

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES OF INSTRUCTIONAL LEADERSHIP IN
SECONDARY SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION**

BY: DEREJE KEBEDE

JUNE, 2016

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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ABBREVIATION AND ACRONYMS

AACAEB:	Addis Ababa City Administrative Education Bureau
CPD:	Continuous Professional Development
DF:	Degree Of Freedom
ESDP:	Education Sector Development Program
FGD:	Focused Group Discussion
MoE:	Ministry of Education
SD:	Standard Deviation
SNNPR:	Southern Nations, Nationalities and Peoples Region
TDP:	Teachers Development Program

ABSTRACT

The main purpose of this study was to assess the practices and challenges of instructional leadership in secondary schools of Addis Ababa. In order to meet the objectives of the study descriptive survey method was employed. Simple random sampling techniques was used to select eleven secondary schools out of 27 schools. But 11 principals and 33 vice principals were selected from these sample schools using availability sampling technique. In addition to principals and vice principals 300 teachers (240 male and 60 female) were taken as a sample for the study using stratified random sampling. Thus from the total of 344 questionnaires distributed for the respondents 313 (90.9%) of the questionnaires were completed and returned. Questionnaires, interview, focused group discussion and document analysis were used for collecting relevant data for the study. Then the data were analyzed using SPSS version 20. Statistical tools like frequency, percentage, mean, and t-test were used to analyze the collected data. According to the data, setting the school vision and mission, managing curriculum and instruction; monitoring instructional program, clarifying core values and beliefs were moderately practiced by secondary school instructional leaders. They also practiced professional development, building relationship in the school and clinical supervision moderately. However, the instructional leaders showed lower performance in, managing change and conflict. Likewise, the study also revealed that principals showed moderate performance on both directive and supportive roles. Besides, teachers were not willing to work with them to improve instructional supervision; they engaged themselves in trivial matters and dislike and criticize their principals by reflecting negative attitude. Furthermore, inadequate training and skill of leadership; moderate cooperation from stakeholders; inadequate resources; unwillingness to devote more time for instruction and unable to build trust on each individual staff were the main problems for instructional leadership practices. From the finding of the study, it was concluded that the role and involvement of secondary schools instructional leadership was still in the state of transition from administrative emphasis to instructional leadership to create conducive school climate, instructional leaders were not engaged themselves in monitoring and providing feedback on the teaching learning process and the overall school activities. Based on the conclusions it was recommended that, concerning officials from the education bureau, and sub-city education office as well as the schools themselves should perform their best to improve the practices of instructional leadership tasks by giving more focus for the school mission and vision and by working together to improve the quality of instructional leadership in secondary schools. Finally the study recommends that there is need for adequate training for instructional leaders and teachers, provide adequate resources and devoting more time for instructional issues than routine activities and administrative tasks.

CHAPTER ONE

Introduction

This part of the research deals with background of the study, statement of the problem, objectives of the study, the significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Education is widely recognized as the process through which society transmits knowledge, abilities, skills and values accumulated over the years resulting from interactions with the social and physical environment. It is an all rounded development and life long process where society secures its existence by handing on its cultural acquisition to each succeeding generation (MoE, 2005). To do this, the schools are primarily responsible for the production and provision of qualified human resources. They are in charge of achieving educational objectives expected to shape pupils in accordance with the needs and interests of the beneficiaries. It is also believed that the society's future depends on the success of school in effectively implementing their objectives.

In order to accomplish their objectives, they strongly put responsibility for proper and adequate provision of the school curriculum and instruction rests on the school instructional leaders. The global notion for improving instructional leadership has imposed a form of accountability on the school function. High economic, political, social and technological advancements are demanding schools to create a climate that shows continuous change and improvement in the educational system. Therefore, to achieve the standards set, effective school leadership demonstrates high energy, sets standards of excellence, establishes goals, exhibits positive exemplary role, boosts creativity, motivates working environment and shares common values and shapes organizational culture all in collaboration with school members(Sergoveanni,2001:74).

In Ethiopia context, education is highly expected to continue the overall national development. The education and training policy of 1994 states: 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 leadership

is a major concern for it is considered as vehicle for change and educational development (Mussazi, 1998).

Leaders are committed to instructional leadership excellence and educational quality: create learning centered organization where every members of school would be engaged in collaborative learning activity (Frasev, 2005). Schools whose instructional leadership practiced a shared vision and collaborative learning, as Bush and Bell (2003) stated, the whole school collectively and continually learns how to become more effective as an organization, then the school can be deemed to be learning center. Principals, vice principals , supervisors, department heads and senior teachers are responsible of leadership instruction that are expected to show their commitment in supporting collegiality, shared decision making and changing the norm of the school culture from traditional hierarchical authority to move collaborative leadership.

Therefore, this implies that the role of the principals has become more complex, uncertain and overcrowded since the past decade than ever before (Fullan, 2001). Different authorities try to conceptualize instructional leadership in different frame works. Hollinger and Murphy (1985:56), for instance have developed three dimensions which cover the following functional categories: training goals, knowledge of curriculum development and instruction, coordinating curriculum, supervising and evaluation of instruction, monitoring progress, setting standards, setting expectations, protecting time and improvement.

In Ethiopia most principals are appointed from any subject teacher without enough training, experience and development in leadership. secondary school principals had been political appointed by the woreda administrative (Fisseha,2005).He further added that among the major problems of secondary schools in instructional leadership are: lack of professional training for principalship, lack of required qualification and commitment in making maximum use of environment resources and negative attitude toward leadership. This shows that instructional leadership as professions has been given little attention.

Now a day the government of Ethiopia recognizing the role of education in developing the country economy, has placed great emphasis on professional development for school principal, vice principal, department heads teachers as well as officers in charge of education at different levels. In its educational sector development program IV(2010), Ministry of education stated that educational

leadership are professional and those who assume these role should equipped with the necessary knowledge and skill to exhibit proper professional ethics that are necessities at school levels. Accordingly the one who will become secondary school principal should be second degree holder in any subject and successfully completed professional course offered for principal ship.

Other than knowledge, skill and ability, some school leaders may be challenged with rules and regulation that impose more accountability than responsibility focusing merely on procedural routines .Hence, as Harris and Mujis (2005:94) stated, this may trigger tension between the pressure of accountability and demands for development of schools which may affect instructional leaders from exercising their own roles.

Although instructional leadership is said to be essential skills to educational administration, not all principals, supervisors and senior teachers that have in-depth training and skill to play the role. Consequently, as the current Addis Ababa Education Bureau structures reveals instructional leaders (principals, vice principals and supervisors) are assigned as educational administrators and not seen as instructional leaders, though the role was not seen well played in many of the secondary schools of Addis Ababa.

Regardless of the theories discussed above, many parents, teachers, students and the personal experiences of the student researcher shows that such instructional leadership practices were not executed effectively in the secondary schools of Addis Ababa.

Concerning school leadership, principals have been selected from subject teachers. This indicates that principals were not recognized as professionals, unstable school leadership, workload on principals and interference of woreda and sub city education office on the function of principals were apparently prevailing in the education system in Addis Ababa. This study were focus on the secondary school and intended to contribute to that search the practice and challenges of instructional leadership of Addis Ababa in some selected secondary schools.

1.2.Statement of the Problem

The function of any instructional leadership program is to facilitate an effective teaching- leaning process by creating conducive learning environment. The attempts of many countries to reform the leadership roles are inspired by the need to improve educational quality and the current trend towards

more school autonomy. The ability of schools to use their greater freedom effectively was depending to a large extent on the leadership services on which they can rely (Gravwe and Carron, 2007). A strong instructional leadership is a characteristic of effective school (Lahui-Ako, 2001). Similarly the instructional leaders can and do make a difference both to teachers and students through their skill as instructional leaders (Helen and Dimmock, 1993). As a result, the principalship has been the focus of considerable discussion in the context of initiative designed to increase school effectiveness.

Moreover, the successful instructional leaders promote culture of collegiality, collaboration, support and trust in their school. Effective instructional leader must be knowledgeable about learning theories, effective instruction and curriculum; must be able to communicate students, teachers, parents what is important and valued in school.

More specifically, the competence in classroom teaching is an essential attribute of principals along with other important skill, abilities and knowledge needed for effective educational leadership (Lahui-Ako, 2001). Effective educational leaders need to have vision and leadership skill including knowledge of change and innovation, the ability to initiate, invent and adopt a sense of directions as well as the skill to motivate and provide appropriate leadership style to meet the challenges of the changing school.

In light of the above statement the success of any school is critically linked to the leadership effectiveness. Good school leaders actively support learning and motivate their teachers for high academic performance and make sure the teachers have the necessary assistance and support they need to teach well (Araya, 2007). Many concerned individuals seem to be worried for the quality of education. Different complaints are also coming from parents and students. As MoE, (2006) annual report indicates most of the secondary schools are not providing quality education either due to leaders' limitation in educational leadership competencies or due to lack of commitment in making maximum use of stakeholders and environmental resources.

Similarly Murphy, (1990) concludes that secondary school principal spent on average only 7% of their time in classroom. Other research works conducted on similar issues depicted that school administrators heavily devote their time to other matters than curriculum and instructional issues, most principals do not meaningfully supervise and evaluate teachers, plan and coordinate curriculum and

also do not actively monitor the progress of student (Addisu, n.d ; 2014; Tadesse, 2014 and Abebe et al., n.d).

Again the student researcher's work experiences in the field also indicate that principals are most often preoccupied with daily managerial routines that do not add value to the achievement of their schools objectives. Moreover, there are a number of studies conducted on the practice and challenges of instructional leadership particularly focusing on the problems that hindered its effectiveness of implementation (Alemayehu, 2011; Berhane, 2014; Dessalegn, 2014; Mulugeta, 2015; Tadesse, 2014; Tesfaye, 2010). These studies generally agree that teacher resistance to change, pressure from none instructional jobs, lack of instructional feedback, staff cohesiveness, training and inefficiency in administrations are major hindering factors reported in these studies.

