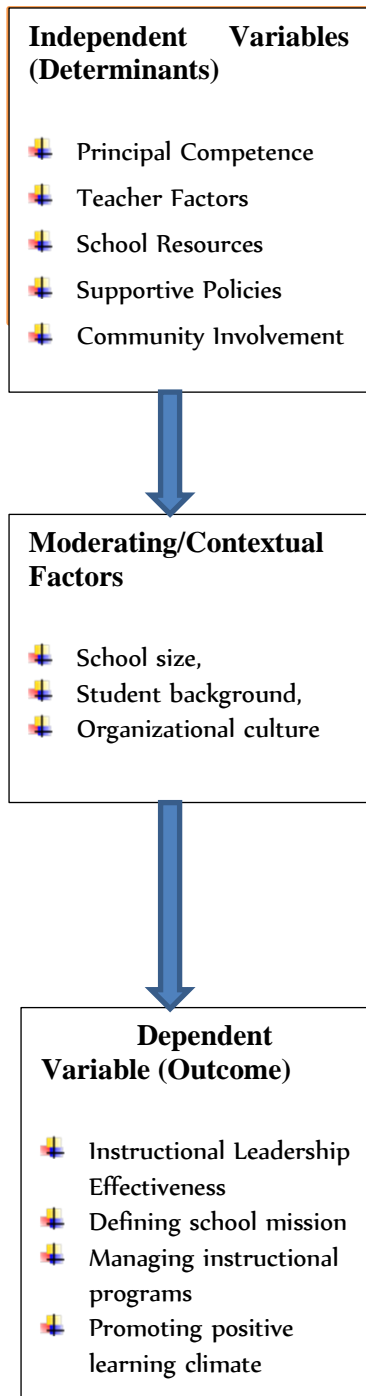
## **Summary**

This literature review highlights the importance of effective instructional leadership in enhancing teaching and learning outcomes. Key practices include supervision of instruction, curriculum management, and professional development support. Strong leadership positively impacts both student achievement and teacher development. Addressing identified research gaps and focusing on practical implications can further improve instructional leadership effectiveness and contribute to better educational outcomes for all students

## **Conceptual framework**

This conceptual framework demonstrates that the effectiveness of instructional leadership depends on multiple determinants, including the principal's professional competence, teacher motivation, resource availability, supportive policies, and community involvement. These determinants interact with contextual factors such as school size, student socio-economic background, and the organizational culture of the school. When these determinants and contextual factors align, principals are better able to set a clear school mission, manage instructional programs efficiently, and promote a positive learning climate. The framework provides a roadmap for examining how leadership practices influence teaching quality and student outcomes, consistent with Hallinger's (2003) instructional leadership model.

## Conceptual framework of instructional leadership effectiveness



Source :- (adopted from literature )

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research Design

According to Creswell (2009), research designs serve as blueprints that guide the overall process of inquiry, ranging from broad philosophical assumptions to specific techniques of data collection and analysis. In this study, a descriptive research design was employed in combination with an explanatory Sequential Design to examine instructional leadership in government primary schools of Kolfe Keraniyo Sub-City. The descriptive design was applied to quantify and describe the prevailing leadership practices such as goal-setting, supervision, and feedback provision and to compare perspectives across teachers, principals, and supervisors. The exploratory case study, on the other hand, provided deeper qualitative insights into the contextual challenges that influence leadership effectiveness, including issues related to limited resources, policy constraints, and organizational culture. The integration of these two approaches ensured that the study not only generated empirical data but also captured a nuanced understanding of leadership dynamics within the sub-city, thereby supporting the formulation of practical and context-sensitive recommendations for improvement.

#### 3.2. Research Approach

This study employed a mixed-methods research design, which integrates both quantitative and qualitative approaches in a complementary manner. The quantitative component involved the use of structured surveys, such as Likert-scale questionnaires, to measure instructional leadership effectiveness, teacher satisfaction, and the challenges faced by school leaders. The qualitative component, on the other hand, consisted of semi-structured interviews designed to capture stakeholders' lived experiences and provide deeper insights into the contextual factors shaping leadership practices. According to Creswell (2014), the integration of quantitative and qualitative methods allows researchers to obtain a more comprehensive understanding of complex phenomena. In this study, the quantitative data identified general trends and patterns, while the qualitative data offered explanations of the underlying causes and realities behind those patterns. Thus, the mixed-methods approach enabled a holistic analysis of instructional

leadership in Kolfe Keraniyo Sub-City, combining empirical evidence with rich, context-specific insights.

### 3.3 Source of Data

Both primary and secondary data sources were utilized in this study. The primary data were obtained from key stakeholders directly involved in school leadership and instructional processes, namely teachers, principals, vice principals, and cluster supervisors. These participants provided first-hand information on leadership practices, challenges, and perceptions of effectiveness. The secondary sources, on the other hand, included school documents such as brochures outlining the institutions' vision, mission, and goals, as well as checklists prepared for control, supervision, and support purposes. The use of both primary and secondary sources ensured the collection of comprehensive data, enabling triangulation and enhancing the validity of the study findings.

### 3.4 Population, Sample Size and Sampling Techniques

According to the 2016 E.C. annual statistical report of the Kolfe Keraniyo Sub-City Education Office, there were 23 government elementary schools distributed across 11 woredas. From these, five schools were selected as sample members for the study. The selection was made using a purposive sampling technique, as the intention was to include schools that represent different contexts within the sub-city. The criteria for selection included the geographical environment of the schools, the number of students and teachers, as well as the schools' overall achievement levels. These factors were considered to ensure that the sample reflected the diversity of conditions under which instructional leadership is practiced, thereby enhancing the relevance and applicability of the study findings..

Accordingly, to determine the sample size of the population, a formula by Taro Yamane (1979) was given as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where: - **n** = size of sample

e = the desired margin of error is 5%

**N** = total target population

$$\text{Then } n = \frac{494}{1 + 494(0.05)^2} = 217$$

Accordingly, a total of 217 teachers across the five selected schools were included as part of the target population. In addition, five principals, five vice principals, and five instructional supervisors were considered, bringing the total target population to 232 respondents. Since the population size was

manageable, all 232 individuals were included in the study as the sample. The distribution of the target population is presented in the table below.

**Table 1 : Target population distribution**

schools	Principals			V/principals			Teachers			Cluster supervisors		
	N	n	%	N	n	%	N	n	%	N	n	%
Jemmo primary school	1	1	100	1	1	100		75		1	1	100
Burka bururu	1	1	100	1	1	100		24		1	1	100
Addis hiwot	1	1	100	1	1	100		29		1	1	100
Tinbete ermias	1	1	100	1	1	100		25		1	1	100
Keraniyo medehanialem	1	1	100	1	1	100		61		1	1	100
Total	5	5	100	5	5	100				5	5	100
Sampling techniques	Availability			Availability			Simple random sampling/lottery			Availability		

Source: field survey data

Where ; N = total population  
n = sample population

### 3.5 Data Collecting Tools

#### 3.5.1 Questionnaires

To examine principals' instructional leadership effectiveness, a closed-ended questionnaire was developed for teachers. The instrument was structured into different sections designed to measure principals' involvement across the three widely recognized dimensions of instructional leadership: defining the school mission, managing the instructional program, and creating a positive school climate. The use of Likert scale items allowed teachers to provide their perceptions in a quantifiable manner, making it possible to assess the extent of principals' practices in each dimension. The questionnaires prepared in English and Amharic language .This design ensured that the data collected would be both reliable and suitable for statistical analysis, while also aligning with Hallinger's (2003) instructional leadership framework.

#### 3.5.2 Interviews

Interviews are particularly useful for gaining insight into people's perceptions, experiences, and interpretations of their practices. As Flick (1998, p. 222) notes, "Practices are only accessible through observation; interviews and narratives merely make the accounts of practices accessible." In this study, interviews were employed alongside questionnaires and document analysis to substantiate and enrich the information obtained from teachers. Specifically, a semi-structured interview format was prepared for principals and vice principals of the selected schools. The interview prepared in English and Amharic language. This approach was chosen because a fully structured interview is often too similar to a

questionnaire, with predetermined questions that restrict flexibility, while a completely unstructured interview resembles an open conversation and lacks sufficient focus for systematic analysis. Semi-structured interviews, positioned between these extremes, were therefore considered most appropriate. They provided guiding questions to ensure coverage of key themes while also allowing participants the freedom to elaborate on their experiences, thereby generating richer and more nuanced data. In addition, document analysis of school brochures, vision and mission statements, and supervision checklists was conducted to triangulate the findings and strengthen the validity of the study.

### **3.6 Data Analysis and Interpretation**

Data collected through questionnaire were analyzed quantitatively using statistical tools (percentage, mean, average mean, and standard deviation). Data collected through interview from principals were narrated to review differences. Mean scores at each dimension were calculated to understand principal's instructional leadership effectiveness in each dimension. Average mean of each functions analyzed. For simplicity, average mean value  $\geq 4.00$  high or very good practices, average mean value 3.00-3.99 average or moderate practice, and average mean value below 3.00 low or poor practice were used to interpret the data obtained. Respondent's behaviors (work experience, educational background, sex and age) and recruitment and selection practices of school principals were utilized to organize responses.

### **3.7 Pilot Testing**

Pilot study was conducted in Weyera and Betel Primary Schools using 24 teachers, directors and cluster supervisor prior to the final administration of the questionnaires to all respondents to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. The participants of the pilot test were also given firsthand information about how to evaluate and give feedback on the relevance of the contents, item length, and clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed lengthy items were shortened and unclear items were made clear. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha ( $\alpha$ ) to be 0.856, which is regarded as strong correlation Coefficient (Jackson, 2009). Further George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result 0.9 excellent,  $>0.8$

good, >0.7 acceptable,  $\alpha < 0.6$  questionable, and < 0.5 poor. The table below shows the computed internal reliability coefficient of the pilot test.

**Table 2 : Reliability Statics**

<i>sn</i>	<i>Variables</i>	<i>No item</i>	<i>Cronbach's Alpha</i>
1	<i>Overall Instructional Leadership Effectiveness</i>	3	0.854
2	<i>Defining and Communicating Vision and Goals</i>	4	0.858
3	<i>Managing the instructional program</i>	4	0.856
4	<i>Promoting a positive learning climate</i>	4	0.852
5	<i>Developing and supporting teacher</i>	4	0.853
6	<i>Monitoring and evaluating student progress</i>	4	0.853
7	<i>Factors that hinders instructional leadership</i>	10	0.867
	<i>Total Reliability Coefficient</i>	33	0.856

Source: Own computation

### **3.8 Ethical Consideration**

The purpose of the study was explained to the participants and the study conductor has asked their permission to answer questions in the questionnaires and interview. He also informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the Participants unnamed.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1. Introduction**

This chapter presents the analysis and interpretation of data collected through a structured questionnaire distributed to teachers, principals, and supervisors in government primary schools of Kolfe Keraniyo Sub-City. The purpose of the questionnaire was to assess the effectiveness of instructional leadership practices based on several key dimensions, including defining and communicating vision, managing instructional programs, fostering a positive learning climate, developing teachers, monitoring student progress, and identifying challenges.

The study covered five (5) primary schools that are found in Addis Ababa Kolfe Keraniyo sub-city. It covers the data gathered from the study participants using a questionnaire (open and close-ended) from a total of 217 teacher respondents from which 91.7% (199) of the questionnaire were properly returned to the researcher and analyzed. This means only 8.3% (18) of the questionnaires were not returned or lost. In addition, 10 school principals were interviewed about the practices of instructional leadership in their schools and; analyzed and interpreted..

The data collected was organized and compared using percentages and mean. Standard deviation of each item was calculated to analyze instructional leadership effectiveness focusing on function and dimensions of instructional leadership model.

#### **4.2. Demographic Characteristics of Respondents**

Respondents were asked to indicate their background information in terms of sex, age, years of experience, educational back ground and field of study. The detail of their characteristics was indicated as follows:

### 4.2.1. Gender Distribution of Respondents

Table 3: Gender distribution of Respondents							
			ROLE IN SCHOOL				Total
			TEACHERS	PRINCIPAL	V/ PRINCIPAL	C/SUPERVISOR	
GENDER	M	Count	110	5	4	3	122
		%	55.3%	100.0%	80.0%	60.0%	57.0%
	F	Count	89	0	1	2	92
		%	44.7%	0.0%	20.0%	40.0%	43.0%
Total		Count	199	5	5	5	214
		%	100%	100%	100%	100%	100%

Source: Own computation

As presented in Table 3, the majority of respondents across all roles in the study were male. Among the 199 teacher respondents, 110 (55.3%) were male and 89 (44.7%) were female. All 5 principals (100%) were male, indicating a complete gender imbalance at the principal level. For vice principals, 4 (80.0%) were male and 1 (20.0%) was female. Similarly, among the 5 cluster supervisors, 3 (60.0%) were male and 2 (40.0%) were female.