The studies conducted so far tend to focus on general problems in educational leadership. They didn't sufficiently address what sorts of roles are expected from instructional leader in secondary schools in Addis Ababa and how they practice their roles and responsibilities so as to enhance the students' academic achievement. The studies did not adequately assess what do instructional leaders lack during leading and how should they do fill these gaps in order to maintain effectiveness in their own respective school setting. Thus this study was intended to fill this research gap. Furthermore, the present situation of instructional leadership in Addis Ababa secondary schools seems confusing and distorted because of various problems such as, lack of commitment, motivation and absence of adequate training that improves classroom activities. In addition, from my experience and observation school leaders usually spend more time on political and administrative matters rather than curriculum and instructional development.

Hence in light of the indicated gaps the researcher conducts this study to assess the instructional leadership practices, its role on the teaching learning process, and teacher's perceptions towards their leaders as well as to assess major challenges that hinder the practice of instructional leadership which in turn enable concerned bodies to work seriously to fill the existing gap. Therefore, this study was aimed at answering the following basic questions.

1. How is instructional leadership being practiced in secondary schools of Addis Ababa?
2. To what extent does the role of instructional leadership influence the teaching learning process?

3. What are the major challenges encountered in the instructional leadership?

1.3. Objectives of the Study

1.3.1. General Objectives

As a general objective this study aims to investigate the practices and challenges of instructional Leadership in secondary schools of Addis Ababa.

1.3.2. Specific Objectives

Specifically the study is targeted to:

1. Assess the practice of instructional leadership in secondary schools of Addis Ababa.
2. Examine the influence of instructional leadership on the teaching learning process.
3. Identify major challenges that hinder effective practice of instructional leadership.

1.4. Significance of the Study

The results of this study will be very important to create awareness among secondary school instructional leaders by revealing what sort of instructional leadership roles and practices they lack during leading and how they fill these gaps in order to maintain effectiveness in their own respective secondary schools .Therefore, the researcher has a strong believe that the finding of this study and recommendations would present the following contributions:

1. It may minimize schools bureaucratic bottlenecks and bring about improvement in leadership performance which in turn improves students' learning and teachers' job satisfaction.
2. It may provide valuable information to the schools themselves about how they are practicing leadership roles and enables them to take corrective actions.
3. It may serve as a lesson for other educational leaders who are practicing or want to practice leading schools in the future.
4. It could create awareness for the school leaders and teachers about the different techniques and strategies that can be used to enhance the instructional leadership practice.
5. It may serve as spring board for those people who want to conduct further study in the area.

1.5. Delimitations of the Study

Though it is recommended to conduct a study in a wider scope, to make the research manageable the study is delimited to governmental secondary schools of Addis Ababa. Besides, the problem of

instructional leadership seems more serious in governmental schools as the school leaders in governmental schools focus in some political and administration tasks. With regard to its content, the study is delimited to the practices and challenges of instructional leadership as instructional leadership is the key aspect to improve quality of education in general and to enhance students' academic achievement in particular.

1.6. Limitations of the Study

This study was not totally free from limitation. The major problems that faced the researcher in conducting this study, was shortage of domestic reference books written on instructional leadership. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate more and come up with better work. However, an attempt was made to overcome this limitation by contextualizing and then making use of some unpublished materials, journals and literatures with world wide experience. Besides, as a result of lack of commitment and burden of work, respondents were reluctant to adequately answer, open ended items, but the researcher, tried to cover the problem with data collected through focused group discussion and interview.

1.7. Definition of Key Terms

1. Classroom supervision: refers to instructional support from woreda/sub city supervisors, principals and seniors teachers given to teachers to enhance the teaching-learning process.
2. Instructional leadership: a leadership activity carried out by the school leaders with special emphasis to the teaching and learning activities.
3. Instructional leadership Dimension: refers to the main pillars or frameworks of responsibilities, competence, and the roles that an instructional leaders performs to achieve improved inputs.
4. Leadership: the process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation.
5. Principal: person or manager who is in charge of school activities and occupy the school leadership position and perceived as the significant figure in initiating and realizing of the innovation that take place in the school.
6. School leaders: refers to instructional leaders namely:-supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of the teaching –learning and management.
7. Secondary Schools: refers to schools which run the teaching learning process from grade 9-10.

8. Sub city: an intermediate administration level between region and woreda.
9. Woreda: the lower administrative level of Addis Ababa administration.

1.8. Organization of the Study

The study is organized into five chapters. The first Chapter is the introductory part which deals with background of the study, statement of the problems, objectives of the study, basic research questions, significance of the study, delimitation of the study, limitation of the study and definition of key term. Chapter two is committed to the review of the related literature to lay down the theoretical foundation of the study. The third chapter consists of the research design and methodology. This chapter describes, instrument of data collection, population, sampling techniques, pilot test, and methods of data analysis. Chapter four deal with the presentation, analysis and interpretation of data. Finally the last chapter presents summary of the major finding, conclusions and recommendations. The tools that were used for data gathering were annexed at the very end of the paper.

CHAPTER TWO

Review of Related Literature

The aim of this chapter is to provide both theoretical and empirical literatures. The theoretical review of literature includes concept of leadership, meaning of instructional leadership, role of instructional leadership, instructional leadership supervisory skills, practices of instructional leadership, instructional leadership and school effectiveness, approaches of instructional supervision, the major factors that hinder the practices of instructional leadership and the overview of principal leadership development in Ethiopia. The empirical review summarizes the different studies conducted on instructional leadership and related aspects both from world wide and the country's context.

2.1. Concept of Leadership

For the long time, the term leadership has been a topic of discussion especially in the field of management and organizational development. More often than not such discussion focuses on the issue of the quality, ability, effectiveness and styles of leadership (Adlam, 2003). According to him, leadership is a rather complex concept. This is especially true because several approaches have been used to define the term leadership. Benneh, Nigel, and Anderson Laseley (2003) have tried to define the term leadership differently, but none of them achieved in giving synonymous meaning and creating the leadership type they wanted to form.

The authorities like Locke and Ass (1991) argue that much of the earlier definitions were more of the personal traits and characteristics rather than what the leader does. Therefore, leadership as to Locke and Ass (1991) is the power of influencing others towards some commonly perceived goals. His definition encompasses three basic elements: mainly influencing power, followers and functions. First, leadership is rational action that exhibits the presence of followers willing to act. Second as the process, there is something to be done. Finally as the power, the leaders have to possess either formal or informal power that influence and motivate followers to get things to be done.

Hoy and Miskel (2000) definition of leadership appears to be a more current perspective. They define leadership as the art of transforming people and organization with the aim of improving the organization. Leaders in this perspective define the task, develop and communicate mission and vision, empowering others, inspiring followers, challenging the status quo and pro-acting with

changing situations, all with the support of motivated and committed members of the school. These kinds of leaders develop relationship between themselves and their followers to foster organizational productivity. Hoy and Miskel (2000), assert five basic categories of leadership. These specific categories are instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership and contingent leadership. These categories of leadership should not be considered to be mutually exclusive, in fact, the specific characteristics that may be dominant in one category can generally be found to be present at least in some form in each of the other categories as well.

2.2. Meaning of Instructional Leadership

Basically instructional leadership has no uniform definition that satisfies every one (Kruger, 2002). However, Conley (cited in Kruger, 2002) define instructional leadership as specific part of educational managers' function that is carried out by the school leaders to help and provide service to teachers both as individual and group to improve instruction and there by improve student learning. All those involved in improving instructions for the purpose of promoting students achievement that can be assumed as the role of instructional leaders:- the school principals, supervisors, department heads, unit leaders and senior teachers.

In relation to this, McEwen (2003) argued that instructional leaders play role in giving directions, allocating resources, supporting teachers to improve school performances and the learning outcome rather than focusing on administrative issues. Moreover, as Blasé (1999) indicated effective instructional leaders who possess both managerial and instructional leadership qualities to create conducive learning environment; help teachers to improve classroom performance; maintain academic standards and stimulates students for higher academic achievements.

Differently, ZaleZnik and Bennis (cited in Sergiovanni, 2001) described instructional leadership as glue that binds school community around commonly shared vision that emphasizes: goal and high student achievement; organization and coordination for effective and efficient outcome; allocation of adequate resources for learning improvement; maintaining effective human relations to create collaboration and commitment among school members.

2.3. The Role of Instructional Leadership

In relation to this, Pawlos and Oliva (2008) state that, the instructional leaders have to play nine primary roles in the school. These are:

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

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

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

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

Curriculum Development can involve teachers by infusing moral principles throughout the curriculum. Teachers can design a curriculum that educates the whole child, teacher's compassion and justices including, all children in significant learning. As to (Weber, 1996) teachers can develop curriculum that can integrate learning within the school and connects academic learning with community service. Finally teacher can develop the curriculum that promotes democratic community of learners in the present as well as in the future. Generally the maintained above instructional leadership roles are used

at the school level to improve students' learning, learning outcomes, teachers profession and produce a well-educated citizens at all levels.

Professional Development is an ongoing, planned, and continuing and through which qualified teachers and other education professionals improve skills, knowledge and attitudes related to assisting students to achieve the goals of the organization. Teachers are actively involved and empowered in the reform of their own schools and class room; they are capable of changing their teaching behaviors, the classroom environment and improving the learning of their students. They need to work with other teachers and supervisors to help them to solve problems and find solutions. It is the task of instructional leaders in planning for professional developments to ensure open and collaborative communication with staff to understand and analyze the school situation and identify clear goals for students learning.

Building Effective Relationship in Schools: in institutional setting like schools "everything starts with relationships, whether those relationship are among ideas" (Marx, 2006:135). Teachers, administrators, supervisors, students and parents need to come together to define their aspiration, design procedures for decision making, the mobilization of resources and the evaluation of learning outcomes. The role of instructional leader in team building and developing team cohesion is aimed at defining common goals. In school setting everyone wants to be safe, to be appreciated, to be accepted as part of the school community and be recognized as contributing to the school effectiveness.

Promoting a Conducive School Climate is the important factors that appear to affect students learning perhaps having the greatest influence is the set of belief, values and attitude of leaders, teachers and students (Weber, 1996). Leaders promote a positive learning climate by communicating instructional goals, establishing high expectations for performance, establishing an orderly learning environment with clear disciplinary expectations and working to increase teacher's commitment to the school. Promoting a conducive learning school climate encompasses principal behaviors that protect instructional time, promote professional development and maintain high visibility, provision of incentives for teachers, enforce academic standards, create a safe and orderly learning environment, provides opportunity for meaningful students involvement, develop staff collaboration and cohesion, secures outside resources in support of school goals and links between the community and the school (Murphy, 1990).

Monitoring Instructional Program: the school's main product is a population of the graduates who have the technical and life skill needed to cope up within an increasing competitive world. Good instructional leaders to be aware of varies ways in which student's progress can and should be assessed. Even more importantly, school leaders need to use assessment results that help teachers, students and parents to understand where and why improvement is needed (Murphy, 1985). Therefore, the instructional leaders initiate and contribute to the planning, administering and analyzing the effectiveness of the instructions. This continuous scrutiny of the instructional program enables teacher to effectively meet students need through constant revision and refinement.

2.4. Instructional Leadership Supervisory Skills

An intelligent leadership creates an environment and situations which can lead to the achievement of school goals. A proper understanding of the psychology of the group is very essential to play the leadership role in an effective manner. Supervisors' management success and leadership effectiveness largely depend up on their supervisory skills. Katz (in Sergiovanni and Starratt) (1999) identified three basic skills up on which successful instructional supervision rest on:

1. Technical Skills: Griffin (2000) viewed technical skill as specialized knowledge, analytical ability to use tool and techniques of particular tasks. Monolake (cited in Glickman, 2004) brought to the surface that supervisors spend a major portion of their time as advisors in the technical domain. He further foreword those instructional supervisors as technical advisor deals with their concerns in variety of ways. They can serve as sources of specific ideas and activities; plan with teachers' new activities or instructional unit; actually work with teachers in the classroom; demonstrate techniques of activities and allow the teachers to observe and critique the episodes; offer teachers feedback through visiting classroom followed by conferences. Technical skills are the characteristics of administrative supervisory behavior that are concerned with things in the school setting.

2. Human Relation Skill: refers to supervisors' ability and judgment in working with and through people. These skills require self-understanding and acceptance as well as consideration for others. As remarked by Griffin (2000) human relation skill pertain to the executives' ability to work effectively as group members and build cooperative effort within the teams of school staff.

3. Conceptual Skill: is the part of professional skills that pertain to the supervisor's ability to view the school and its instructional program as whole including the effective mapping of the interdependence

between the components of the school as organizational system; educational program as instructional system and the human organization as a functioning system. In short, the supervisor should be able to conceptualize the environment, the organization and his/her own job so that, the supervisors can set appropriate and relevant goals for the organizational achievements. Generally the above three instructional leadership supervisory skill are used to help school leaders to creates an environment and situation which can lead them to practices effective instructional leadership role in their respective schools.

2.5. Practices of Instructional Leadership

Basically outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There is no longer doubt that those seeking quality in education must ensure its presence and the development of potential leaders must be given high priority (Murphy, 1990). According to him effective instructional leaders play their role in:

Setting the Vision: a core function of school leadership is to create a common vision for improving students learning. Envisioning is a force that provides meaning and purpose for those who work in any organization. At school levels vision must be well articulated to all stakeholders-staff, students, parents and others. It provides purpose, meaning, significance to the work of school improvement and motivates, empowers and creates commitment of the staff to contribute to the realization of the goals.

Leaders of educational change have a vision of how they would like to see their school developed. They give their schools a sense of direction and are capable of operationalizing their goals and value both through the long term strategy at the level of their day to day action. The vision influences the school climate as well as student outcomes. But it is important to note that while the administrator's vision tends to focus on school-wide concerns, teachers a vision tends to address teacher roles and students outcomes. Parents may also have a different vision (Murphy, 1990). For this reason, the instructional leaders must work to develop a commonly shared vision for school improvement among all stakeholders.

Defining the School Mission, Weber (1996) described the school mission as a dynamic process that tells the purpose or reason for the school's existence. The school mission serves as a basis for assessing the organizations performance, setting the priorities, strategies, and plans of the organization with binding the staff, the students and parents to common vision. It is the task of the instructional

leaders to develop the mission statement in partnership with the school community which describes who, what and where of the school (Murphy, 1990).

Clarifying Core Values and Beliefs: the values and beliefs of individual affects their behavior and influences how decisions are made, the style of management and relations and behavior patterns' in the school (Hussey 1997). Every school is a culture in itself with beliefs, values and norms that affect collective behavior. The visionary instructional leader has a clear sense of personal and organizational values. He/she needs to understand what ought to be the ultimate purpose of education, the problems in addressing the ultimate purpose, what human qualities we need to develop and how we need to promote those human qualities to achieve the ultimate purpose of education. According to him, instructional leaders focuses' on their values and beliefs in the instructional programs and students learning as the highest priority; the purpose of the school is to meet the instructional needs of all students; equity in personal relationships and instructional decisions, delegation, teaming and flexibility in process and planning with extensive and transparent communication; loyalty to the community served by the school and encouraging teachers to implement a broad curriculum.

In contrast, teachers are more of student-focused in their value and beliefs. Owens (1981) pointed out that teachers work was not motivated by bureaucratic mandate or directives from superiors, but by a moral commitment to children rooted in their awareness of the needs of these children and their belief about the significance of their roles as teachers. The ultimate purpose of education should be to produce an ethical person capable of fully functioning in social and economic life of his community. As such, instructional leaders should help members of the school community to understand and articulate foundational values promoted in students learning.

Managing Curriculum and Instruction: the instructional leaders' repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed. The leaders help teachers to use the best practices and instructional strategies to reach school goals for student's performance. Managing the instructional program involves working directly with teachers in area related to curriculum and instruction (Hollinger and Murphy 1985).Therefore, instructional leaders promote quality instruction by conducting teaching conferences and evaluation, visiting classroom, providing specific suggestions and feedback on the teaching - learning process and determining teachers' assignments in the best interest of the student learning.

Managing Change: the world changes quickly. Changes in technology create the need for new skills in the work place that affect the way schools operate. Change is not to be sought for its own sake. The consequences of change may be very good, very bad or something in between. All renewal is a combination of continuity and change. Change cannot be avoided but how it is addressed in ways that preserve fundamental values and improves performance of the system is critical. Resistance to change is normal: uncertainty about the future, lack of belief in the need for change, and comfort in doing things as usual. When new realities call for new methods the old ways of doing things have frozen in to inviolable routines. Innovations are obstructed by fixed attitude, interests, habits, perceptions, assumption and unwritten rules (Hussey, 1997). As different studies has shown that making significant improvements in school required long period of time, making sure that the school staff maintains commitment and enthusiasm overtime is an important challenge to the school leaders. Therefore, leading the introduction of change within the school is an important function of the instructional leaders.

Managing Conflict: Barge (1994) said that conflict is a social phenomenon that is heavily ingrained in human relations, expressed and sustained through communication and occurs when individuals or groups become dependent on one another to meet identified needs. The social context of the school is comprised of different groups, with different and sometimes opposing interests but interdependent on each other, the existence of conflict is inevitable. Effective managers and school principals need to understand the nature of conflict and develop practical skill to manage it.

Leaders who are skilled in the arts of resolving conflict are prepared to deescalate the rhetoric and posturing on both sides of the dispute and substitute search for solutions that give each side of the opportunity to compromise without losing face. Such leaders go to the root of the communication breakdown, whether it is anger, fear, mistrust or differing assumption and definitions. They press each side to understand the way others perceive the problem, recognizing that how an adversary perceives the problem. Therefore instructional leader generate alternative solutions to solve the problem in the school setting.

Supervising Instruction: various writer defined supervision in different ways. Haugthy and McEwen (1992) defined supervision as general leadership function that coordinates and manages those school activities concerned with learning. They emphasize instructional supervision as fundamental component of instructional leadership, viewing this role as imperative to improved instruction and

students achievement. They are also pointed out that there is general agreement among writers that, the focus of instructional supervision is the enhancement of students learning but it is in the practice that they differ. Observing and improving instruction starts with the principal establishing trusting and respectful relationship with the school staff. Weber (1996) proposed that observations are opportunities for professional interaction. These interactions provide professional development opportunity for both the observer and the one being observed. Generally, the task and functions of instructional leadership are used at the school level to improve the quality of education, teachers and instruction and create well educated citizens at all levels.

2.6. Instructional Leadership and School Effectiveness

Early study of Wallance (cited in Harris and Muijs, 2005) asserted that school leader's role has significant impact on the achievement of school students. His study demonstrates that, school success has direct relation with the function of strong instructional leadership. However, Deal and Lec (Cited in Heck, 2006) suspected the direct link between school success and effective instructional leaderships. Blasé,H.J and Blasé.J (1999) further forwarded their argument that early researchers could not give enough evidence to validate the direct link between strong instructional leadership and improving learning outcomes.

Regardless of the discrepancies observed above on the point of view of the intellectuals now days, instructional leaders are being accountable and responsible for improved learning outcomes. Most of the responsibilities in improving instructions by developing the teacher leaders are left for instructional leader at whatever levels they are.

Responsibility and accountability for effective instructional outcomes calls leaders to design better ways of those students learn and highest school outcome could be produced. The pressure of globalization and social expectation is influencing principals to take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teacher's performance. Generally, the contemporary thinking of facilitative instructional leadership requires school leaders to have vision, quality and value to transforming their school towards envisioned success.

2.6.1. Instructional Leadership and Teaching-Learning

In depth studies of teacher's perceptions about characteristic of school principals conclude that, the behavior associated with instructional leadership positively influence classroom instructions (Sheppard, 1996). Especially, Blasé,H.J and Blasé.J(1999) findings indicate that when instructional leader monitor and provide feedback on the teaching learning process, there were increase in teacher reflection and reflectively informed instructional behaviors in implementation of new ideas, greater variety in teaching strategies, more responses to students diversity, lesson were prepared and planned more carefully, teachers were more likely to take risks and more focus on the instructional process and teachers used professional discretion to make changes in classroom practice.