Overall, out of the total 214 respondents, 122 (57.0%) were male and 92 (43.0%) were female. This shows that male participants slightly outnumbered female participants in the study, particularly in leadership positions such as principal and vice principal.

The gender imbalance in leadership roles (principals and vice principals) may suggest limited female representation in school leadership positions, which could have implications for gender equity in educational leadership. On the other hand, women leaders are often appreciated for their nurturing and collaborative leadership style, which can strengthen teamwork among teachers. However, this inequality had an impact instructional leadership effectiveness.

## 4.2.2. Age Distribution of Respondents

		<i>ROLE IN SCHOOL</i>				<i>Total</i>		
		<i>TEACHERS</i>	<i>PRINCIPAL</i>	<i>V/DIRECTOR</i>	<i>C/SUP</i>			
AGE CATEGOR Y	20-30 YEARS	Count	97	0	1	0	98	
		%	48.7%	0.0%	20.0%	0.0%	45.8%	
	31-40 YEARS	Count	89	4	3	3	99	
		%	44.7%	80.0%	60.0%	60.0%	46.3%	
	41-50 YEARS	Count	10	0	1	2	13	
		%	5.0%	0.0%	20.0%	40.0%	6.1%	
	51 +	Count	3	1	0	0	4	
		%	1.5%	20.0%	0.0%	0.0%	1.9%	
	Total		Count	199	5	5	5	214
			%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Field survey data

Table 4 shows the age distribution of the respondents across various school roles. The data reveal that the majority of respondents are relatively young, with the largest proportion falling within the 20–30 years and 31–40 years age categories. Among the 199 teachers, 97 (48.7%) were aged between 20–30 years, and 89 (44.7%) were aged 31–40 years. Only 10 (5.0%) were in the 41–50 years category, and a small number (3 or 1.5%) were aged 51 years and above. For principals, 4 out of 5 (80.0%) were in the 31–40 years range, while the remaining 1 (20.0%) was over 51 years old. None were under 31.

Among vice principals, 3 (60.0%) were aged 31–40 years, 1 (20.0%) was aged 20–30 years, and another 1 (20.0%) fell into the 41–50 years bracket. Regarding cluster supervisors, 3 (60.0%) were aged 31–40 years, and 2 (40.0%) were in the 41–50 years category. There were no

respondents from this group below 31 or above 50. Overall, out of the 214 respondents, 98 (45.8%) were aged 20–30 years, 99 (46.3%) were 31–40 years, while only 13 (6.1%) were in the 41–50 years category, and 4 (1.9%) were 51 years or older.

The data suggest that the school workforce, particularly among teachers, is predominantly young. Leadership roles such as principals and cluster supervisors are mostly occupied by individuals in the 31–40 age groups, with minimal representation from those over 50. This may reflect recent recruitment trends or limited advancement opportunities for older staff.

### 4.2.3. Educational Qualifications of Respondents

Table 5 educational qualification distribution of respondents							
			ROLE IN SCHOOL				Total
			TEACHERS	PRINCIPAL	V/DIRECTOR	C/ SUP	
E. Q	DIPLOMA	Count	90	0	0	0	90
		%	45.2%	0.0%	0.0%	0.0%	42.1%
	BA/BED/BSC	Count	108	4	5	2	119
		%	54.3%	80.0%	100.0%	40.0%	55.6%
	M.A/M.SC	Count	1	1	0	3	5
		%	0.5%	20.0%	0.0%	60.0%	2.3%
Total		Count	199	5	5	5	214
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Field survey data

Table 5 displays the distribution of educational qualifications among the different categories of respondents: teachers, principals, vice principals (directors), and cluster supervisors. Among the 199 teachers, the majority (108 or 54.3%) held a Bachelor’s degree (BA/B.Ed./BSc), while 90 (45.2%) had a Diploma. Only 1 teacher (0.5%) held a Master’s degree (MA/MSc). This shows that the teaching force is primarily composed of

first-degree holders, with a significant portion still holding diploma-level qualifications. All 5 principals (100%) held Bachelor's degrees, with no representation of diploma or master's degree holders. This indicates that a Bachelor's degree is a minimum requirement for school leadership at the principal level.

Among the 5 vice principals/directors, 4 (80.0%) had Bachelor's degrees, while 1 (20.0%) had a Master's degree. This shows a slight upward trend in qualification compared to principals, though the sample size is small. The 5 cluster supervisors displayed the highest educational attainment among all groups: 3 (60.0%) had Master's degrees and 2 (40.0%) had Bachelor's degrees. No cluster supervisor held a diploma. Across all 214 respondents, the overall distribution shows that 119 (55.6%) held Bachelor's degrees, 90 (42.1%) had Diplomas, and only 5 (2.3%) held Master's degrees.

The data reveal that Bachelor's degrees dominate among all school roles, especially in leadership. Diploma qualifications were limited to teachers only, with no diploma holders in leadership or supervisory positions. The presence of Master's degree holders is minimal overall but relatively more common among cluster supervisors, suggesting higher academic expectations at supervisory levels.

This pattern reflects a qualification gap between classroom teachers and school/cluster leadership, potentially pointing to the importance of continuous professional development and higher education for career advancement in the education sector.

Educational status likewise showed strong implications. Leaders with higher qualifications, such as master's degrees, were generally more confident in applying supervision techniques, aligning their school goals with policy frameworks, and providing professional support to teachers. However, the findings also revealed that formal education alone does not guarantee effectiveness. In some schools, leaders with fewer academic qualifications but strong interpersonal skills and a genuine commitment to teacher growth were equally effective, if not more so, in motivating teachers and creating a positive instructional culture.

#### 4.2.4. Years of Experience

Respondents were asked to indicate the length of their service in the education sector. This data provides insight into how experienced the respondents are and whether experience correlates with perceptions of leadership effectiveness.

**Table 6 :Years of Experience distribution of Respondents**

		ROLE IN SCHOOL				T	
		TEACHERS	PRINCIPAL	V/P	C/S		
EXPERIENCE	<2 YEARS	Count	3	0	0	0	3
		%	1.5%	0.0%	0.0%	0.0%	1.4%
	2-5 YEARS	Count	44	0	0	0	44
		%	22.1%	0.0%	0.0%	0.0%	20.6%
	6-10YEARS	Count	77	0	1	0	78
		%	38.7%	0.0%	20.0%	0.0%	36.4%
	>10 YEARS	Count	75	5	4	5	89
		%	37.7%	100.0%	80.0%	100.0%	41.6%
Total		Count	199	5	5	5	214
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Field survey data

Table 6 illustrates the respondents' distribution based on their years of professional experience, categorized by their role in the school. Among the 199 teachers, the largest group (77 or 38.7%) had 6–10 years of experience, followed closely by 75 (37.7%) with more than 10 years of experience. 44 teachers (22.1%) had 2–5 years of experience, while only 3 teachers (1.5%) had less than 2 years of experience. This indicates that most teachers in the study have moderate to extensive experience. All 5 principals (100%) had over 10 years of experience, highlighting that school leadership positions are typically held by highly experienced professionals.

Similarly, 4 out of 5 vice principals (80.0%) had more than 10 years of experience, while 1 (20.0%) had between 6–10 years of experience. None had fewer than 6 years. All 5 cluster supervisors (100%) also had more than 10 years of experience, suggesting that supervisory roles require long-term service and deep expertise.

In total, across all 214 respondents, 89 (41.6%) had more than 10 years of experience, 78 (36.4%) had 6–10 years, 44 (20.6%) had 2–5 years, and only 3 (1.4%) had less than 2 years.

The results show that the majority of leadership and supervisory positions are occupied by individuals with more than 10 years of experience, reflecting the role of seniority and experience in appointments to these positions. While a significant proportion of teachers also have more than 10 years of experience, there is greater diversity among teachers in terms of experience levels.

This trend may imply that career progression into leadership roles is strongly influenced by years of service, and it also underscores the importance of retaining experienced educators within the system.

### **4.3. Analysis of Instructional Leadership Effectiveness**

This section presents detailed findings on the effectiveness of instructional leadership as perceived by teachers, self-assessed by principals, and evaluated by supervisors. The analysis is organized around six core dimensions of instructional leadership: (1) defining and communicating the school mission and vision, (2) managing the instructional program, (3) promoting a positive learning climate, (4) developing and supporting teachers, and (5) monitoring and evaluating student progress. Responses were measured using a Likert scale and analyzed through descriptive statistics

### 4.3.1. Teachers’ Perception of Instructional Leadership Effectiveness

Teachers’ responses provide critical insights into how instructional leadership is experienced on the ground. Their perspectives reflect the day-to-day impact of leadership practices on classroom instruction and student learning outcomes.

#### 4.3.1.1. Overall Instructional Leadership Effectiveness

**Table 7: overall Instructional effectiveness**

<b>Independent t-test for teachers and principal</b>						
	<i>ROLE</i>	<i>IN</i>	<i>N</i>	<i>Mean</i>	<i>Std.</i>	<i>Std. Error Mean</i>
	<i>SCHOOL</i>				<i>Deviation</i>	
Overall, my principal provides effective instructional leadership at our school	<b>TEACHERS</b>		199	3.37	1.107	.078
	<b>PRINCIPAL</b>		10	4.10	.738	.233
My principal's actions positively influence the quality of teaching at this school	<b>TEACHERS</b>		199	3.47	1.072	.076
	<b>PRINCIPAL</b>		10	3.60	1.174	.371
The principal's leadership contributes to improved student learning outcomes	<b>TEACHERS</b>		199	3.63	1.194	.085
	<b>PRINCIPAL</b>		10	3.60	1.350	.427

Source: Field survey data

The results from independent samples t-test suggest some interesting perceptions about instructional leadership between teachers and principals. When asked about their principal's overall instructional leadership effectiveness, teachers and principals didn't quite see eye to eye. The principals, on average, rated themselves as being more effective than the teachers rated them. Given the distinct difference in these average scores, it's highly likely a formal statistical test would find a significant difference in perception between the two groups.

However, when the focus shifted to more specific aspects of leadership, the gap in perception seemed to close. On the question of whether a principal's actions positively influence the quality of teaching, the average scores were much closer together. This smaller difference suggests that the two groups are largely in agreement on this point, and a t-test would likely show no statistically significant difference.

This agreement becomes even more apparent when considering the principal's contribution to improved student learning outcomes. Here, the average ratings from both teachers and principals were nearly identical. This result points to a clear consensus that the principal's leadership has a positive effect on student learning, and a statistical test would most certainly confirm that there is no significant difference in opinion on this matter.

#### 4.3.1.2. Defining and Communicating the School Mission and Vision

**Table 8: defining and communicating the school mission and vision**

Item	SD	D	N	A	SA	Mean	SD
The principal clearly articulates the school's goals for student learning	9 (4.5%)	67 (33.7%)	40 (20.1%)	52 (26.1%)	31 (15.6%)	3.15	1.178
I have a clear understanding of the school's vision for academic achievement	16 (8.0%)	58 (29.1%)	28 (14.1%)	71 (35.7%)	26 (13.1%)	3.17	1.213
The school leadership ensures that our instructional practices align with the school's vision	20 (10.1%)	58 (29.1%)	32 (16.1%)	53 (26.6%)	36 (18.1%)	3.14	1.294
School-wide goals for student learning are regularly discussed with teachers	15 (7.5%)	79 (39.7%)	25 (12.6%)	68 (34.2%)	12 (6.0%)	2.91	1.132
<b>Grand Average</b>	—	—	—	—	—	<b>3.09</b>	<b>1.204</b>

Source: Field survey data

The data presented in Table 8 illustrates teachers' perceptions of how effectively their school leadership communicates and aligns instructional goals with the school's vision. Overall, the responses suggest a moderate level of agreement among teachers regarding the clarity and implementation of the school's vision for student learning.

Specifically, the item *“The principal clearly articulates the school’s goals for student learning”* received a mean score of 3.15 (SD = 1.178), indicating that most teachers moderately agree with this statement, although a sizable proportion (33.7%) disagreed. Similarly, the statement *“I have a clear understanding of the school’s vision for academic achievement”* had a slightly higher mean of 3.17 (SD = 1.213), suggesting relatively better clarity in communication of the vision, though 37.1% of teachers still either strongly disagreed or disagreed.

When asked if *“The school leadership ensures that our instructional practices align with the school’s vision,”* teachers gave a mean response of 3.14 (SD = 1.294), reflecting mixed responses, as over one-third (39.2%) disagreed or strongly disagreed. Notably, the item *“School-wide goals for student learning are regularly discussed with teachers”* scored the lowest mean at 2.91 (SD = 1.132), indicating that many teachers feel there is insufficient dialogue around student learning goals, with 47.2% disagreeing or strongly disagreeing.

The overall grand average of the four items is 3.09, which suggests that while there is some level of agreement, there is also a significant need for improvement in the articulation, communication, and reinforcement of school goals and vision by instructional leaders. The standard deviations across items (ranging from 1.132 to 1.294) indicate a moderate level of variation in responses, implying differing perceptions among teachers, possibly due to inconsistencies in leadership practices across schools.