Conversely, principals that did not engage in monitoring and providing feedback of the teaching-learning process had negative effect on teachers and classroom practices Blasé,H.J and Blasé.J 1999). In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshop, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquire to drive staff development, set professional growth with teachers and provide resources to foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice and technology in the classroom. This in turn, increases the likely hood of increased student's achievement. Locke and Ass (1991) asserted that goals setting is effective way to increase motivation and performance they postulate that goals increase attention to obtainment of the task, increase the effort expanded on goals relevant to activities, increase persistent to achieve, increase the development of strategies to obtain the goal. This is true even loosely coupled organization such as public schools.

In relation to this, many writers explain that frequent communication of school goals by instructional leaders to promote accountability, a sense of personal ownership and instructional improvements. A principal that define and communicate shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press influence teacher's behavior within the classroom which leaders to more effective schools.

2.6.2. Instructional Leadership and School Climate

Basically some scholars of educational management, for example Halpin and Craft (in Hoy, Tarter and Kottkamp, 1991) suggest two dimension of school climate. These are principal's behavior and teacher's perceptions.

2.6.2.1. Principals Behavior

This dimension deals with the manner of principals interacts with teacher, pupil and parents. This is to a large extent seems to be affect the way teachers interact with one another, with pupils and parents. This interaction has a considerable impact on the general atmosphere of the school. Halpin (1966) identified two characteristics of principal's behavior.

Production Emphasis: Halpin (1966) states that production emphasis is the authoritarian and controlling behavior of some principals which make them to be rigid. According to Silver (1983) production emphasis ranges from very strong to no emphasis. A principal who emphasizes production very strongly believes that, people work best under tension and pressure. He/she also believes that when all attention is directed to work, it minimizes personal clashes that sometimes occur among the staff. He/she believes that social and psychological needs of teachers are met when they are dedicated and committed to their work. This type of principals behavior influences how the staff will discharge their responsibilities and it will ultimately affect the school. However, Paisey(1992) argues that if there is no emphasis on production the staff may not be concerned about the accomplishment of the school goal.

Consideration: Halpin (1966) states that, consideration has to be done with how the principal relates and responds to staff and their needs; having personal interest in things that concern his staff, pupils and parents, even if it means of scarifying some time to do this he/she shows sympathy when the need arises and celebrates teachers, parents and pupils is the heart of the school leadership. Therefore, for the head teachers to be effective, he/she must relate to stakeholders in the way that demonstrates his/her concern for them. Rooley (2003) and Heller (2002) opine that, students and teachers function effectively when their basic needs are met and this contributes to a caring environment in which every body cares for one another and invariably foster excellent teaching-learning. Principal's differ in this aspect, they range from being highly considerate is the most effective because the development of positive personal relationship with the entire school is the core of school leadership.

2.6.2.2. Teacher Perceptions

Teachers play a critical role in determining the school interaction. The school as system of social interaction allows interpersonal interaction among its stakeholders, teachers, principals, students and parents. The ways teachers interact among themselves and with others determine the school climate. Halpin (1966) identified two characteristics of teacher's behavior and how they influence the instructional activities.

Disengagement: Halpin (1966:150) states that, disengagement is used to describe teacher lack of commitment to the school. According to Hoy, W.K. and Miskel, C.G. (2000) in a disengaged school some teachers complain a lot, they are unproductive and engage themselves in trivial matters. These teachers dislike and criticize the principal. Their negative attitude is reflected in the manner they relate to one another, they negatively criticize and disrespect each other. Hoy and Sabo (1998: 126) classify this set of teachers as individuals who are just putting in their time to sabotage the principal's leadership attempts.

Hindrance: can be stated as a concept used to describe some teachers attitudes toward paper work and non-instructional school activities. Teachers see routine duties and committee requirement as hindrance to their teaching responsibilities. Owens (1981) asserts that these teachers are only concerned with teaching and consider rules, paper work and other administrative work quite unnecessary, such teachers do not enjoy writing daily preparation note, keeping class attendance records, recording tests marks and communicating and corresponding with parents. According to Sliver (1983) other teachers consider administrative duties not only necessary but also useful in facilitating the achievement of the school goals.

2.7. Approaches to Instructional Supervision

According to Cogan (Cited in Glickman, 2004) there are variety of approaches in implementing instructional supervision. He provides options for instructional supervision to be used depending on the needs and circumstances of the teachers. These are:

Clinical Supervision: According to Gold hammer (1996) clinical supervision is "an approach of instructional supervision which draws its data from first hand observation of actual teaching events and involves face to face interaction between the supervisor and the teachers in the analysis of teaching behaviors and activities for instructional improvement." It focuses on the improvement of

teacher performance through direct interactions of supervisors and teachers in natural setting. Clinical supervision is carried out through the stages of five steps that are repeated to form an ongoing cycle. The five sages are: pre-observation conference, class observation, analysis of conference, post observation and post conference analysis.

Pre-observation Conference: The pre-observation conference is a face-to-face talk between the teacher and the supervisor prior to the supervisor's visit to the teacher's classroom. The purpose is to settle on necessary preliminaries. Thus, purposeful planning for it is needed; and as outlined by George (1930:142), the planning includes: the selection of sound objectives, the analysis of teacher person, the survey of learning conditions, the diagnosis of teaching difficulties, the determination of teacher needs, and the choice of supervisory aid.

Generally, at the pre-observation conference the teacher and the supervisor together decide which class the supervisor will visit and when; the teacher will provide background to help the supervisor understand the background of the learners and discuss difficulties the teacher encountered with the learners.

The teacher will identify special teaching problem encountered he/she would like some help and he/she will acquaint the supervisor with the unit and lesson plan that will be taught when the supervisor visits. The teacher will also explain the objectives of the lesson, the methods of presentation, and the techniques of evaluating student performance. In addition to these, the teacher and the supervisor will also agree on the supervisor's role during the visit. In short, as outlined by Glickman (2005) the supervisor and the teacher together determine the reason and purpose of the observation; the focus of the observation; the method and form of observation to be used; the time of observation; and the time for post-observation – which envisions a through and through approach of the whole process at the very outset.

Classroom Observation: - This is the central of the steps in clinical supervision. This takes place on the basis of the relationship created between the supervisor and the teacher and is a practical application of the understanding reached during the pre-observation conference. The classroom observation “demands a high level of technical and analytical skills. The supervisor must know what

to look for, how to look for it, and how to collect, analyze, and interpret the data” (Pawlas & Oliva, 2008:376).

Two basic approaches, depending on the purpose of the supervisor’s visit, are possible. These are the global and specific approaches. The global approach is aimed at the generalized assessment of the teacher performance on a wide variety of teaching skills. The global approach is a useful technique for the staff supervisor when the teacher and the supervisor wish to make a general appraisal of the teacher’s performance. The specific is used for evaluating specific behaviors; for instance evaluating classroom management and discipline.

During observation, it should be noted that the supervisor only records exactly what goes on in the lesson and should refrain from making interpretations. Varied methods and instruments can be used to record observations. It could be by electronic means, written means, or a combination of the two.

Analysis of conference: Once observation has been collected; this is the time when the supervisor makes a careful analysis of the teaching-learning process. It is usually a solitary work by the supervisor to interpret what was observed. As the case may be, however, the events of the class may also be analyzed by the supervisor and the teacher, together based on the description of events during the observation. The outcomes of this analysis and interpretation are to identify patterns of teacher behavior that exist overtime and critical incidents that occurred that seemed to affect classroom activity. It is believed that teachers have established persistent patterns of teaching that are evidenced and can be evidenced and can be identified as a pattern after carefully documented observations and analysis.

Post-Observation: After making the necessary preparations, the teacher and the supervisor meet once again. The post-observation conference is also known as a follow-up conference. The major purpose of this conference is to offer feedback to the teacher about the teacher’s performance. The discussion at this follow-up conference should focus on the data collected by the supervisor, not on the supervisor’s experiences, biases, and feelings. The supervisor must take every precaution to keep the conference from being a threatening situation to the teacher. Therefore, the proper subject of the conference is the teaching observed by the supervisor, not the teacher.

Post conference analysis: The final stage the in clinical supervision is an evaluation of the process and the outcome. It is a means of self –improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during the conference, the effectiveness of the strategies used, the role of the teacher during the conference, and the extent to which progress was made on the issues that were discussed. Analysis presumes the answering of key questions held early to the start of the supervision. For this and related solution-seeking exercise, information is solicited from the teacher. How could the process be improved? Are the growth objectives clear? What assistance is available to the teacher?

The supervisor needs to reflect on the process and his or her own behavior and skills. He must ask to him/herself: Did the conference go well? Have I acted appropriately? Why or why not? Attempting to answer these and other questions in the process is intended to promote both for improved instruction and supportive relationships.

Collegial Supervision: is defined as a moderately formalized process by which two or more teacher agree to work for their own professional growth, usually by observing each other's' classroom, giving each other's feedback about the observation and discussion shared professional concerns. Generally, collegial supervision extends supervision well beyond classroom observation. It provides a setting in which teacher can informally discuss problems they faced, share ideas, help one another in preparing lessons, exchange the tips of the device and materials, and provide other support to one another (Glickman, 2004).

Informal Supervision: the casual encounters that occur between supervisor and teachers. It is characterized by frequent informal visits to teacher's classroom to make conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced because they are considered as the normal part of the work flow of the school.

Self-direct Supervision: As Glickman (2004) suggested that in self-directed supervision, teacher work alone by assuming responsibility for their professional development. For example, they develop yearly plan that includes goal derived from an assessment of their own needs.

Inquiry based Supervision: According to Sergiovanni (1999) inquiry based supervision is the form of action research “options that can be represent an individual initiative or collaborative efforts as pairs (teachers working together to solve problems). Generally the above five approach of instruction supervision are used at the school to improve the quality of teachers, instruction and to create a well-educated citizens at all levels.