This finding is largely consistent with previous research, such as that conducted by Gezu Belete (2017), who similarly found a slightly higher, yet still moderate, mean score of 3.15 for the same dimension. The close proximity of these mean values suggests a persistent trend in schools where the clarity and communication of the mission and vision, while present, often hover around a satisfactory rather than exemplary level.

The result from the interview showed that, Respondents generally believed a shared vision existed, though not always fully embraced by everyone. One principal remarked: *“On paper, yes, we have a vision. But in practice, not every teacher feels part of it. My role is to keep reminding them why it matters for our students’ future.”* Principals saw their responsibility as communicating the vision clearly and aligning daily school practices with it.

### 4.3.1.3. Managing the Instructional Program

**Table 9: teacher rating on instructional management**

Item	SD	D	N	A	SA	Mean	SD
The school principal provides constructive feedback on my teaching practices	21 (10.6%)	73 (36.7%)	23 (11.6%)	48 (24.1%)	34 (17.1%)	3.01	1.312
The curriculum is well-coordinated across different grade levels and subjects	12 (6.0%)	43 (21.6%)	43 (21.6%)	69 (34.7%)	32 (16.1%)	3.33	1.159
I have access to the necessary resources (materials, technology) to implement effective instruction	30 (15.1%)	48 (24.1%)	26 (13.1%)	73 (36.7%)	22 (11.1%)	3.05	1.288
The school leadership actively supports the implementation of the approved curriculum	6 (3.0%)	42 (21.1%)	30 (15.1%)	89 (44.7%)	32 (16.1%)	3.50	1.087
<b>Grand Average</b>	—	—	—	—	—	<b>3.22</b>	<b>1.212</b>

Source: Field survey data

The findings in Table 9 reveal teachers' perceptions of the support they receive from school leadership in teaching practices and curriculum implementation. The highest-rated item was *"The school leadership actively supports the implementation of the approved curriculum"* with a mean of 3.50 (SD = 1.087), suggesting that the majority of teachers agree or strongly agree that leadership is supportive in this area, as 60.8% responded favorably. The second-highest rating was for *"The curriculum is well-coordinated across different grade levels and subjects"*, with a mean score of 3.33 (SD = 1.159). While most teachers showed agreement (50.8%), around 43.2% were either neutral or disagreed, indicating that curriculum coordination is not uniformly perceived.

Access to teaching resources received a mean of 3.05 (SD = 1.288). Although a plurality of respondents (36.7%) agreed that they had access to necessary materials and technology, nearly 40% disagreed or strongly disagreed, reflecting a significant gap in resource availability across schools. The lowest-rated item was *"The school principal provides constructive feedback on my teaching practices"* with a mean of 3.01 (SD = 1.312). A notable 47.3% of teachers disagreed or strongly disagreed with this statement, indicating that many teachers do not feel adequately supported through feedback from their school leaders.

The overall average for this cluster of items is 3.22 with a standard deviation of 1.212, reflecting moderate support for curriculum and instruction but highlighting the need for improved feedback mechanisms and equitable access to instructional resources. With a grand mean of **3.22**, teachers’ feedback on instructional program management echoes long-standing research by Hallinger and Murphy (1990), showing that principals often demonstrate moderate effectiveness in this area. It’s clear that school leaders are involved and trying—but perhaps there’s untapped potential to make their instructional leadership even more visible and impactful. With targeted support and collaborative efforts, there’s a real opportunity here to strengthen these leadership practices and make a deeper, more consistent difference in teaching and learning.

#### 4.3.1.4. Promoting a Positive Learning Climate

**Table 10: teachers’ rating on learning climate**

Item	SD	D	N	A	SA	Mean	SD
The school fosters a safe and supportive environment for both students and teachers.	22 (11.1%)	21 (10.6%)	59 (29.6%)	59 (29.6%)	38 (19.1%)	3.35	1.221
Collaboration among teachers is encouraged and facilitated by the school leadership.	40 (20.1%)	23 (11.6%)	51 (25.6%)	53 (26.6%)	32 (16.1%)	3.07	1.354
Opportunities for professional growth are valued and supported in this school.	31 (15.6%)	31 (15.6%)	26 (13.1%)	72 (36.2%)	39 (19.6%)	3.29	1.361
Teachers' efforts and successes in improving student learning are recognized.	13 (6.5%)	42 (21.1%)	33 (16.6%)	73 (36.7%)	38 (19.1%)	3.41	1.202
<b>Grand Average</b>	—	—	—	—	—	<b>3.28</b>	<b>1.285</b>

Source: Field survey data

As shown in Table 10, teachers’ perceptions regarding the support provided by instructional leadership in fostering a positive school culture and professional growth were moderately favorable. The highest-rated item was “*Teachers' efforts and successes in improving student learning are recognized*” with a mean score of 3.41 (SD = 1.202). Approximately 55.8% of respondents agreed or strongly agreed, showing that a majority feel their contributions are acknowledged by school leadership. “*The school fosters a safe and supportive environment for both students and teachers*” followed closely with a mean of 3.35 (SD = 1.221), where 48.7% of participants responded positively, though a significant portion

(21.7%) disagreed or strongly disagreed, pointing to inconsistencies across different schools.

*“Opportunities for professional growth are valued and supported”* received a mean rating of 3.29 (SD = 1.361), showing a slightly more positive view overall, although over 30% expressed disagreement, suggesting that such opportunities are not uniformly accessible or prioritized in all schools. The lowest-rated item in this category was *“Collaboration among teachers is encouraged and facilitated by the school leadership”* with a mean of 3.07 (SD = 1.354). While 42.7% of respondents agreed or strongly agreed, a notable 31.7% disagreed or strongly disagreed. This indicates a divided perception on the extent to which school leadership fosters collegial collaboration.

Overall, the grand mean of 3.28 with a standard deviation of 1.285 indicates a moderate level of perceived support in the areas of school culture, collaboration, and teacher recognition. However, the variation in responses also reflects the need for more consistent and inclusive leadership practices across the studied schools.

However, this finding presents a notable contrast when compared to the research conducted by Birhanu Yohannes (2023) in their thesis, which reported a significantly lower aggregate mean of 2.69 across similar dimensions of school culture, collaboration, and teacher recognition. The discrepancy between our mean of 3.28 and Johannes’s 2.69 suggests a more favorable perception among teachers in our study's context regarding these aspects of instructional leadership support.

The result from interview showed that there was similarity with data gathered in questionnaires. School leaders expressed commitment to building a supportive learning environment. One principal noted: *“We work hard to maintain discipline and encourage respectful relationships between teachers and students. Parents are also involved, but overcrowded classrooms make it very hard.”* Several respondents pointed out that while they try to create a positive climate, the lack of teaching materials and limited infrastructure remain major obstacles.

#### 4.3.1.5. Developing and Supporting Teachers

**Table 11: teacher rating on professional development and teacher leadership opportunities**

Item	SD	D	N	A	SA	Mean	SD
The school provides relevant professional development opportunities that improve my teaching skills.	30 (15.1%)	60 (30.2%)	27 (13.6%)	60 (30.2%)	22 (11.1%)	2.92	1.285
I receive adequate support and guidance from the principal or other school leaders.	17 (8.5%)	47 (23.6%)	53 (26.6%)	62 (31.2%)	20 (10.1%)	3.11	1.134
There are opportunities for teachers to take on leadership roles within the school.	17 (8.5%)	55 (27.6%)	37 (18.6%)	77 (38.7%)	13 (6.5%)	3.07	1.126
The school leadership encourages teachers to share their expertise and learn from each other.	14 (7.0%)	37 (18.6%)	45 (22.6%)	80 (40.2%)	23 (11.6%)	3.31	1.115
<b>Grand Average</b>	—	—	—	—	—	<b>3.10</b>	<b>1.165</b>

Source: Field survey data

As indicated in Table 11, respondents provided mixed views on the effectiveness of instructional leadership in supporting professional development and promoting teacher leadership. The highest-rated statement was “*The school leadership encourages teachers to share their expertise and learn from each other*”, with a mean score of 3.31 (SD = 1.115). Over half of the participants (51.8%) agreed or strongly agreed with this item, suggesting that collaborative learning among teachers is moderately supported. The item “*I receive adequate support and guidance from the principal or other school leaders*” received a mean score of 3.11 (SD = 1.134), with 41.3% expressing agreement, though 32.1% disagreed or strongly disagreed. This indicates a moderate perception of leadership support, though not consistent across all schools.

Regarding “*There are opportunities for teachers to take on leadership roles within the school,*” the mean was 3.07 (SD = 1.126). Although 45.2% agreed or strongly agreed, a considerable 36.1% disagreed, reflecting limited or uneven access to leadership opportunities for teachers. The lowest-rated item was “*The school provides relevant professional development opportunities that improve my teaching skills,*” with a mean of 2.92 (SD = 1.285). While 41.3% agreed or strongly agreed, a notable 45.3% disagreed or strongly disagreed. This suggests a need for better-

aligned and more accessible professional development programs.

Overall, the grand mean of 3.10 with a standard deviation of 1.165 indicates a moderate level of support for professional development and shared leadership, but also highlights areas that require further attention to enhance instructional leadership effectiveness.

The result from the interview showed that, School leaders described different ways they tried to support teachers’ growth. For instance, one principal shared: “*We organize small workshops and peer-learning sessions. Sometimes, I encourage senior teachers to mentor younger ones. But we lack enough budget for regular training.*”

#### 4.3.1.6. Monitoring and Evaluating Student Progress

**Table 12''teachers' rating on leadership and student learning outcomes**

Item	SD	D	N	A	SA	Mean	SD
The school has clear systems for tracking student learning and progress.	11 (5.5%)	39 (19.6%)	40 (20.1%)	76 (38.2%)	33(16.6%)	3.41	1.142
Student performance data is used to inform instructional planning and decision-making.	9 (4.5%)	10 (5.0%)	25 (12.6%)	109(54.8%)	46(23.1%)	3.87	0.976
The school leadership emphasizes the importance of student learning outcomes.	10 (5.0%)	30 (15.1%)	19 (9.5%)	89 (44.7%)	51(25.6%)	3.71	1.153
I receive feedback on how my students are performing compared to school-wide goals.	16 (8.0%)	37 (18.6%)	51 (25.6%)	73 (36.7%)	22(11.1%)	3.24	1.125
<b>Grand Average</b>	—	—	—	—	—	<b>3.56</b>	<b>1.099</b>

Source: Field survey data

As reflected in Table 12, respondents generally perceive instructional leadership in their schools as supportive of student learning outcomes. The highest-rated item, “*Student performance data is used to inform instructional planning and decision-making,*” received a mean score of 3.87 (SD = 0.976). More than three-quarters of the teachers (77.9%) agreed or strongly agreed with this statement, indicating strong data-driven instructional leadership practices. Similarly, the item “*The school leadership emphasizes the importance of student learning outcomes*” had a high mean of 3.71 (SD = 1.153), with 70.3% of participants expressing agreement. This shows that school leaders are seen as emphasizing

academic achievement.

The statement “*The school has clear systems for tracking student learning and progress*” also received a moderately high mean score of 3.41 (SD = 1.142). Although 54.8% agreed or strongly agreed, 25.1% disagreed or strongly disagreed, suggesting that while systems are in place, consistency may vary across schools. The lowest-rated item in this domain was “*I receive feedback on how my students are performing compared to school-wide goals*”, which had a mean score of 3.24 (SD = 1.125). While 47.8% agreed or strongly agreed, over one-quarter (26.6%) disagreed. This suggests that there is still a gap in providing individualized feedback to teachers in relation to broader academic targets.

Overall, the grand mean score of 3.56 indicates a moderately strong perception of instructional leadership effectiveness in promoting data-driven teaching and student-centered accountability.

The result from interviews with principals also revealed that monitoring students’ progress is continuously being done by school principals in order to improve the progress of students. This is done after reviewing students result report per semester. Principals conduct a meeting with teachers to improve students’ achievement. However, most of the interviewees replied that there are no frequent discussions with students’ parents on students’ achievement.

The grand mean score of **3.56** in this study for *Monitoring and Evaluating Student Progress* stands in contrast to Gezu Belete (2017), who reported a lower mean of **2.4**. This indicates a significant improvement or difference in perception—suggesting that, in this study, teachers view instructional leaders as more actively involved in monitoring student progress compared to the findings in Gezu's study. The results are therefore opposing rather than similar.

**4.3.2.1. Level of Instructional Leadership Effectiveness**

**Table 13: principals' overall self-assessment of their instructional leadership effectiveness**

<b>Item</b>	<b>SD (f/%)</b>	<b>D (f/%)</b>	<b>N (f/%)</b>	<b>A (f/%)</b>	<b>SA (f/%)</b>	<b>Mean</b>	<b>SD</b>
I believe I provide effective instructional leadership at my school	0 (0%)	0 (0%)	2 (20.0%)	5 (50.0%)	3 (30.0%)	4.10	0.738
My leadership actions have a positive impact on the quality of teaching at my school	0 (0%)	2 (20.0%)	3 (30.0%)	2 (20.0%)	3 (30.0%)	3.60	1.174
My leadership contributes to improved student learning outcomes at my school	0 (0%)	3 (30.0%)	2 (20.0%)	1 (10.0%)	4 (40.0%)	3.60	1.350
<b>Grand Mean</b>	—	—	—	—	—	<b>3.77</b>	<b>1.09</b>

Source: Field survey data

Table 13 presents principals’ reflections on their own instructional leadership effectiveness. The overall grand mean score of 3.77 suggests that most principals perceive themselves as effective instructional leaders, although there is variation in their responses. The highest-rated item, “*I believe I provide effective instructional leadership at my school*”, received a mean score of 4.10 (SD = 0.738), with 80% of principals either agreeing or strongly agreeing. This reflects strong self-confidence in their instructional leadership role.

For the item “*My leadership actions have a positive impact on the quality of teaching at my school,*” the mean score was 3.60 (SD = 1.174). While 50% of respondents agreed or strongly agreed, 20% disagreed and 30% were neutral. This spread of responses indicates moderate confidence in the influence of their actions on teaching quality. Similarly, the item “*My leadership contributes to improved student learning outcomes at my school*” also had a mean score of 3.60 (SD = 1.350). While 50% strongly agreed or agreed, 30% disagreed, suggesting that some principals are unsure or skeptical about the direct impact of their leadership on student achievement.

Overall, the data reflect that while most principals believe in their leadership abilities, some express reservations about the actual outcomes of their efforts, especially in relation to teaching quality and student learning. This highlights potential areas for targeted professional development and reflective practice.

#### 4.3.2.2. Defining and Communicating the School Mission and Vision

**Table 14: principals' role in communicating aligning school vision and goals**

Item	SD (f/%)	D (f/%)	N (f/%)	A (f/%)	SA (f/%)	Mean	SD
I clearly articulate the school's goals for student learning and achievement to all staff.	0 (0%)	1 (10.0%)	1 (10.0%)	7 (70.0%)	1 (10.0%)	3.80	0.789
I ensure that all teachers understand and are committed to the school's vision for academic success.	0 (0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)	2 (20.0%)	3.70	0.949
I actively work to align instructional practices across the school with our stated vision.	0 (0%)	2 (20.0%)	3 (30.0%)	3 (30.0%)	2 (20.0%)	3.50	1.080
I regularly lead discussions with teachers about our school-wide goals for student learning.	0 (0%)	1 (10.0%)	4 (40.0%)	3 (30.0%)	2 (20.0%)	3.60	0.966
<b>Grand Mean</b>	—	—	—	—	—	<b>3.65</b>	<b>0.946</b>

Source: Field survey data

Table 14 reflects principals' self-evaluation of their actions in communicating school vision and aligning instructional practices with academic goals. The grand mean score of 3.65 suggests a moderately strong level of perceived engagement in these areas. The highest mean score was observed for the item “*I clearly articulate the school's goals for student learning and achievement to all staff*” with a mean of 3.80 (SD = 0.789). This indicates that most principals feel confident in communicating the school's learning goals to teachers, with 70% agreeing and 10% strongly agreeing.

On the other hand, the item “*I actively work to align instructional practices across the school with our stated vision*” received the lowest mean score of 3.50 (SD = 1.080), with a significant proportion (50%) of respondents either neutral or disagreeing. This suggests a need for stronger

alignment between vision and classroom-level instructional practices. The responses to “*I regularly lead discussions with teachers about our school-wide goals for student learning*” (mean = 3.60) and “*I ensure that all teachers understand and are committed to the school's vision for academic success*” (mean = 3.70) show a positive but slightly varied perception, indicating room for growth in fostering collaborative discussions and shared commitment among teachers.

Overall, while principals view themselves as actively promoting the school vision and goals, the data implies a need for deeper instructional alignment and consistent communication strategies to ensure school-wide coherence in implementation.

Interviews conducted with principals showed that schools do have visions and missions which were drafted by principals themselves. In drafting visions and missions no more stakeholders have participated and principals use the education sector's vision and mission as a sample. Moreover, this information was supported by the document analysis by the researcher that the schools under study have vision and mission statements that are posted in their respective school compounds as well as documented in their offices.

#### 4.3.2.3. Managing the Instructional Program

**Table 15:** Principals’ Role in Supervising Instruction and Curriculum Management

Item	SD (f/%)	D (f/%)	N (f/%)	A (f/%)	SA (f/%)	Mean	SD
I regularly observe classrooms and provide teachers with constructive feedback on their instruction.	0 (0%)	3 (30.0%)	2 (20.0%)	2 (20.0%)	3 (30.0%)	3.50	1.269
I ensure effective coordination of the curriculum across grade levels and subject areas.	0 (0%)	4 (40.0%)	1 (10.0%)	2 (20.0%)	3 (30.0%)	3.40	1.350
I strategically allocate resources to support effective teaching and learning in the school.	1 (10.0%)	2 (20.0%)	2 (20.0%)	4 (40.0%)	1 (10.0%)	3.20	1.229
I actively monitor and support the implementation of the approved curriculum by teachers.	0 (0%)	3 (30.0%)	3 (30.0%)	2 (20.0%)	2 (20.0%)	3.30	1.160
<b>Grand Mean</b>	—	—	—	—	—	<b>3.35</b>	<b>1.252</b>

Source: Field survey data

Table 15 highlights principals' self-assessment of their involvement in instructional supervision, curriculum management, and resource allocation. The overall grand mean of 3.35 suggests a moderate level of engagement in these instructional leadership responsibilities. The highest-rated item was "*I regularly observe classrooms and provide teachers with constructive feedback on their instruction*" with a mean score of 3.50 (SD = 1.269), indicating a fairly active role in instructional supervision. However, 30% of respondents disagreed, and another 20% were neutral, implying inconsistencies in classroom observation and feedback practices.

The item with the lowest mean was "*I strategically allocate resources to support effective teaching and learning in the school*" at 3.20 (SD = 1.229). Although 40% agreed with this statement, the combination of 30% disagreement (10% strongly disagree, 20% disagree) and 20% neutrality points to uncertainties or limitations in resource planning for instruction. The items on curriculum-related leadership — particularly "*I ensure effective coordination of the curriculum*" and "*I actively monitor and support implementation of the approved curriculum*" — both received mean scores below 3.50, reinforcing the idea that curriculum alignment and oversight require greater emphasis among principals.

Overall, while there are signs of active involvement in instructional leadership, the variability in responses and standard deviations suggest that some principals may lack consistency or support in fulfilling these core responsibilities.

Leaders stated in the interview that monitoring student achievement mainly relies on exam results and continuous assessments. One principal described: "*We collect the results after every exam, and then we analyze which subjects students are struggling with. It helps us see patterns, but keeping individual records is still a challenge.*"

#### 4.3.2.4. Promoting a Positive Learning Climate

Table 16: Principals’ Role in Building School Culture and Supporting Teachers

Item	SD (f/%)	D (f/%)	N (f/%)	A (f/%)	SA (f/%)	Mean	SD
I actively foster a safe, supportive, and inclusive learning environment for all members of the school community.	0 (0%)	2 (20.0%)	3 (30.0%)	1 (10.0%)	4 (40.0%)	3.70	1.252
I create and support opportunities for collaboration and professional dialogue among teachers.	0 (0%)	0 (0%)	3 (30.0%)	5 (50.0%)	2 (20.0%)	3.90	0.738
I prioritize and support professional development opportunities that enhance teaching quality.	0 (0%)	2 (20.0%)	3 (30.0%)	2 (20.0%)	3 (30.0%)	3.60	1.174
I ensure that teachers' contributions to student learning and school improvement are recognized and valued.	0 (0%)	1 (10.0%)	2 (20.0%)	6 (60.0%)	1 (10.0%)	3.70	0.823
<b>Grand Mean</b>	—	—	—	—	—	<b>3.73</b>	<b>0.997</b>

Source: Field survey data

Table 16 presents the principals' self-evaluation regarding their efforts to nurture a positive school climate, promote teacher collaboration, and support professional growth. The overall grand mean score of 3.73 indicates that the principals generally view themselves as positively engaged in building a supportive and professional culture. The highest-rated item was “*I create and support opportunities for collaboration and professional dialogue among teachers*” with a mean of 3.90 (SD = 0.738). This suggests that most principals are fostering a collaborative professional environment, which is essential for reflective teaching and school improvement.

However, 30% of respondents remained neutral, which might reflect variability in how consistently these opportunities are implemented across schools. The item with the lowest mean score (3.60) was “*I prioritize and support professional development opportunities that enhance teaching quality.*” Although 50% of the principals agreed or strongly agreed with this statement, the combined 50% of neutral and disagree responses implies that support for professional development may not be consistently prioritized. Encouragingly, 70% of principals reported that they recognize and value teachers' contributions to student learning and school improvement, with only 10% in disagreement.

While the overall trends suggest a generally positive self-perception of leadership practices related to school culture and teacher support, the notable proportions of neutral and disagree responses indicate areas where principals could enhance consistency and depth in their instructional leadership practices.

### 4.3.2.5. Developing and Supporting Teachers

**Table 17:** Principals’ Role in Teacher Development and Instructional Leadership

Item	SD	D	N	A	SA	Mean	SD
I provide professional development opportunities aligned with the identified needs of my teachers.	0 (0%)	1 (10.0%)	2 (20.0%)	5 (50.0%)	2 (20.0%)	3.80	0.919
I offer coaching and mentoring support to teachers to enhance their instructional skills.	0 (0%)	3 (30.0%)	1 (10.0%)	4 (40.0%)	2 (20.0%)	3.50	1.179
I actively identify and cultivate teacher leadership within the school.	0 (0%)	2 (20.0%)	2 (20.0%)	3 (30.0%)	3 (30.0%)	3.70	1.160
I create platforms for teachers to share best practices and learn from one another.	0 (0%)	2 (20.0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)	3.90	1.197
<b>Grand Mean</b>	—	—	—	—	—	<b>3.73</b>	<b>1.114</b>

Source: Field survey data

Table 17 illustrates principals’ self-perceptions regarding their involvement in building teacher capacity and promoting instructional leadership. With a grand mean of 3.73, the responses suggest that principals generally believe they play a positive role in supporting teacher development.

The highest-rated item, “*I create platforms for teachers to share best practices and learn from one another*” (Mean = 3.90, SD = 1.197), reflects a strong inclination toward fostering a collaborative learning environment among teachers. 70% of respondents agreed or strongly agreed, showing a clear emphasis on peer learning and professional exchange. On the other hand, the lowest-rated item was “*I offer coaching and mentoring support to teachers to enhance their instructional skills*” (Mean = 3.50, SD = 1.179). Although 60% of principals agreed or strongly agreed, the 30% disagreement suggests inconsistencies or limitations in providing direct, individualized instructional support, possibly due to workload, time constraints, or lack of structured mentoring programs.

Encouragingly, 80% of respondents agreed or strongly agreed that they provide professional development aligned with teachers’ needs, and 60% acknowledged efforts to cultivate teacher leadership, which are both critical components of sustainable instructional leadership.

In conclusion, while the overall results are positive, the data indicate opportunities for improvement, particularly in enhancing coaching and mentoring systems to directly support teacher growth at the instructional level.

Interviews conducted with principals showed that school leaders described different ways they tried to support teachers’ growth. For instance, one principal shared: *“We organize small workshops and peer-learning sessions. Sometimes, I encourage senior teachers to mentor younger ones. But we lack enough budget for regular training.”*

#### 4.3.2.6. Monitoring and Evaluating Student Progress

**Table 18: Principals’ Use of Student Performance Data and Monitoring Systems**

Item	D	N	A	SA	Mean	SD
I ensure that student performance data is systematically used to inform instructional decisions at all levels.	3 (30.0%)	0 (0%)	4 (40.0%)	3 (30.0%)	3.70	1.252
I consistently emphasize the importance of achieving high student learning outcomes among staff.	2 (20.0%)	1 (10.0%)	4 (40.0%)	3 (30.0%)	3.80	1.135
I regularly communicate school-wide student performance data and expectations to teachers.	2 (20.0%)	3 (30.0%)	4 (40.0%)	1 (10.0%)	3.40	0.966
I have established clear and effective systems for monitoring student learning and progress school-wide.	2 (20.0%)	1 (10.0%)	2 (20.0%)	5 (50.0%)	4.00	1.247
<b>Grand Mean</b>	—	—	—	—	3.72	1.15

Source: Field survey data

As illustrated in Table 18, principals demonstrated a generally positive perception of their role in utilizing student performance data to guide instructional decisions and monitoring practices. The item *“I have established clear and effective systems for monitoring student learning and*

*progress school-wide*" received the highest mean score of **4.00**, with **50%** of respondents strongly agreeing, indicating that most principals have developed effective systems for tracking academic progress. The item *"I consistently emphasize the importance of achieving high student learning outcomes among staff"* followed with a mean of **3.80**, showing that many principals actively promote a culture focused on student achievement, as **70%** of them agreed or strongly agreed with the statement. The statement *"I ensure that student performance data is systematically used to inform instructional decisions at all levels"* yielded a mean score of **3.70**; however, **30%** of the respondents disagreed, suggesting variability in the consistent application of data-informed decision-making across schools. Lastly, *"I regularly communicate school-wide student performance data and expectations to teachers"* received the lowest mean score of **3.40**, with **50%** of the principals selecting either "neutral" or "disagree." This implies that, while data systems are in place, there may be a lack of regular communication and collaboration between principals and teachers regarding student performance. In summary, the findings suggest that although principals are making commendable efforts in monitoring student outcomes and fostering high expectations, there remains room for improvement in effectively using and communicating student performance data for instructional planning and decision-making.