2.8. Barriers to Instructional Leadership Effectiveness

Many contextual factors negatively affect school performance. However, the type as well as the intensity of the problem is not the same in every school. As Bush and Bell (2003) assert that shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (MoE, 2001). Many situational and environmental factors other than human, materials or financial assets, can affect the operation of instructional leadership practices of any school. For instance incompetence in educational leadership, lack of incentive for teachers, problems related with teachers promotions, lack of administrative skills and commitment of those assigned as school leaders, shortage of educational materials, or finance are among problems frequently cited as factors that hinder effective performance of teachers (MoE, 2004). Despite the economic, social, political or technological variations, the following elements were cited as barriers to the effectiveness of instructional leadership practices.

Lack of Skills and Training: As Sergiovanni (2001) stated that, technical, human and educational skills are essential properties that instructional leaders have to possess. Leaders without adequate skills and training in educational leadership and professional development of teachers can do little or no, for the improvement of learning.

Lack of Cooperation from Superiors and Community: teachers’ cooperation is essential for effective instructional leadership. The cooperation of teachers, students and parents could be available in school climate where the leaders exercise democratic leadership (MoE, 2002). **Lack of Time:** principals have multiple roles they have to play. Information over load, paper work, too many reports, many non-academic demands and work over load consume much of the principals time. Hence only

principals committed to instructional improvement can choose and use their time for the enhancement of the classroom instruction and teacher development (Harris and Muijs, 2003).

Lack of adequate Resources: lack of adequate resources of all type and support from central offices discourages instructional leaders. Bureaucratic management that hampers timely assignment human, financial and material resources required can be restrict the success of the schools and limits development of the teachers (Dimmock, 2000).

Lack of Vision, Will and Courage: nothing can affect instructional improvement more than lack of leaders will. Instructional leader have to spend more time on improving the teaching-learning, initiating changes and encouraging others to achieve educational goals. However lack of vision, will and courage could hinder the effectiveness of leadership performance (McEwen, 2003). Generally the Barriers of instructional leadership hinder the leader's performance, sabotage principal's leadership attempts and finally bring a serious problem on the quality of education.

2.9. Overview of Principal Leadership Development in Ethiopia

The history of Ethiopian education system traces back its origin to the introduction of Christianity about fourth century A.D. However, the western type of education system was formally introduced in to Ethiopia in 1908 with the opening of Menelik secondary school.

In 1943 the first high school which was dominated by expatriates was opened. According to Ahmed (2006) at its early stage the history of principalship in Ethiopia was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France and Britain were assigned as school principals. After the restoration of independence in 1941, education was given high priority which resulted in opening of schools in deferent parts of the country. However there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in school were from foreign countries such as USA, Egypt and India (ICDR, 1999). According to MoE (2002) prior to 1962 expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia.

Gradually, the history had developed in to a new phase where Ethiopians began to replace expatriates which started in 1964. According to Teshome (cited in Ahmed, 2006) this new phase of principal ship started with supervising principals such leaders were responsible for the school and the education system of the community where the schools located.

From 1960's the Ethiopian schools principals were directly assigned in elementary school without competition among candidate. Only educational level and teaching experience were given highest priority for principal ship. However, during the first few years of 1960's it was understood that those graduates of certificate in teaching were directly assigned in primary schools. On the other hands, the promotion that were issued from 1973-1976 shown that primary school principals were those who had at least worked for a limited time as a unit leader, department heads or teacher. It is also stated in the job description of the MoE issued in 1989 that primary school principals should have certificate in school administration and supervision including sufficient work experiences.

But in Ethiopia most principals are appointed by the government without enough training, experience and development in leadership. Secondary school principals had been political appointed by the woreda administrative (Fisseha, 2005).He further added that among the major problems of secondary schools in instructional leadership are: lack of professional training for principal ship, lack of required qualification and commitment in making maximum use of environment resources and negative attitude toward leadership. This shows that instructional leadership as professions has been given little attention.

To sum up, considering education as key element for economic, social and technological development, many countries invest substantial amount of their national resources for the improvement of their education. Similarly the government of Ethiopia recognizing the role of education in developing the country economy, the ministry of education has placed great emphasis on professional development for school principals, vice school principals, department heads, teachers as well as officers in charge of education at different levels. In its education sector development program IV (ESDP IV, 2010: 12) the ministry of education stated that although the decentralization reforms have been implemented some years ago and important responsibilities have been transferred to the Woreda offices and school functioning also needs further improvement in particular concerning school leadership.

It was thus being fully aware of the importance of school in its Blue print (MoE, 2007) acknowledged that educational leadership are professional by their own with established theories and practices and indicated that those who assume these roles should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessitated at school levels. Instructional leadership play roles to improve students learning out comes, teachers' profession and produce well educated citizens at all levels. Finally the approaches of instructional supervision are used at the

school to improve the quality of teachers' instruction and create an environment and situation which can lead them to practices effective instructional leadership role in their respective schools.

Empirical review on Instructional leadership

A number of studies were conducted in relation to instructional leadership both in the country and world wide. This section of the study is devoted to review the empirical literatures so that it is possible to compare and contrast with the finding of this study at the end.

The implementation of instructional leadership necessitates training for each member of the school community in instructional and curriculum leadership; training is required in all schools, but on an individual school basis. Swan (2012) identified three different cultures in schools namely schools in which principal and teachers are used to working together and principals feel comfortable about visiting classrooms; schools where principal and teachers have no traditions of classroom visits but do have a mutual respect and schools in which there appears to be a culture which inhibits any innovation. However, Swan concludes that instructional leadership was found to be crucial for optimum teaching and learning in what ever the school culture is. According to Swan, the teacher is the instructional leader in the classroom with the full and knowledgeable support of the principal in a school which prioritizes teaching and learning for all members through mutual sharing and respect.

Recently (in 2014) Tadesse conducted a study in Arada sub city and revealed insufficient supervisory involvement was practiced occasionally by the instructional leadership in primary schools. According to his finding, the supervision support provided for teachers at different experience level /rank/ were happened rarely and was seen the greatest challenge for all the schools. In addition, a similar study done in Hadiya zone by Addisu (n.d.) in preparatory schools revealed that almost all (89%) instructional leaders were subject specialists, lacks skill and training, and lacks commitment and moral to accomplish their tasks and severe shortage of finance. His finding concluded that schools were to some extent incapable of enhancing teachers' professional skill development and improving the quality of education. According to his study the stated vision and defined mission in the school did not command the ownership of its potential stakeholders since it was not supported by its potential stakeholders. Instructional leaders did not possess the required skill, knowledge and attitude through

training. From these two studies, which focused on a similar topic with this study, it seems that instructional leadership is not successfully implemented across different school levels.

Another study done on practices and problems of school leadership in secondary schools of Addis Ababa by Dessalegn (2014) found that the position attainment and qualification of principals were not compatible in those secondary and preparatory schools. His finding revealed that most of the principals were getting their position by higher authorities and there was no involvement of parents, teachers and other stakeholders. His finding study proved principals gave some emphasis on supervision and evaluation of teachers; the other school functions were relatively ignored. Where as a similar study conducted in Assosa zone by Berhane (2014) revealed school leaders as instructional supervisors' intervention to assist teachers improve their limitations was insufficient. According to his finding school leaders were overburdened with other tasks, they teach the same credit like other teachers and teachers are challenging them to accept recommendation from them. This again indicates that instructional leaders at the different parts of the country seem either reluctant or incompetent to effectively supervise teachers so as to improve the teaching learning process in their school. Simin et al.,(n.d.) also identified domains that were used as factors affecting the instructional practices, which are professional leadership, shared mission and clear goals, continued monitor of teacher progress and professional growth of the teachers.

Very recently a study conducted in Shambu by Mulugeta (2015) on the role principals as instructional leaders revealed that the administrative tasks took much of principals' time rather than instructional activities. According to the study principals gave less emphasis for: instructional supervision, extra-curricular activities, teachers' training and development, provision of instructional materials and protection of teaching time. Contrary to this finding, a study conducted in selected secondary schools of SNNPR by Bekuretsion (2014) revealed that there is strong evidence of effective instructional leadership at schools. However, despite the existence of this instructional leadership, the schools, faced with challenges such as lack of discipline, inadequate support, poor time management, lack of teaching and learning resources and poor training system which in turn limit the effectiveness of the teaching and learning process. These two findings can indicate that there is a difference in school leaders' capability to function as an instructional leader between the two areas. However, in strengthening Mulugeta's finding a study conducted in Gambella, by Abebe and his colleagues,

(n.d.)found that majority of school principals become school leaders without the necessary training in school leadership. The majority of the principals lacked experience both in teaching and school leadership. However, they engaged both in leading schools and classroom teaching. They lacked confidence and consistency in decision-making pertaining to school issues. Another study done by Mason (2013) grouped challenges to instructional leadership into five themes: vision/mission; teaching and planning time; managing classroom instruction; student success/progress; and positive atmosphere.

In relation to instructional leadership capabilities Robinson (2010) suggested in his study that instructional leaders need to have three interrelated capabilities: (a) using deep leadership content knowledge to (b) solve complex school-based problems, while (c) building relational trust with staff, parents, and students. Similarly, Geoff (2010), instructional leadership is becoming more significant with the growing emphasis on organizational learning. In addition, Rogers (2009) revealed that primary instructional leadership responsibilities should include developing a school climate that is conducive to learning: improving student discipline and communicating a concern for student achievement.

In general, research findings conducted both in the different parts of the country and out of the country indicate that though school principals as instructional leaders are very crucial individuals to improve the quality of education and to enhance students academic achievement the lack the skills, abilities and commitments to do so. Besides, different factors, such as lack of time, lack of interest from the teachers' side to collaboratively work with them, lack of necessary resources and interference from higher authorities negatively affect their effectiveness.

CHAPTER THREE

Research Design and Methodology

The purpose of this part is to provide the basic research design and methodology that were used to carry out the study. This includes the research design, sources of data, sample size and sampling techniques, instruments and procedures of data collection and techniques of data analysis.

3.1. Research Design

Descriptive survey design was employed in this study as it best serves to obtain reliable and relevant information for the problem under investigation (Cohen, et al., 2000). Furthermore, the method helps to have general understanding of the problem by studying the current status, nature of prevailing conditions, practices and trends through relevant and precise information. Besides, Sharm (2000) states that descriptive research method makes objective description of status of phenomena at a particular time.

3.2. Sources of Data

Both primary and secondary sources of data were used in the study. As the Primary sources of the study teaching-learning core process heads of the sub-city, supervisors, secondary school principals, vice principals, teachers. They were taken as key informants because they are highly responsible stakeholders to implement instruction hence they are expected to have relevant information much more than others.

The Secondary data were collected from documents mainly school plans, minutes, school based supervision reports and school evaluation feedbacks. Moreover, other relevant documents such as, quarterly reports, and students' mark list, were reviewed to know whether or not there is effective practice of instructional leadership.

3.3 Sample size and Sampling Techniques

Totally there are 10 sub-cities in Addis Ababa city administration and 55 governmental secondary schools are hosting grade 9 and 10 in these sub-cities (Addis Ababa Educational Bureau Annual Educational Statistics 2007 E.C). From the 10 sub-cities five of them (Addis Ketema, Arada, Gulele, Kolfekeranyo and Lideta) were randomly selected in order to give equal opportunities for all due to their homogeneous nature with regard to the problem under investigation. Again 27 secondary schools were found in the sampled sub-cities and 11 of them were taken through stratified random sampling to take a proportional number of schools from each sampled sub-cities. There are a total of 11 main principals and 33 vice principals working in the sampled schools and the researcher took all of the principals and vice principals using availability sampling technique as their number is manageable. However, 300 (27.2%) teachers (240 male and 60 female) were sampled for the study from the total of 1102 teachers (857 male and 245 female) working in the sampled secondary schools using stratified random sampling technique to take representative number of male and female teachers from each school.

In addition, 5 sub city teaching-learning core process heads were sampled through availability sampling technique and 5 supervisors were taken from the total of 13 supervisors using stratified random sampling to take representative numbers from each sub-city. The following tables clearly demonstrate the total population and the sample size of principals, vice principals and teachers who were taken for the study.

Table. 1 Population size

No	Sub cities	Total Number of Schools	Total Number of principals & V/Principals		Total Number of supervisors		Total Number of core process owner		Total Number of teachers	
			Male	Female	Male	Female	Male	Female	Male	Female
1	Addis Ketema	4	14	2	2	-	1	-	182	48
2	Arada	9	26	4	3	-	1	-	161	41
3	Gullelie	4	13	3	3	-		1	184	62
4	Kolfe Keranyo	8	19	1	3	-	1	-	241	65
5	Lideta	2	7	1	2	-	1	-	89	29
	Total	27	79	11	13	-	4	1	857	245

Source: Addis Ababa Educational Bureau Annual Educational Statistics 2007E.C

Table 2.Sample size

No	Sub cities	Schools	Number of Principals		Number of V/principals		Number of Teachers & Dpt. heads	
			Male	Female	Male	Female	Male	Female
1	Addis Ketema	Yekatit 23	1	-	2	1	42	10
		Abyssinia	1	-	3	-	20	6
2	Arada	Meskerem	1	-	2	1	15	4
		TikurAnbesa	1	-	2	1	32	6
		Betelihem	1	-	3	-	12	3
3	Gullelie	EntotoAmba	1	-	2	1	36	14
		DilBer	1	-	3	-	24	4
4	KolfieKer anyo	Repi	1	-	2	1	27	7
		YemaneBirhan	1	-	3	-	11	2
		Asko	1	-	2	1	5	1
5	Lideta	Africa Hibret	-	1	3	-	16	3
	Total	11	10	1	27	6	240	60

3.4. Data Gathering Instrument and Procedures

The necessary data for the study was gathered through questionnaire, semi-structured interview, document analysis and focused group discussion. Each of them was discussed here under.

3.4.1 Questionnaire

Questionnaires are recognized as the main gathering instrument that enable the researcher to collect a large number of data at a time and help to explain the purpose of the study briefly. In relation to this, Best and Kahn (1993), note that the questionnaire is advantageous for collecting data from a large number of respondents in short period of time. It is also less expensive, offer greatest anonymity of respondent and appropriate for collecting opinion and factual information (Kumar, 1999).

The questionnaires were prepared in English and distributed without translation. The questionnaires were more of closed ended type. The closes-ended type items were chosen as they are easy for manageability in tabulation, due to their objectivity and suitability to keep respondent on the subjects of discussion. Closed ended items properly provided uniform set of response easy for analysis and interpretation (Cohn and Manior, 1995:94). In addition, open-ended questions were provided for the

respondents to give them the freedom to forward relevant information related with their opinions and observations on the implementation of instructional leadership.

Two sets of questionnaires were used to gather data for the study. One set of questionnaire was used to collect data from teachers and department heads while another modified set of questionnaire was employed to gather data from vice principals and principals due to the difference in responsibility in implementing instructional leadership.

3.4.2 Interview

Interview is one of the data collection tool that is used to obtain deeper information which is focused on assessing the practices of instructional leadership in terms of planning, leading, organizing, and coordinating the school activities and the challenges of instructional leadership. It is obvious that if interview is conducted well, it can produce an in-depth data or reliable information, people's perceptions and construction of reality. The main advantage of semi- structured interview is that, it provides uniform information which assures the comparability of data (Kumar, 1999:109). Thus the researcher used semi structured interview for sub-city teaching learning core process heads to support and triangulate data gathered through questionnaires. The interview was conducted in Amharic language to make communication simple and it took from thirty to forty five minutes.

3.4.3 Document analysis

Document analysis was also one of the data collection tools that were used to validate or to identify the consistency of questionnaires responses with the actual instructional leadership practices given for the school subjects. It was focused on school plans, mark lists, supervision reports and minutes.

3.4.4 Focused Group Discussion

FGD guide is the data collection tool that is used for the production of opinions expressed and exchanged in everyday life and a tool for reconstructing individuals' opinions more appropriately. The student researcher prepared focused group discussion guiding questions that help to make an open discussion with 5 supervisors of the sub cities on the practices and challenges of instructional leadership. The discussion took an hour and half.

3.4.5 Data collection procedures

The researcher employed the following steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Then questionnaire was developed and then given for expertise and colleagues for comments. After that it was given for the advisor for further feedbacks and for approval. Next the approved questionnaire was coded and distributed for pilot study. On the basis of the pilot study some items were modified and discarded. Then after the modified and reliable questionnaire was distributed for sample respondents after a brief orientation was given on how to fill the questionnaire. Finally, the completed questionnaires were collected and then analyzed using SPSS version 20.

Similarly, structured interview was held with selective subjects after appropriate time and place were set together with the interviewees.

Validity and reliability

The instruments of data collection were prepared and then given to professionals in the field for comments and then they were given to my advisor for further comments and suggestions before they were pilot-tested. After all these have been done a pilot test was conducted to further test the validity and reliability of instruments. Thus the draft questionnaires were distributed to 2 principals, 4 vice principals, 30 teachers including department heads working in Kechene Debre Selam & Efoyta secondary schools that were not included in the sample size. Based up on the results of the test, some of the items were amended and problems related to ambiguities and language and content are corrected. Moreover, reliability of the instruments was measured using Chronbach's alpha (Cohen, et al., 2000). Thus an alpha level of 0.78 and 0.81 were found for teachers and principals' questionnaires respectively. Finally, after all the necessary improvement was made the questionnaires were duplicated and distributed to be filled by respondents after a necessary orientation was given by the researcher. Then semi-structure interview, focused group discussion and document analysis were carried out.

3.5. Data Analysis

Both descriptive and inferential statistics were employed on the basis of basic questions and the nature of the data collected. Consequently, data collected from respondents were analyzed as follows: First, respondents were categorized under different groups in terms of the roles they have in leadership.

Different characteristics of respondents were analyzed by using frequency and percentage. Second, the quantitative data obtained through closed-ended questionnaires were organized and tabulated around the sub-topics related to the research questions and descriptive statistics like arithmetic mean, cross tabulation, frequency count, standard deviation and percentage were used to describe the results. These measures of central tendency were selected because it is generally considered as the best measure to prove a good description of how members of a sample scored on particular measure. In checking the statistical significant differences between the two group means (teachers and principals), an alpha level $p \leq 0.05$ was utilized. Finally, the qualitative data that are collected through open ended items, interviews, focus group discussion and document analysis were used to analyze qualitatively and reported through narrative description to complement the quantitative data.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

In this section of the study, the data collected from instructional leaders (principals and vice principals) and teachers using questionnaire were presented in tables and analyzed.

The study covered eleven secondary schools that were located in Addis Ababa city education bureau in five sub cities. A total of 344 questionnaires (300 for teachers and 44 for principals) were distributed to the respondents. Out of the questionnaires distributed to instructional leaders and teachers 86.36% and 91.67% respectively were appropriately completed and returned. Moreover, interviews were conducted within 5 sub cities teaching and learning core process heads, focus group discussion was employed with 5 supervisors and analysis of documents also employed in order to substantiate the data obtained from teachers and principals.

In analyzing the findings of the study statistical methods and procedures were used. The collected data were organized and the two group means were compared and interpretations were made for all five-point scale measurement ranging from strongly agrees to strongly disagree. The mean score ranges for the practices of instructional leadership; the perception of teacher toward leaders; the role of instructional leadership and teaching learning and barriers to instructional leadership items.

Items involved in the questionnaires were classified into two major categories. The first category deals with general background information gathered from respondents and the second part deals with specific items of the study. Hence, the approach used in treating the data gathered from the two categories would vary in analysis method. Therefore, frequency and percentage were used for the analysis of respondents characteristic and mean, average mean and t-test were used for the analysis of specific items.

Interpretation for all the five point scales were made with such mean score ranges as average mean values. This is to mean that those mean scores less than 1.5 as very low, 1.51-2.90 as low, 2.91-3.50 as moderate, 3.51-4.50 as high and more than 4.51 as very high in implementation of the items.