### **4.3.3. Supervisors' Assessment of Principals' Instructional Leadership**

The supervisors' evaluations provide external, often more objective insights into principals' instructional leadership effectiveness across the six dimensions.

### 4.3.3.1. Overall Instructional Leadership Effectiveness

**Table 19: Supervisors’ Overall Ratings of Principals Instructional Leadership Effectiveness**

Item	D	N	A	SA	Mean	SD
Overall, the principals I supervise exhibit a high level of instructional leadership effectiveness.	3 / 60%	–	2 / 40%	–	2.80	1.095
The principals I supervise positively influence the quality of teaching in their schools.	3 / 60%	–	1 / 20%	1 / 20%	3.00	1.414
The leadership of the principals I supervise contributes to improved student learning outcomes	–	2 / 40%	3 / 60%	–	3.60	0.548

Source: Field survey data

As shown in the table 19 above, supervisors’ perceptions of principals’ instructional leadership effectiveness show mixed responses across three key items. For the item “*Overall, the principals I supervise exhibit a high level of instructional leadership effectiveness*”, 3 supervisors (60%) disagreed, while 2 (40%) agreed, resulting in a relatively low mean of 2.80 and a standard deviation of 1.095, indicating moderate variation in responses. Regarding the item “*The principals I supervise positively influence the quality of teaching in their schools*”, again 3 respondents (60%) disagreed, while only 1 (20%) agreed and 1 (20%) strongly agreed. This item scored a slightly higher mean of 3.00 but showed greater variability in responses, with a standard deviation of 1.414. In contrast, more favorable responses were recorded for the item “*The leadership of the principals I supervise contributes to improved student learning outcomes*”, where 2 supervisors (40%) were neutral and 3 (60%) agreed. This item recorded the highest mean score of 3.60 and the lowest standard deviation of 0.548, suggesting greater consensus and a relatively positive perception in this specific area. Overall, the data suggest that while supervisors see some positive influence of principals on student learning, they express reservations regarding the overall instructional leadership effectiveness and impact on teaching quality.

### 4.3.3.2. Defining and Communicating the School Mission and Vision

**Table 20: Supervisors’ Responses on Principals’ Alignment with School Academic Vision**

<b>Item</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>SD</b>
The principals I supervise clearly articulate school goals for student learning to staff.	2 (40%)	1 (20%)	–	2 (40%)	–	2.40	1.517
The principals I supervise ensure teacher understanding of the school’s academic vision.	2 (40%)	1 (20%)	1 (20%)	1 (20%)	–	2.20	1.304
The principals I supervise align instruction with the school’s academic vision.	2 (40%)	1 (20%)	1 (20%)	1 (20%)	–	2.20	1.304
The principals I supervise lead discussions on school-wide learning goals.	–	5(100%)	–	–	–	2.00	0.000
<b>Grand Mean</b>	—	—	—	—	-	2.2	1.031

Source: Field survey data

As shown in the table 20 above, the supervisors’ perceptions indicate that principals demonstrate a low level of effectiveness in articulating and aligning the school’s academic vision with instructional practices. Specifically, 60% of supervisors either strongly disagreed or disagreed that principals clearly articulate school goals for student learning to their staff, resulting in a mean score of 2.40 (SD = 1.517). Similarly, 60% of supervisors disagreed that principals effectively ensure teacher understanding and commitment to the school’s academic vision, with a mean of 2.20 (SD = 1.304). The same proportion expressed disagreement regarding principals’ active work to align instructional practices with the school’s vision, which also had a mean score of 2.20. Most notably, all supervisors (100%) disagreed that principals regularly lead discussions on school-wide student learning goals, reflected by a mean of 2.00 and zero standard deviation. These results suggest that principals, as viewed by their supervisors, are not adequately fostering a shared academic vision or guiding instructional alignment, which could hinder the achievement of school-wide student learning goals.

### 4.3.3.3. Managing the Instructional Program

**Table 21: Supervisors’ Perceptions of Principals’ Instructional Leadership Practices**

<b>Item</b>	<b>D</b>	<b>N</b>	<b>A (f/%)</b>	<b>SA (f/%)</b>	<b>Mean</b>	<b>SD</b>
The principals I supervise provide constructive feedback to teachers on their instruction.	2(40.0%)	2(40.0%)	1(20.0%)	0 (0.0%)	2.80	0.837
The principals I supervise ensure effective curriculum coordination within their schools.	1(20.0%)	3(60.0%)	1(20.0%)	0 (0.0%)	3.00	0.707
The principals I supervise strategically allocate resources to support effective teaching.	0 (0.0%)	2(40.0%)	3(60.0%)	0 (0.0%)	3.60	0.548
The principals I supervise actively support the implementation of the approved curriculum.	1(20.0%)	3(60.0%)	1(20.0%)	0 (0.0%)	3.00	0.707
<b>Grand Mean</b>	—	—	—	—	3.1	0.69975

Source: Field survey data

As shown in the table 21 above, the supervisors’ perceptions indicate a moderate level of effectiveness of principals in various instructional leadership activities. Regarding providing constructive feedback to teachers, 40% of supervisors disagreed, and another 40% were neutral, with only 20% agreeing that principals perform this task well; the mean score was 2.80 (SD = 0.837). For ensuring effective curriculum coordination, the majority of supervisors (60%) were neutral, 20% disagreed, and 20% agreed, with a mean score of 3.00 (SD = 0.707). Resource allocation to support effective teaching was perceived more positively, as 60% of supervisors agreed, 40% were neutral, and none disagreed, resulting in the highest mean score of 3.60 (SD = 0.548). Lastly, on supporting the implementation of the approved curriculum, 60% of supervisors were neutral, 20% disagreed, and 20% agreed, with a mean of 3.00 (SD = 0.707). Overall, these findings suggest that while principals are moderately effective in resource allocation, there is less consensus or confidence in their ability to provide feedback, coordinate curriculum, and support curriculum implementation consistently. These areas may require focused attention to improve instructional leadership and consequently the quality of teaching and learning.

#### 4.3.3.4. Promoting a Positive Learning Climate

**Table 22:** Supervisors’ Perceptions of Principals’ Support for a Positive School Environment and Teacher Development

<b>Item</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>SD</b>
The principals I supervise foster a safe and supportive learning environment in their schools.	2 (40.0%)	1 (20.0%)	1(20.0%)	1(20.0%)	3.20	1.304
The principals I supervise encourage collaboration and professional dialogue among teachers.	2 (40.0%)	2 (40.0%)	1(20.0%)	0 (0.0%)	2.80	0.837
The principals I supervise prioritize and support professional development for their teachers.	1 (20.0%)	2 (40.0%)	2(40.0%)	0 (0.0%)	3.20	0.837
The principals I supervise recognize and value teachers' contributions to student learning.	2 (40.0%)	1(20.0%)	2(40.0%)	0 (0.0%)	3.00	1.000
<b>Grand Mean</b>	—	—	—	—	3.05	0.9945

Source: Field survey data

As shown in the table 22 above, supervisors’ perceptions of principals’ roles in fostering a positive school environment and supporting teacher development reveal a mixed but generally moderate level of effectiveness. Regarding the creation of a safe and supportive learning environment, 40% of supervisors disagreed, 20% remained neutral, while 40% agreed or strongly agreed that principals are effective in this area, with a mean score of 3.20 (SD = 1.304). The encouragement of collaboration and professional dialogue among teachers received lower ratings, with 40% disagreement, 40% neutrality, and only 20% agreement, reflected in a mean of 2.80 (SD = 0.837). When it comes to prioritizing and supporting professional development for teachers, 40% of supervisors agreed, 40% were neutral, and 20% disagreed, resulting in a mean of 3.20 (SD = 0.837). Similarly, recognition and valuing of teachers' contributions to student learning garnered 40% agreement, 20% neutrality, and 40% disagreement, with a mean score of 3.00 (SD = 1.000). Overall, these findings suggest that while principals demonstrate some strength in fostering supportive environments and supporting teacher development, there remain a significant proportion of supervisors who perceive inconsistencies or shortcomings, especially in promoting collaboration and valuing teacher contributions. This indicates potential areas for improvement in principals’ leadership practices to better support teachers and enhance school climate.

#### 4.3.3.5. Developing and Supporting Teachers

**Table 23: Supervisors’ Perceptions of Principals’ Support for Teacher Development and Leadership**

<b>Item</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>SD</b>
The principals I supervise provide relevant professional development opportunities for teachers.	1 (20.0%)	2 (40.0%)	2 (40.0%)	0 (0.0%)	3.20	0.837
The principals I supervise offer adequate support and guidance to their teaching staff.	2 (40.0%)	2 (40.0%)	0 (0.0%)	1 (20.0%)	3.00	1.225
The principals I supervise identify and cultivate teacher leadership within their schools.	2 (40.0%)	1 (20.0%)	1 (20.0%)	1 (20.0%)	3.20	1.304
The principals I supervise encourage teachers to share expertise and learn from each other.	1 (20.0%)	2 (40.0%)	2 (40.0%)	0 (0.0%)	3.20	0.837
<b>Grand Mean</b>	—	—	—	—	3.15	1.050

Source: Field survey data

As illustrated in the table 23 above, supervisors hold mixed but moderately positive views regarding principals’ support for teacher development and leadership. About 40% of supervisors agree that principals provide relevant professional development opportunities for teachers, while 20% disagree and 40% are neutral, resulting in a mean score of 3.20 (SD = 0.837). When considering whether principals offer adequate support and guidance to their teaching staff, responses are more divided; 40% disagree, 40% are neutral, and only 20% strongly agree, with a lower mean of 3.00 (SD = 1.225). Regarding the identification and cultivation of teacher leadership, opinions remain varied: 40% disagree, 20% remain neutral, and 40% agree or strongly agree, yielding a mean of 3.20 (SD = 1.304). Similarly, the encouragement of teachers to share expertise and learn from one another is met with 40% agreement, 20% disagreement, and 40% neutrality (mean = 3.20, SD = 0.837). These findings suggest that while principals demonstrate some commitment to fostering professional growth and teacher leadership, there are noticeable perceptions of inconsistency and room for strengthening support systems and leadership cultivation within schools.

### 4.3.3.6. Monitoring and Evaluating Student Progress

**Table 24: Supervisors’ Perceptions of Principals’ Use of Student Data for Instructional Leadership**

<b>Item</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>SD</b>
The principals I supervise have effective systems for tracking student learning.	1 (20.0%)	2 (40.0%)	2 (40.0%)	0 (0.0%)	3.20	0.837
The principals I supervise ensure that student data informs instructional decisions.	0 (0.0%)	2 (40.0%)	3 (60.0%)	0 (0.0%)	3.60	0.548
The principals I supervise emphasize the importance of student learning outcomes.	1 (20.0%)	2 (40.0%)	2 (40.0%)	0 (0.0%)	3.20	0.837
The principals I supervise communicate student performance data effectively to their teachers.	1(20.0%)	2(40.0%)	1 (20.0%)	1 (20.0%)	3.40	1.140
<b>Grand Mean</b>	—	—	—	—	3.35	

Source: Field survey data

As shown in the table 24 above, supervisors generally perceive that principals demonstrate moderate effectiveness in using student data to guide instructional leadership. Specifically, 40% of supervisors agree that principals have effective systems for tracking student learning, while 20% disagree and 40% remain neutral, resulting in a mean score of 3.20 (SD = 0.837). The use of student data to inform instructional decisions received the highest positive response, with 60% agreement and 40% neutrality, reflected in a mean of 3.60 (SD = 0.548). Regarding the emphasis on student learning outcomes, 40% of supervisors agree, 20% disagree, and 40% are neutral, resulting in a mean of 3.20 (SD = 0.837). Communication of student performance data to teachers is somewhat varied, with 20% disagreeing, 40% neutral, and 40% agreeing or strongly agreeing, leading to a mean of 3.40 and a higher standard deviation (SD = 1.140), indicating greater variation in responses. Overall, these findings suggest that while principals are perceived to value and use student data to support teaching and learning, there is still some inconsistency in the systems and communication strategies employed across schools.