For the case of analysis very high and high indicate effective implementation of each items in the school and moderate presents neither positive nor negative agreement. Similarly very low and low indicate ineffective implementation of the items in the task.

t -test was used to check whether there is a significant difference in the distribution of preferences between groups of respondents in terms of a given items. In such a way that, t-critical (1.96), degree of freedom (311), alpha level of 0.05 were used for comparison of the two groups of respondents.

4.1 Characteristics of the Respondents

This part deals with the characteristics of instructional leaders (principals, vice principals, department heads, sub city teaching and learning core process heads and secondary school supervisors) and teachers who participated in this study. The characteristics of the respondents were described in terms of sex, age, educational background (educational qualification and area of specialization), years of work experience (total work experience and experience in current leadership position). Based on the data collected, the general characteristics of the respondents of the study were analyzed.

Table 3. Respondents' profile

subject		Core process		Supervisors		Principals		V/principals		Teachers	
		N	%	N	%	N	%	N	%	N	%
sex	Male	4	80	5	100	10	100	23	82.1	222	80.7
	Female	1	20	-	-	-	-	5	17.9	53	19.3
Level of Education	Diploma	-	-	-	-	-	-	-	-	-	-
	BA	2	40	1	20	7	18.4	27	71.1	265	96.04
	MA	3	60	4	80	3	7.9	1	2.6	10	3.6
Experience	< 3 years					-	-	11	28.9	29	10.6
	3-5 years					5	13.2	9	23.7	95	34.5
	6-10 years					4	10.5	6	15.8	89	32.4
	11-15 years					-	-	2	5.3	22	8.0
	16-20 years					1	2.6	-	-	10	3.6
	above 20 years					-	-	-	-	30	10.9
Position of teachers in the school	Department head	-	-	-	-	-	-	-	-	67	24.4
	Block coordinator	-	-	-	-	-	-	-	-	9	3.2
	Other	-	-	-	-	-	-	-	-	6	2.2
Position Attainment condition	Appointed directly	-	-	-	-	2	5.3	7	18.6	-	-
	By competition	-	-	-	-	8	21.1	20	52.6	-	-
	Elected by staff	-	-	-	-	-	-	1	2.6	-	-
Criteria Used For appointing	Training in EdPM	-	-	-	-	2	5.3	1	2.6	-	-
	Prior experience as	-	-	-	-	3	7.9	5	13.2	-	-
	Prior experience as	-	-	-	-	3	7.9	20	52.6	-	-
	Political affiliation	-	-	-	-	2	5.3	2	5.3	-	-

As table 3 shows 80.7% of the teachers respondents were males and 19.3% of them were females. This might be due to the fact that the number of female teachers at secondary school level is generally low. When it comes to the instructional leaders' position, there were only 5 (13.2%) female principals, 16(5.8%) female department heads. Similarly, there was also 1 (0.36%) female teacher serving as block coordinator. All these show that involvement of females in different positions of secondary schools is generally low. This again may have a negative effect on the practice of instructional leadership as females have their own quality such as dominantly utilize participatory leadership. In relation to this, Yukl, (2008) described that female leaders are more of people oriented and prefer participatory leadership than their male counter parts. Thus less number of females in school principalship position may negatively contribute for the failure of effective instructional leadership practice in schools as this position needs working in consultation with teachers than using task oriented behavior.

Regarding the educational level, table 3 shows that 265(96.4%) of teachers had first degree, and the rest had master's degree where as 89.5% and only 4(10.5%) of instructional leaders were first degree and second degree holders respectively. However, TDP blue print (MoE, 2007) and the Addis Ababa city administration education bureau secondary and preparatory schools education standard Amharic version (May, 2001E.C) stated that master's degree was required for secondary school principals and supervisors. This clearly shows that there is a wide gap between what the policy stated and what it presented in the ground. This in turn may lead to less practice instructional leadership in the study area.

Regarding area of specialization of the principals, only 3 (7.9%) were the graduate of educational leadership and management which was required qualification for the position of principalship according to TDP blue print (MoE, 1999E.C).The blue print clearly stated that school principals need to have the basic knowledge and skills in the area of educational planning and management. This implies that most of the instructional leaders in the study area do not fulfill the necessary qualification for the position which in turn affects the practice of instructional leadership in these schools.

In relation to respondents work experience, the majority 95(34.5%) of the teachers and 14(36.9%) of the principals were served from 3-5 years. This implies that though both the teachers and the principals are not that much well experienced in their respective position, experience may not be a serious problem for the failure of instructional leadership practice as they had more or less understanding of how their school is working and about instructional leadership issues.

Relating to position attainment only 28(73.7%) of principals were attaining their position by competition while the rest 26.3% of them were assigned without competition. On the other hand, the majority 23(60.5%) of the principals got the position based on only their prior experience as a teacher (without getting training on instructional leadership). From this one can easily understand that, most of the secondary schools principals were not get training on instructional leadership. This may negatively influence the practice of effective instructional leadership.

4.2. The Practices of Instructional Leadership

The success of any instructional leadership practices are mainly determined by the extent to which instructional leader's tasks are implemented within the secondary schools. These are the school vision,

mission, core values and beliefs, managing curriculum and instruction, managing change, and managing conflict. In addition to these, school clinical supervisory practices were also assessed.

4.2.1. Setting the School Vision

The raw data obtained through questionnaires were administered, screened and organized by computer software called statistical packages for social sciences (SPSS) for more advanced statistical operation and decision making. Concerning setting the school vision, five items that describe the functions were analyzed in table below.

Table 4: Setting the School Vision

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Utilize data to create a common vision for improving student learning	4.08	0.82	4.18	1.01	-0.713	0.477
2	Well-articulated to all stakeholder	2.97	1.09	2.86	1.09	0.54	0.59
3	Allocate resources for school vision and goals	3.91	0.95	4.0	0.90	-0.559	0.577
4	Utilize theories of educational leadership	3.19	1.20	3.10	1.00	0.44	0.65
5	Promote activities leading to student becoming successful	3.96	0.95	4.23	0.58	-1.738	0.083
	Mean average	3.62		3.67			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p =0.05

Data from table 4 shows that both teachers and principals rated high with a mean value of 4.08 and 4.18 that principals utilize data to create a common vision for improving students learning. This again contributes for better practice of instructional leadership in schools. Besides, the t- critical confirmed that there is no statistically significant difference between teachers and principals response. On the other hand, both teachers’ and principals’ response indicated that instructional leaders occasionally articulate the school vision to concerned stakeholders with a mean value 2.97 and 2.86 respectively without statistically significant difference. This implies that less articulation of schools’ visions to stakeholders may be the cause for less practice of instructional leadership in the study area.

Data from table 4 also indicate that instructional leaders allocate resources to achieve the school vision and goals with the mean value 3.91 from teachers’ response and 4.00 from principals’ response and

the t-value also shows that there is no statistically significant difference between the two groups. This implies that resource scarcity could not be a good reason for the less practice of instructional leadership in secondary schools of Addis Ababa. Likewise, theories of educational leadership were commonly used to set school visions in Addis Ababa secondary schools as both teachers' and principals' response confirmed. Teachers' and principals' response (3.96 and 4.23 respectively) indicate instructional leaders frequently promote activities leading to student becoming successful. The t-critical (-1.74) also confirmed that there is statistically significant difference between teachers' and principals' response.

In general, table 4 above shows setting the school vision was rated as high with the average mean values of (3.62 and 3.67) by teachers and principals respectively. Thus, there is an agreement between the responses of principals and teachers on the extent to which principals were high in setting their school vision. Both the teachers and principals respondents rated practice of school vision activities for all items were high except items 2. This implies that the schools were active utilizing data to create common vision, allocating resources for school vision and promote activities that lead students to become successful.

The interview made with sub city teaching and learning core process heads and data from the group discussion with supervisors as well as the document analysis support majority of the response except utilizing theories of educational leadership to implement the school vision. For instance, one of the interviewee replied that "Most of the instructional leaders tried their best to set their school vision but the problem is often related to realize it" another interview strengthening this idea when saying "instructional leaders' severe problem is realizing the vision they set rather than setting school vision on the paper". In relation to this, Murphy (1990) stated that, envisioning is a force that provides purpose, meaning and significance to the school improvement and creates commitment for the staff that contributes to the realization of the goals. At the school levels vision must be well articulated to all stakeholders' staff, students and parents. Therefore, it can be drawn that the activity of defining vision and putting in to practice is showed high performance in Addis Ababa city administration education bureau.

4.2.2. Defining the School Mission

This dimension is concerned with the central role of the school about how the schools define their mission that directs toward effective instructional leadership, and contributes to a positive school climate. According to Hallinger (2003) the dimension of defining the school mission focuses on principal's role in working with staff to ensure that the school has clear, measurable, time-based goal focused on academic progress of students. Concerning defining the school mission six items that describe the practices were administered and organized by (SPSS) for more advanced statistical operation and decision making and their responses were analyzed in the table below.