#### 4.4. Analysis of Challenges in Instructional Leadership

This section presents the key challenges that hinder the effective implementation of instructional leadership as perceived by teachers, principals, and supervisors.

##### 4.4.1. Challenges Identified by Teachers

**Table 25: Teachers' Perceptions of Instructional Leadership Challenges**

Item	SD	D	N	A	SA	Mean	SD
Insufficient time for instructional planning and discussion	11 (5.5%)	15 (7.5%)	42 (21.1%)	106 (53.3%)	25 (12.6%)	3.60	0.989
Lack of clarity about effective instructional leadership	14 (7.0%)	9 (4.5%)	60 (30.2%)	84 (42.2%)	32 (16.1%)	3.56	1.042
Student learning data not consistently used	27(13.6%)	42(21.1%)	33 (16.6%)	65 (32.7%)	32 (16.1%)	3.17	1.306
Limited or irrelevant professional learning opportunities	12 (6.0%)	28(14.1%)	40 (20.1%)	73 (36.7%)	46 (23.1%)	3.57	1.165
Weak communication of instructional goals and strategies across levels	3 (1.5%)	35(17.6%)	35 (17.6%)	75 (37.7%)	51 (25.6%)	3.68	1.085
Lack of specific and actionable feedback from instructional leaders	7 (3.5%)	32(16.1%)	42 (21.1%)	98 (49.2%)	20 (10.1%)	3.46	0.994
Teacher input not always valued	10 (5.0%)	27(13.6%)	44 (22.1%)	79 (39.7%)	39 (19.6%)	3.55	1.104
Inadequate resources and support for implementing effective strategies	25(12.6%)	35(17.6%)	35 (17.6%)	75 (37.7%)	29 (14.6%)	3.24	1.260
Instructional leadership feels more evaluative than supportive	2 (1.0%)	33(16.6%)	46 (23.1%)	77 (38.7%)	41 (20.6%)	3.61	1.023
Need for more collaboration opportunities facilitated by instructional leaders	9 (4.5%)	31(15.6%)	12 (6.0%)	70 (35.2%)	77 (38.7%)	3.88	1.213

Source: Field survey data

Teachers' perceptions reveal a prevalent array of challenges within instructional leadership, with a distinct consensus emerging on several critical areas. The most pressing concern, as evidenced by the highest mean score, is the *scarcity of collaboration opportunities facilitated by instructional leaders* (Mean = 3.88). This highlights a significant desire among educators for structured, leader-supported collaborative environments that can foster professional growth and shared understanding. Closely trailing this is the perceived weakness in the *communication of instructional goals and strategies across levels* (Mean = 3.68), indicating a clear need for more transparent and consistent dissemination of

pedagogical direction. Furthermore, a substantial number of teachers express that *instructional leadership often feels more evaluative than supportive* (Mean = 3.61), underscoring a preference for developmental guidance over mere assessment. Practical obstacles to pedagogical effectiveness are also evident in the consistent perception of *insufficient time for instructional planning and discussion* (Mean = 3.60) and the lack of relevant professional learning opportunities (Mean = 3.57). While challenges such as a lack of clarity regarding effective instructional leadership, the infrequent valuing of teachers' input, and the absence of specific and actionable feedback from leaders also garnered significant agreement, they exhibited slightly lower mean scores. Conversely, issues concerning *inadequate resources and support* and the consistent *use of student learning data* showed greater variability in teacher perceptions, as indicated by higher standard deviations. This suggests a less uniform experience among the teaching staff regarding these specific challenges. Collectively, these findings strongly suggest that instructional leaders must prioritize fostering a more collaborative, communicative, and supportive environment that provides relevant professional development and consistently values teacher input to address these pervasive challenges effectively.

#### 4.4.2. Challenges Identified by Principals

**Table 26: Principals’ Perceptions of Instructional Leadership Challenges**

Item	SD	D	N	A	SA	Mean	Std. Dev.
Insufficient time is dedicated to focused discussions and planning related to instructional improvement	1(10.0%)	2 (20.0%)	3 (30.0%)	4 (40.0%)	0 (0.0%)	3	1.054
There is a lack of clarity regarding what effective instructional leadership looks like in our context	2(20.0%)	2 (20.0%)	1 (10.0%)	5 (50.0%)	0 (0.0%)	2.9	1.287
Data on student learning is not consistently used to inform instructional decisions and leadership actions	2(20.0%)	1 (10.0%)	1 (10.0%)	6 (60.0%)	0 (0.0%)	3.1	1.287
Opportunities for professional learning focused on instructional improvement are limited or not always relevant	2(20.0%)	1 (10.0%)	1 (10.0%)	6 (60.0%)	0 (0.0%)	3.1	1.287
Communication about instructional goals and strategies across different levels (teachers, leaders, supervisors) could be improved	1(10.0%)	3 (30.0%)	3 (30.0%)	1 (10.0%)	2(20.0%)	3	1.333
Balancing administrative responsibilities with the demands of being an effective instructional leader is a significant challenge.	2(20.0%)	1 (10.0%)	2 (20.0%)	5 (50.0%)	0 (0.0%)	3	1.247
I sometimes lack the authority or resources needed to effectively address instructional challenges within my school.	1(10.0%)	3 (30.0%)	1 (10.0%)	4 (40.0%)	1(10.0%)	3.1	1.287
Building the capacity of teacher leaders to support instructional improvement within the school is an ongoing challenge.	1(10.0%)	1 (10.0%)	3 (30.0%)	5 (50.0%)	0 (0.0%)	3.2	1.033
Engaging all teachers in a shared vision for instructional excellence can be difficult.	2(20.0%)	2 (20.0%)	1 (10.0%)	5 (50.0%)	0 (0.0%)	2.9	1.287
Receiving timely and relevant support and guidance on instructional leadership from the supervisory level is not always consistent.	1(10.0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)	1(10.0%)	3.3	1.16

Source: Field survey data

Analysis of the data reveals that instructional leaders perceive a range of challenges, with a notable consensus emerging on several key areas, despite the small sample size (N=10). The most pronounced challenge, indicated by the highest mean score, is the inconsistency of *timely and relevant support and guidance from the supervisory level* (Mean = 3.30). This suggests a critical need for more reliable and pertinent guidance from higher-level administrators. Following closely, leaders identify *building the capacity of teacher leaders to support instructional improvement* (Mean = 3.20) as an ongoing hurdle, highlighting the importance of fostering internal leadership development. Significant concerns also exist regarding the *consistent use of student learning data to inform instructional decisions* (Mean = 3.10) and the provision of *relevant professional learning opportunities* (Mean = 3.10), indicating a gap in data-driven practices and impactful professional development. Challenges

such as *insufficient time for focused discussions and planning* (Mean = 3.00), improving *communication about instructional goals and strategies across levels* (Mean = 3.00), and *balancing administrative responsibilities with instructional leadership demands* (Mean = 3.00) also registered notable agreement. Conversely, while still acknowledged as challenges, issues like a *lack of clarity regarding effective instructional leadership* (Mean = 2.90) and the difficulty in *engaging all teachers in a shared vision for instructional excellence* (Mean = 2.90) showed slightly lower mean scores and a greater dispersion of opinions, as reflected by relatively higher standard deviations. Overall, these findings underscore critical areas where focused strategic interventions could enhance the effectiveness of instructional leadership, particularly in providing consistent support, fostering teacher leadership, and leveraging data for informed decision-making.

### 4.4.3. Challenges Identified by Supervisors

**Table 27: Supervisors Perceptions of Instructional Leadership Challenges**

Item	SD	D	N	A	SA	Mean	Std. Dev.
Insufficient time is dedicated to focused discussions and planning related to instructional improvement	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	1 (20.0%)	4.2	0.447
There is a lack of clarity regarding what effective instructional leadership looks like in our context	0 (0.0%)	0 (0.0%)	1 (20.0%)	3 (60.0%)	1 (20.0%)	4	0.707
Data on student learning is not consistently used to inform instructional decisions and leadership actions	1 (20.0%)	0 (0.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.4	1.342
Opportunities for professional learning focused on instructional improvement are limited or not always relevant	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	3.8	1.095
Communication about instructional goals and strategies across different levels (teachers, leaders, supervisors) could be improved	1 (20.0%)	1 (20.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	3.6	1.949
Supporting principals in developing their instructional leadership skills across multiple schools with varying needs is a complex task.	0 (0.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	1 (20.0%)	3.4	0.894
Ensuring consistency in instructional practices and expectations across all schools is a significant challenge.	1 (20.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	2 (40.0%)	3.8	1.643
Effectively monitoring and evaluating the impact of instructional leadership initiatives at the school level is difficult.	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	3.8	1.095
Communicating and aligning district-level instructional goals with the specific needs and contexts of individual schools can be challenging.	0 (0.0%)	1 (20.0%)	0 (0.0%)	3 (60.0%)	1 (20.0%)	3.8	1.095
I sometimes lack sufficient data or feedback from schools to effectively tailor my support for instructional leaders.	0 (0.0%)	1 (20.0%)	1 (20.0%)	3 (60.0%)	0 (0.0%)	3.4	0.894

Source: Field survey data

Based on the above table 27 , instructional leaders perceive a consistent and pronounced challenge related to the insufficient time dedicated to focused discussions and planning for instructional improvement (Mean = 4.20). This unanimous agreement within the sample underscores a critical need for dedicated time and space for strategic pedagogical work. Furthermore, there is a strong inclination among respondents to agree with the notion that clarity regarding what constitutes effective instructional leadership is lacking within their context (Mean = 4.00). Significant challenges are also identified in the consistent use of student learning data to inform decisions (Mean = 3.40), the limitations or irrelevance of professional learning opportunities (Mean = 3.80), and the complexities inherent in ensuring consistency in instructional practices across multiple schools (Mean = 3.80). The difficulty in effectively monitoring and evaluating the impact of instructional leadership initiatives (Mean = 3.80) and aligning district-level goals with individual school contexts (Mean = 3.80) also emerged as notable concerns. While communication about instructional goals and strategies across levels (Mean = 3.60) received a lower mean, its exceptionally high standard deviation (SD=1.949) indicates a wide divergence of opinion within this small group, with some strongly agreeing and others strongly disagreeing. Similarly, challenges in supporting principals' instructional leadership skills across varying schools (Mean = 3.40) and the lack of sufficient data/feedback from schools (Mean = 3.40) also reflect areas of concern, though with varying degrees of consensus. Although limited by the very small sample size, these findings suggest that district-level support for instructional leadership faces systemic challenges related to time allocation, role clarity, data utilization, professional development relevance, and effective communication and alignment across organizational tiers.

#### ***4.5. Open-Ended Responses Summary***

Qualitative responses from the open-ended questions provided valuable insight into the nuanced challenges and possible solutions related to instructional leadership

**4.5.1. Key Factors Hindering Instructional Leadership (Across All Respondent Groups)**

**Table 28: Key Factors Hindering Instructional Leadership**

<b>Role in School</b>	<b>Inadequate Training &amp; PD</b>	<b>Weak School-Community Relationships</b>	<b>Lack of Time (Admin Overload)</b>	<b>Inadequate Resources</b>	<b>Low Teacher Morale</b>	<b>Weak Monitoring &amp; Data Use</b>	<b>Policy/Structural Challenges</b>	<b>Total</b>
Teachers	98	19	59	1	2	13	7	199
Principal	3	0	2	0	0	0	0	5
V/ Director	2	0	3	0	0	0	0	5
C/ Supervisor	2	2	1	0	0	0	0	5
<b>Total</b>	<b>105</b>	<b>21</b>	<b>65</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>7</b>	<b>214</b>

Source: Field survey data

The table 28 Key Factors Hindering Instructional Leadership" presents a summary of perceived obstacles to instructional leadership across different roles within the school system. Analyzing this data for a thesis would involve discussing the distribution of responses and highlighting the most significant challenges identified by each group.

## **Analysis of Key Factors Hindering Instructional Leadership**

An examination of the factors hindering instructional leadership reveals significant differences in perceptions across various roles within the educational system, with a total of 214 responses collected. *Inadequate Training & Professional Development* emerges as the most overwhelmingly cited impediment overall, accounting for 105 responses (approximately 49.1% of the total). This factor is particularly dominant among Teachers, who attributed 98 out of their 199 responses to this challenge, underscoring a critical need for enhanced professional learning opportunities to support their instructional leadership capabilities.

Following this, *Lack of Time (Admin Overload)* stands out as the second most frequently cited obstacle, with 65 total responses (approximately 30.4%). Interestingly, while also impacting other roles, this challenge was predominantly highlighted by teachers (59 responses). This suggests that administrative burdens and insufficient time allocation significantly impede teachers' ability to engage in or benefit from instructional leadership initiatives. *Weak School-Community Relationships and Low Teacher Morale* also appear as considerable factors, with 21 and 13 total responses respectively, indicating broader environmental and systemic issues affecting instructional leadership.

Conversely, challenges such as *Inadequate Resources, Weak Monitoring & Data Use, and Policy/Structural Challenges* received minimal attention across all roles, with 1, 2, and 7 total responses respectively. This suggests these issues are either less prevalent or not perceived as direct impediments to instructional leadership by the majority of respondents in this dataset. The stark disparity in the distribution of responses, particularly the overwhelming focus on inadequate training and time constraints by teachers, highlights specific areas for intervention to foster more effective instructional leadership within the school environment.

## 4.5.2. Suggested Supports for Improving Instructional Leadership

**Table 29: Suggested Supports to Improve Instructional Leadership**

<b>Role in School</b>	<b>Delegate Admin Tasks</b>	<b>Provide Ongoing Leadership Training</b>	<b>Strengthen Teacher–Principal Collaboration</b>	<b>Use Data Effectively</b>	<b>Enhance Access to Resources</b>	<b>Total</b>
<i>Teachers</i>	58	70	35	16	20	199
<i>Principal</i>	2	3	0	0	0	5
<i>Vice Director</i>	2	3	0	0	0	5
<i>Cluster Supervisor</i>	1	4	0	0	0	5
<b>Total</b>	<b>63</b>	<b>80</b>	<b>35</b>	<b>16</b>	<b>20</b>	<b>214</b>

Source: Field survey data

Here's an analysis of Table 29: Analysis of Suggested Supports to Improve Instructional Leadership

The data on suggested supports for improving instructional leadership reveals a clear consensus on key areas of intervention, with a total of 214 suggestions gathered across different roles. Providing Ongoing Leadership Training emerges as the most frequently proposed support, accounting for 80 total responses (approximately 37.4% of all suggestions). This recommendation is overwhelmingly driven by Teachers, who contributed 70 of these suggestions, indicating a strong perceived need for continuous professional development to enhance leadership capabilities within the teaching force.

Closely following, Delegating Administrative Tasks was identified as the second most vital support, accumulating 63 total responses (approximately 29.4%). Again, teachers were the primary proponents of this measure, with 58 suggestions, highlighting that reducing administrative burden is seen as crucial for freeing up time and energy for instructional leadership functions. Strengthening Teacher-Principal Collaboration also received significant attention, with 35 total responses (approximately 16.4%), exclusively suggested by teachers. This underscores the importance of fostering a collaborative professional environment to enhance instructional effectiveness.

Other suggested supports, such as Enhancing Access to Resources (20 responses) and Using

Data Effectively (16 responses), while still present, were cited less frequently. Notably, Principals, Vice Directors, and Cluster Supervisors offered very few suggestions for these categories, often providing a uniform number of responses across "Delegate Admin Tasks" and "Provide Ongoing Leadership Training," with minimal to no input on the other three categories. This disparity in recommendations across roles suggests a shared understanding among administrative staff about critical leadership development needs, while teachers provide a more nuanced perspective on the practical supports required at the ground level. Overall, the findings strongly advocate for a dual focus on ongoing leadership training and alleviating administrative burdens, particularly for teachers, as foundational steps towards significant improvements in instructional leadership.

#### **4.6. Comparative Analysis of Perceptions: Comparison between Teachers, Principals, and Supervisors on Key Domains**

**Table 30: Comparative Analysis of Perceptions**

<b>Domain</b>	<b>Teachers (M)</b>	<b>Principals (M)</b>	<b>Supervisors (M)</b>
Mission & Vision Communication	3.09	3.65	2.2
Instructional Program Management	3.22	3.35	3.1
Positive Learning Climate	3.28	3.73	3.05
Teacher Development and Support	3.10	3.73	3.15
Student Progress Monitoring	3.56	3.72	3.35

Source: Field survey data

Table 30 summarizes the mean scores for Teachers, Principals, and Supervisors across the five core domains of instructional leadership, revealing both areas of consensus and significant perceptual gaps.

Across most domains, Principals consistently report higher mean scores regarding the effectiveness of instructional leadership, suggesting a more positive self-assessment or a broader perspective on leadership functions. Their highest perceived strengths lie in Positive Learning Climate (M = 3.73) and Teacher Development and Support (M = 3.73), closely followed by Student Progress Monitoring (M = 3.72) and Mission & Vision Communication (M

= 3.65). This indicates principals generally perceive themselves and their leadership in these areas as effective.

In contrast, Teachers tend to rate instructional leadership effectiveness lower across most domains compared to principals. Their highest mean score is for Student Progress Monitoring (M = 3.56), suggesting this is an area where they perceive instructional leadership to be relatively more effective. However, they report lower means for Mission & Vision Communication (M = 3.09) and Teacher Development and Support (M = 3.10), indicating a perceived inadequacy in how clearly the school's direction is communicated and how well teachers are supported in their professional growth. This suggests a disconnect between the support principals believe they are providing and what teachers are actually experiencing.

The perceptions of Supervisors present a distinct pattern. Notably, Supervisors report the lowest mean score in Mission & Vision Communication (M = 2.2), indicating a significant perceived weakness at this level regarding the overarching clarity and dissemination of the school's core purpose. While their ratings for Instructional Program Management (M = 3.1) and Teacher Development and Support (M = 3.15) are more aligned with those of teachers, their perception of Positive Learning Climate (M = 3.05) is lower than both teachers and principals. Interestingly, supervisors also rate Student Progress Monitoring (M = 3.35) relatively higher, similar to the other groups, suggesting this might be a more consistent area of focus or perceived effectiveness across all levels.

Overall, the data highlights critical perceptual gaps, particularly between Principals and Supervisors on Mission & Vision Communication, where principals see it as a relative strength (M = 3.65) while supervisors view it as the weakest domain (M = 2.2). This disparity could indicate a top-down communication breakdown or differing understandings of what constitutes effective mission and vision communication at various organizational levels. Furthermore, the consistent lower ratings from Teachers across several domains, especially in Teacher Development and Support and Mission & Vision Communication, suggest that the implementation and impact of instructional leadership initiatives may not be fully reaching the classroom level as perceived by school leadership. These divergent perspectives underscore the complexity of instructional leadership and point to specific areas where aligned understanding and targeted interventions are crucial for enhancing overall school effectiveness.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1. Summary of Findings

This study set out to understand how effective instructional leadership is in primary schools across Kolfe Keraniyo Sub-City, Addis Ababa. We gathered insights from 199 teachers through questionnaires and interviewed 10 school principals to get their perspectives. The main purpose of this study was to assess the effectiveness of instructional leadership in government primary schools of Kolfe Keraniyo Sub-City, Addis Ababa. The study was guided by three research questions:

1. To what extent do school principals exhibit instructional leadership in their schools?
2. Are school principals effective in their instructional leadership roles?
3. What challenges do school principals encounter in serving as instructional leaders?

To answer these questions, the researcher employed a descriptive survey design using both quantitative and qualitative methods. Teachers, principals, and supervisors participated in the study. Questionnaires, interviews, and document reviews were the main tools of data collection. Statistical methods (mean, standard deviation, and t-tests) were used to analyze quantitative data, while qualitative responses were thematically interpreted.

In total, 214 individuals contributed to this study. A notable pattern emerged around gender: all principals were male, and the majority of vice-principals and cluster supervisors were as well. In terms of age, most teachers were between 20 and 40 years old, while leaders tended to be slightly older. Educationally, Bachelor's degrees were common among leaders, while many teachers held diplomas. And when it came to experience, the trend was clear those in leadership roles often had over a decade in the field.

The findings revealed that principals demonstrated instructional leadership practices to a moderate extent. While principals rated themselves highly across leadership domains, teachers and supervisors often provided lower ratings, highlighting a perception gap. Specifically:

- Principals articulated visions and engaged in program management, but practices were

inconsistent.

- Principals were moderately effective overall, with relative strength in student progress monitoring but weaknesses in teacher professional development and classroom feedback.
- Key challenges included heavy administrative workload, limited training, insufficient resources, weak collaboration, and inadequate support from education offices.

## **5.2. Conclusions**

Based on the research questions, the following conclusions are drawn about instructional leadership effectiveness in Kolfe Keraniyo Sub-City primary schools:

Research Question 1: To what extent do school principals exhibit instructional leadership? Principals practice instructional leadership but only to a moderate extent. While they attempt to set direction, manage programs, and create positive environments, these practices are not systematic, consistent, or strongly felt by teachers

Research Question 2: Are principals effective in their instructional leadership? The effectiveness of principals in their instructional leadership roles is limited. Although they show awareness of their responsibilities, gaps remain in translating leadership intentions into impactful actions. Their effectiveness is hindered by competing administrative demands and insufficient instructional focus .

Research Question 3: What challenges do principals encounter in serving instructional leadership?

Principals face multiple challenges including administrative overload, limited professional development and training, scarcity of resources, weak collaboration among teachers, and lack of structured systems for data-driven student progress monitoring .

In general, the study concludes that instructional leadership effectiveness in Kolfe Keraniyo Sub-City is moderate, with significant gaps between principals' self-perceptions and the views of teachers and supervisors.

### **5.3. Recommendations**

Based on the study's findings and conclusions, offer the following recommendations for various stakeholders to enhance instructional leadership effectiveness in Kolfe Keraniyo Sub-City primary schools:

To strengthen instructional leadership in government primary schools, principals should allocate more time to classroom supervision, feedback, and coaching, rather than being overly consumed by administrative tasks. Continuous and needs-based professional development programs are essential to build principals' instructional leadership capacity, while fostering professional learning communities can enhance collaboration between principals and teachers on curriculum, pedagogy, and assessment. In addition, principals should actively seek support from the sub-city office and local communities to address shortages of teaching and learning resources. Establishing systematic processes for collecting, analyzing, and using student performance data is also critical to guide instruction and improve student outcomes.

At the policy level, the Sub-City Education Office should reconsider the role of principals by reducing excessive administrative burdens and emphasizing instructional responsibilities. Clear policy frameworks that define principals' instructional leadership duties and incentive mechanisms recognizing exemplary performance can further strengthen leadership effectiveness.

For further research, a comparative study of instructional leadership in primary and secondary schools could illuminate differences in leadership practices and effectiveness. Investigating the relationship between instructional leadership and student academic achievement in the Ethiopian context would provide valuable insights, while qualitative studies involving students and parents could offer a more holistic understanding of school leadership effectiveness.

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## Annexes (A-D)

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

### Questionnaire for teachers

This questionnaire is designed to assess “ instructional leadership effectiveness in government primary schools of kolfe keraniyo sub city”. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions and each items in the questionnaire carefully before you give your response. If you want change any of your responses, make sure that you have cancelled the unwanted ones.

*Your responses will remain confidential and will be used solely for academic purposes.*

*Please answer all questions honestly*

*Thank you in advance for your kind cooperation.*

Name of the school \_\_\_\_\_ Woreda \_\_\_\_\_

#### SECTION A: DEMOGRAPHIC INFORMATION

Direction: Please check by writing on “” mark on the space provided against the items

1. Gender: Male  Female
2. Age: 20-30 years  31-40  ; 41-50 years  ; above 50 years
3. Educational Qualification:
  - a. Diploma \_\_\_\_\_
  - b. B.A/BSc/BEd \_\_\_\_\_
  - c. M.A./M.Sc/ \_\_\_\_\_
  - d. Specify other \_\_\_\_\_
4. Years of Experience in the School:  
Less than 2 years  2-5 years  6-10 years  Above 10 years
5. Your Current Position: 

Principal	<input type="checkbox"/>	Deputy Principal	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Supervisor	<input type="checkbox"/>

**SECTION B: TEACHERS' PERCEPTION OF INSTRUCTIONAL LEADERSHIP PRACTICE**

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

**To what extent do you agree with the following statements about your school leadership?**

*(Tick the appropriate response where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)*

No	A. Overall Instructional Leadership Effectiveness	1	2	3	4	5
1	Overall, my principal provides effective instructional leadership at our school.					
2	My principal's actions positively influence the quality of teaching at this school					
3	The principal's leadership contributes to improved student learning outcomes.					

No	B. Defining and Communicating the School Mission and Vision	1	2	3	4	5
1	The school principal clearly articulates the school's goals for student learning.					
2	I have a clear understanding of the school's vision for academic achievement.					
3	The school leadership ensures that our instructional practices align with the school's vision.					
4	School-wide goals for student learning are regularly discussed with teachers.					

No	C. Managing the Instructional Program	1	2	3	4	5
5	The school principal provides constructive feedback on my teaching practices.					
6	The curriculum is well-coordinated across different grade levels and subjects.					
7	I have access to the necessary resources (materials, technology) to implement effective instruction.					
8	The school leadership actively supports the implementation of the approved curriculum.					

No	D. Promoting a Positive Learning Climate	1	2	3	4	5
9	The school fosters a safe and supportive environment for both students and teachers.					
10	Collaboration among teachers is encouraged and facilitated by the school leadership.					
11	Opportunities for professional growth are valued and supported in this school.					
12	Teachers' efforts and successes in improving student learning are recognized.					

No	E. Developing and Supporting Teachers	1	2	3	4	5
13	The school provides relevant professional development opportunities that improve my teaching skills.					
14	I receive adequate support and guidance from the principal or other school leaders.					
15	There are opportunities for teachers to take on leadership roles within the school.					
16	The school leadership encourages teachers to share their expertise and learn from each other.					

No	F. Monitoring and Evaluating Student Progress	1	2	3	4	5
17	The school has clear systems for tracking student learning and progress.					
18	Student performance data is used to inform instructional planning and decision-making.					
19	The school leadership emphasizes the importance of student learning outcomes.					
20	I receive feedback on how my students are performing compared to school-wide goals.					

**SECTION C: CHALLENGES FACED IN INSTRUCTIONAL LEADERSHIP  
EFFECTIVENESS**

*(Tick the appropriate response where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)*

No	Challenges	1	2	3	4	5
1	Insufficient time is dedicated to focused discussions and planning related to instructional improvement					

2	There is a lack of clarity regarding what effective instructional leadership looks like in our context					
3	Data on student learning is not consistently used to inform instructional decisions and leadership actions					
4	Opportunities for professional learning focused on instructional improvement are limited or not always relevant					
5	Communication about instructional goals and strategies across different levels (teachers, leaders, supervisors) could be improved					
6	I feel that instructional leaders (e.g., principals, supervisors, teacher leaders) do not consistently provide specific and actionable feedback on my teaching.					
7	My input and perspectives on instructional matters are not always valued or considered by instructional leaders.					
8	I sometimes lack the necessary resources and support from instructional leaders to implement effective teaching strategies.					
9	The focus of instructional leadership sometimes feels more evaluative than supportive of my growth as a teacher.					
10	I would benefit from more opportunities to collaborate with colleagues on instructional practices, facilitated by instructional leaders.					

11. From your perspective, what is one key factor that hinders the effectiveness of instructional leadership in your context? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. What specific support or changes would most improve instructional leadership effectiveness in your school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank You for Your Participation!**

Your feedback is valuable in improving instructional leadership in government primary school

**B**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Questionnaire for principal**

This questionnaire is designed to assess “instructional leadership effectiveness in government primary schools of kolfe keraniyo sub city”. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions and each items in the questionnaire carefully before you give your response. If you want change any of your responses, make sure that you have cancelled the unwanted ones.

*Your responses will remain confidential and will be used solely for academic purposes.*

*Please answer all questions honestly*

*Thank you in advance for your kind cooperation.*

Name of the school \_\_\_\_\_ Woreda \_\_\_\_\_

**SECTION A: DEMOGRAPHIC INFORMATION**

Direction: Please check by writing on “” mark on the space provided against the items

1. Gender: Male  Female   
2. Age: 20-30 years  31-40 years  41-50 years  above 50 years

3. Educational Qualification:

a. Diploma \_\_\_\_\_ b. B.A/BSc/BEd \_\_\_\_\_

c. M.A./M.Sc/ \_\_\_\_\_ d. Specify other \_\_\_\_\_

4. Years of Experience in the School:

Less than 2 years  2-5 years  6-10 years  above 10 years

5. Your Current Position:  Principal  Vice Principal  
 Teacher  supervisor

**SECTION B: INSTRUCTIONAL LEADERSHIP PRACTICES**

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

**To what extent do you agree with the following statements about your school leadership?**

*(Tick the appropriate response where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)*

No	A. Level of Instructional Leadership Effectiveness	1	2	3	4	5
1	I believe I provide effective instructional leadership at my school					
2	My leadership actions have a positive impact on the quality of teaching at my school.					
3	My leadership contributes to improved student learning outcomes at my school					

No	A. Defining and Communicating the School Mission and Vision	1	2	3	4	5
1	I clearly articulate the school's goals for student learning and achievement to all staff.					
2	I ensure that all teachers understand and are committed to the school's vision for academic success.					
3	I actively work to align instructional practices across the school with our stated vision.					
4	I regularly lead discussions with teachers about our school-wide goals for student learning.					

No	B. Managing the Instructional Program	1	2	3	4	5
5	I regularly observe classrooms and provide teachers with constructive feedback on their instruction.					
6	I ensure effective coordination of the curriculum across grade levels and subject areas.					
7	I strategically allocate resources to support effective teaching and learning in the school.					
8	I actively monitor and support the implementation of the approved curriculum by teachers.					

No	C. Promoting a Positive Learning Climate	1	2	3	4	5
9	I actively foster a safe, supportive, and inclusive learning environment for all members of the school community.					
10	I create and support opportunities for collaboration and professional dialogue among teachers.					
11	I prioritize and support professional development opportunities that enhance teaching quality.					
12	I ensure that teachers' contributions to student learning and school improvement are recognized and valued.					

No	D. Developing and Supporting Teachers	1	2	3	4	5
13	I provide professional development opportunities that are aligned with the identified needs of my teachers.					
14	I offer coaching and mentoring support to teachers to enhance their instructional skills.					
15	I actively identify and cultivate teacher leadership within the school.					
16	I create platforms for teachers to share best practices and learn from one another.					

No	E. Monitoring and Evaluating Student Progress	1	2	3	4	5
17	I have established clear and effective systems for monitoring student learning and progress school-wide.					
18	I ensure that student performance data is systematically used to inform instructional decisions at all levels.					
19	I consistently emphasize the importance of achieving high student learning outcomes among staff.					
20	I regularly communicate school-wide student performance data and expectations to teachers.					

## SECTION C: CHALLENGES FACED IN INSTRUCTIONAL LEADERSHIP

(Tick the appropriate response where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

No	Challenges	1	2	3	4	5
1	Insufficient time is dedicated to focused discussions and planning related to instructional improvement					
2	There is a lack of clarity regarding what effective instructional leadership looks like in our context					
3	Data on student learning is not consistently used to inform instructional decisions and leadership actions					
4	Opportunities for professional learning focused on instructional improvement are limited or not always relevant					
5	Communication about instructional goals and strategies across different levels (teachers, leaders, supervisors) could be improved					
6	Balancing administrative responsibilities with the demands of being an effective instructional leader is a significant challenge.					
7	I sometimes lack the authority or resources needed to effectively address instructional challenges within my school.					
8	Building the capacity of teacher leaders to support instructional improvement within the school is an ongoing challenge.					
9	Engaging all teachers in a shared vision for instructional excellence can be difficult.					
10	Receiving timely and relevant support and guidance on instructional leadership from the supervisory level is not always consistent.					

11. From your perspective, what is one key factor that hinders the effectiveness of instructional leadership in your context? (Open response) \_\_\_\_\_

\_\_\_\_\_

12. What specific support or changes would most improve instructional leadership effectiveness in your school/district? (Open response) \_\_\_\_\_

\_\_\_\_\_

**Thank You for Your Participation!**

Your feedback is valuable in improving instructional leadership in government primary schools.

C

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**Questionnaire for supervisor**

This questionnaire is designed to assess “ *instructional leadership effectiveness in government primary schools of kolfe keraniyo sub city*”. The information gathered through this questionnaire will be used for academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential. Please read the instructions and each items in the questionnaire carefully before you give your response. If you want change any of your responses, make sure that you have cancelled the unwanted ones.

*Your responses will remain confidential and will be used solely for academic purposes.*

*Please answer all questions honestly*

*Thank you in advance for your kind cooperation.*

Name of the school \_\_\_\_\_ Woreda \_\_\_\_\_

**SECTION A: DEMOGRAPHIC INFORMATION**

Direction: Please check by writing on “” mark on the space provided against the items

1. Gender: Male  Female   
2. Age: 20-30 years  31-40 years  41-50 years  above 50 years

3. Educational Qualification:

a. Diploma \_\_\_\_\_ b. B.A/BSc/BEd \_\_\_\_\_

c. M.A./M.Sc/ d. Specify other \_\_\_\_\_

4. Years of Experience in the School:

Less than 2 years  2-5 years  6-10 years  above 10 years

5. Your Current Position:  Principal  Vice Principal  
 Teacher  Supervisor

## **SECTION B: INSTRUCTIONAL LEADERSHIP PRACTICES**

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

**To what extent do you agree with the following statements about your school leadership?**

*(Tick the appropriate response where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)*

No	A. Level of Instructional Leadership Effectiveness	1	2	3	4	5
1	Overall, the principals I supervise exhibit a high level of instructional leadership effectiveness.					
2	The principals I supervise positively influence the quality of teaching in their schools					
3	The leadership of the principals I supervise contributes to improved student learning outcomes.					

No	A. Defining and Communicating the School Mission and Vision	1	2	3	4	5
1	The principals I supervise clearly articulate school goals for student learning to their staff.					
2	The principals I supervise effectively ensure teacher understanding and commitment to the school's academic vision.					
3	The principals I supervise actively work to align instructional practices with the school's vision.					
4	The principals I supervise regularly lead discussions on school-wide student learning goals.					

No	B. Managing the Instructional Program	1	2	3	4	5
5	The principals I supervise provide constructive feedback to teachers on their instruction.					
6	The principals I supervise ensure effective curriculum coordination within their schools.					
7	The principals I supervise strategically allocate resources to support effective teaching.					

8	The principals I supervise actively support the implementation of the approved curriculum.					
<b>No</b>	<b>C. Promoting a Positive Learning Climate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9	The principals I supervise foster a safe and supportive learning environment in their schools.					
10	The principals I supervise encourage collaboration and professional dialogue among teachers.					
11	The principals I supervise prioritize and support professional development for their teachers.					
12	The principals I supervise recognize and value teachers' contributions to student learning.					

<b>No</b>	<b>D. Developing and Supporting Teachers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
13	The principals I supervise provide relevant professional development opportunities for their teachers.					
14	The principals I supervise offer adequate support and guidance to their teaching staff.					
15	The principals I supervise identify and cultivate teacher leadership within their schools.					
16	The principals I supervise encourage teachers to share expertise and learn from each other.					

<b>No</b>	<b>E. Monitoring and Evaluating Student Progress</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
17	The principals I supervise have effective systems for tracking student learning.					
18	The principals I supervise ensure that student data informs instructional decisions.					
19	The principals I supervise emphasize the importance of student learning outcomes.					
20	The principals I supervise communicate student performance data effectively to their teachers.					

**SECTION C: CHALLENGES FACED IN INSTRUCTIONAL LEADERSHIP  
EFFECTIVENESS**

(Tick the appropriate response where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

No	Challenges	1	2	3	4	5
1	Insufficient time is dedicated to focused discussions and planning related to instructional improvement					
2	There is a lack of clarity regarding what effective instructional leadership looks like in our context					
3	Data on student learning is not consistently used to inform instructional decisions and leadership actions					
4	Opportunities for professional learning focused on instructional improvement are limited or not always relevant					
5	Communication about instructional goals and strategies across different levels (teachers, leaders, supervisors) could be improved					
6	Supporting principals in developing their instructional leadership skills across multiple schools with varying needs is a complex task.					
7	Ensuring consistency in instructional practices and expectations across all schools is a significant challenge.					
8	Effectively monitoring and evaluating the impact of instructional leadership initiatives at the school level is difficult.					
9	Communicating and aligning district-level instructional goals with the specific needs and contexts of individual schools can be challenging.					
10	I sometimes lack sufficient data or feedback from schools to effectively tailor my support for instructional leaders.					

11. From your perspective, what is one key factor that hinders the effectiveness of instructional leadership in your context? \_\_\_\_\_

\_\_\_\_\_

12. What specific support or changes would most improve instructional leadership effectiveness in your school/district? \_\_\_\_\_

\_\_\_\_\_

**Thank You for Your Participation!**

Your feedback is valuable in improving instructional leadership in government primary schools.

## D

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*DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT*

The purpose of this interview is to assess “instructional leadership effectiveness in primary schools of kolfe keraniyo sub-city, Addis Ababa. The information obtained from the respondents will help to improve the primary school instructional leadership practice.

Thank you in advance for your cooperation!

### *Section I: Personal Information*

1. Name of the school ..... Woreda .....
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. 41 and above
4. Level of educational or qualification:  
A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree D. PhD
5. Field of study: A. Subject Major..... B. EDPM/ Pedagogical Science
6. Total work experience or service year:  
A. under 5 years B. 6-10 C. 11-15 D. 16-20 E. 21 years above
7. Service year in current position: A. under 5 years B. 6-10 years C. 11 years and above

### *Section 2: Interview Guide Questions*

1. Do you encourage and motivate staff to participate in instructional issues? If yes how?
2. How the goals, missions, and visions of your school are set?

3. Do you think a shared vision has been developed within your school? And what were your major roles?
4. How do you promote teachers' professional development?
5. Do you observe and evaluate the classroom teachings of your staff?
6. Do you monitor students' progress? If yes How?
7. How do you promote a conducive school learning climate?
8. Have you faced problems in your instructional roles? If yes, please specify some of the major problems that negatively affect leadership effectiveness.
9. What do you think are the possible measures to be taken by the different bodies to solve the problems that you encountered in carrying out leadership functions "