Table 5: Defining the School Mission

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Develop mission that are easily understood and used by teachers in the school	2.82	1.20	2.44	1.10	1.83	0.06
2	Frame the school mission in terms of staff responsibilities for meeting them	3.95	0.82	3.76	0.88	1.31	0.18
3	Use the resources effectively for the implementation of the mission	3.78	0.99	3.84	0.88	-0.35	0.72
4	Identify the impediments to achieve mission of the school	3.76	0.86	3.78	0.74	-0.2	0.84
5	The School mission use as basis for assessing the school performance	2.85	1.25	2.42	1.13	2.03	0.04
6	Reflect the values and core behaviors that are to be manifested throughout the school	2.94	1.23	1.94	1.03	4.72	0
	Mean average	3.35		3.03			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p = 0.05

As can be seen in table 5 both teachers' and principals' (2.82 and 2.44 respectively) instructional leaders occasionally develop mission that are easily understood and used by teachers. The t- value 1.83 also shows that there is statistically significant difference between the two groups. This implies teachers in secondary schools of Addis Ababa seldom have a clear understanding about their schools' mission. This again affects their commitment and motivation to try hard to achieve the mission. To the contrary teachers' and principals' response with a mean value of 3.95 and 3.76 respectively indicate instructional leaders usually frame the school mission in terms of staff responsibilities. In addition, their responses with a mean value 3.76 and 3.78 illustrate that instructional leaders in secondary schools frequently identify the impediments to achieve mission of the school. The t-value -0.2 also confirmed that there is no statistically significant difference between teachers' and principals'

response. However, teachers' response with a mean value 2.85 and principals' response 2.42 statistically differ in relation to secondary school missions can be used as basis for assessing the school performance with a critical t-value 2.03. Here, teachers' responses show that they slightly agree that school missions can be used as basis for assessing the school performance while principals seem that they slightly disagree with the issue under discussion. This may be either understanding difference or variation of point of view between teachers and principals. Even if there is a difference in degree of response it seems that missions were not commonly used as a basis for assessing school performances in the study area. Similarly, teacher and principal respondents significantly differ whether school mission reflects the values and core behaviors that are to be manifested throughout the school with a mean value 2.94 and 1.94 respectively and with t-critical 4.72. This implies that principals slightly disagree that school mission reflects the values and core behaviors that are to be manifested throughout the school while teachers agree on it.

To sum up, table 5 above indicates defining the school mission was rated as moderate with the average mean values of (3.35 and 3.03) by teachers and principals respectively. This shows the similarity between both group responses on the extent to which principals were moderate in defining their school mission. An independent sample t-test was conducted to compare defining the school mission scores for principals and teachers. As the result, they rated for items 1, 2, 3 & 4 as moderate with no statically significant difference in their responses. But (items 5&6) which are (2.03 & 4.72) obtained t-values are greater than t-critical (1.96) when tested at DF (311) and alpha levels of 0.05 confirmed that there were significant differences in these two items between the two groups of respondents.

The interview made with sub-city teaching and learning core process heads and focus group discussion with supervisors shows that, there is a less participation of staff and community on the preparation of school plan. One core process head uttered that "As far as my observation is concerned most instructional leaders need to involve the community when they face problems not during planning and defining the mission". From this it is possible to see that the community in general and the school community in particular are not often participating in defining the school mission. Almost similar response was uttered by another interviewee; he said "Most of the time there is no experience in schools to participate all stakeholders during defining the school mission". Therefore, from the data in table 5 and interview conducted it can be drawn that the activity of defining mission and putting in to

practice is showed moderate practiced in secondary schools of Addis Ababa city administration education bureau even though it was clearly stated in their school plan as data from document analysis showed.

In relation to this, Weller and Hartley (1994) pointed out that, the schools those improving learning achievements have mission statements that focus on curricula and instructional goal. The visionary instructional leader provides teachers with an overall sense of purpose and what roles are expected of them.

4.2.3. Clarifying Core Values and Beliefs

The visionary instructional leaders have a clear sense of personal and organization values to produce an ethical person capable of fully functioning in social and economic life of his/her community. With this regard five questions were administered, screened and organized by SPSS for more advanced statistical operation and decision making in the table below.

Table 6: Clarifying Core Values and Beliefs

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Try to meet the instructional needs of all students	4.00	0.83	3.89	0.79	0.78	0.43
2	Demonstrate loyalty to community service by the school	2.97	1.38	2.18	1.33	3.29	0.001
3	Help staff to articulate foundational values promoted in student learning	2.66	1.29	2.68	1.29	-0.084	0.93
4	Demonstrate prevalence of equality	3.88	0.96	3.97	0.75	-0.57	0.56
5	Encourage teachers to implement a broad curriculum	2.52	1.18	2.26	0.89	1.32	0.18
	Mean average	3.20		2.99			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p = 0.05

As can be seen from table 6 above both teachers’ and principals’ response confirmed that secondary schools core values and beliefs usually in line with the instructional needs of students with a mean value 4.00 and 3.89 respectively. The t-critical 0.78 also indicate that there is no statistically significant difference between the two groups of respondents. This implies the values and beliefs

written in secondary schools positively contribute for effective practice of instructional leadership. However, as both teachers' and principals' response show (2.97 and 2.18) the school values and beliefs occasionally demonstrate loyalty to community service by the school. The t-value 3.29 indicates that there is significant difference between the two groups response. This difference may be resulted from their position deference. On the other hand teachers' response and principals' response indicate that secondary school values and beliefs commonly demonstrate prevalence of equality with a mean value 3.88 and 3.97 without statistically significant difference. In contrast both group of respondents response show that secondary schools values and beliefs' not often encourage teachers to implement a broad curriculum.

Generally, from table 6 above both teachers and principals were asked on the extent to which the school leaders clarify the core values and belief of their respective schools. Both groups agreed on the issues with average mean scores of (3.20 and 2.99) respectively. The responses of both groups indicate that instructional leaders were moderate in clarifying the core values and beliefs of their respective schools. This again implies secondary schools' values and beliefs positively contribute for effective practice of instructional leadership. With regard to core values and beliefs of schools data from document analysis indicated that schools have a trend to clearly state core values and beliefs in their plan though these values and beliefs are seldom practiced.

In relation to this, Manasse (1992) pointed out that, instructional leaders focused in their values and beliefs in the instructional programs and student learning, loyalty to the community served by the schools. Generally as, it can be shown above, the activity of clarifying core values and belief the school was moderate performance in secondary school of Addis Ababa city administration education bureau.

4.2.4. Managing Curriculum and Instruction

Managing Curriculum and Instruction refers to the instructional leaders' activities to provide opportunity for staff collaboration on the alignment of curriculum for standards and achievement. With this regard seven questions were administered, screened and organized by SPSS for more advanced statistical operation and decision making in the table below.

Table 7: Managing Curriculum and Instructions

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Coordinate the evaluation of department curriculum to tackle the identified problems of the curriculum	3.76	0.95	3.92	0.67	-0.98	0.32
2	Coordinate and integrate the process of curriculum development	3.63	0.88	3.78	0.77	-1.03	0.3
3	Set High expectation for students and staff	3.68	0.94	3.78	0.62	-0.64	0.51
4	Give the overall instructional leadership to staff members	2.83	1.29	2.78	1.21	0.19	0.84
5	Give more time for instructional issues than administrative function	2.79	1.24	2.92	1.19	-0.58	0.56
6	Encourage teachers to improve classroom instruction	3.76	1.01	4.07	0.81	-1.84	0.06
7	Evaluate the effectiveness of instructional program in achieving school goals	3.72	0.97	3.89	0.89	-1.04	0.29
	Mean average	3.45		3.59			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, $p = 0.05$

As shown in table 7 above teachers' and principals' response show that instructional leaders in secondary schools of Addis Ababa usually coordinate the evaluation of department curriculum to tackle the identified problems of the curriculum with a mean value 3.76 and 3.92 respectively. The t-critical -0.98 also confirm that there is no statistically significant difference between the two groups. Likewise, responses from teachers and principal respondents indicate that secondary schools often coordinate and integrate the process of curriculum development, set high expectation for students and staff and encourage teachers to improve classroom instruction as well as the data from respondents show that schools usually evaluate the effectiveness of instructional program in achieving school goals as of the mean of teachers' response (3.72) and principals' response (3.89) confirmed. This implies that doing all these basic activities frequently positively influence effective practice of instruction leadership in the schools. But the responses from the same table show that instructional leaders occasionally give the overall instructional leadership to staff members with a mean value 2.83 from teachers' response and 2.78 from principals' response without statistically significant difference.

Similarly, school leaders seldom give time for instructional issues with a mean value 2.79 from teachers' and from 2.92 principals' response. This again affects the effective practice instructional leadership in the schools as leaders make themselves busy in administrative and other aspect than instructional issues.

From table 7 above generally indicate that managing curriculum and instruction was rated as moderate for teachers high for principals with the average mean values of (3.45 and 3.59) teachers and principals respectively. This shows that the practice of instructional leaders on managing the school curriculum and instruction as moderately preformed activity of the dimension. An independent sample t-test was conducted to compare managing the school curriculum and instruction scores for both groups.

All obtained t-values are less than t-critical (1.96) when tested at DF (311) and Alpha level of 0.05. This shows that there is no statistically significant different between the mean values of the two groups responses. In connection to this, Hollinger (1985) indicated that the instructional leaders' provide opportunity for staff collaboration on the alignment of curriculum with standards and achievement .The school principal should works with teachers to coordinate curriculum and provide the necessary assistance for teachers on instructional issues. From this, it can be concluded that, the activity of managing the school curriculum and instruction was moderate performance in all secondary schools of the city.

4.2.5. Managing Change

The responsibility for managing the change is given for school leaders-they must manage the change in a way that teachers can cope with it. Therefore leading the introduction of change within the school is an important function of the instructional leaders. Concerning change management five questions that describe the functions were administered and organized by SPSS for more advanced statistical operation and decision making in the table below.

Table 8: Managing Change

No	Items	Respondents (Principals; N=38)					
		Rating scales					
		1	2	3	4	5	Mean
1	Initiate and monitor the progress of innovative ideas	14	4	4	10	6	2.73
2	Coordinate and facilitate change	18	2	2	13	3	2.50
3	Influence followers to accept and implement the change	14	4	9	8	3	2.52
4	Provide the necessary moral and practical support to people implementing the change	12	1	4	13	8	3.10
5	Make Activities planned to change the school vision in to reality	13	3	7	12	3	
	Mean average	2.71					

Table 8 presents data only from principals responses on the extent instructional leaders manage change in their duties leading the instruction. As can be clearly seen from the table the mean value 2.73 shows that school leaders moderately initiate and monitor the progress of innovative ideas. Similarly they moderately coordinate and facilitate change with the mean value of their response 2.50. This implies that instructional leaders were not enthusiastic in initiating and monitoring changes as well as coordinating all stakeholders to effectively manage changes in the instructional process. This in turn may limit their effective practice of instructional leadership.

In the same token, secondary school leaders in the study area occasionally influence followers to accept and implement the change as Well as make activities planned to change the school vision in to reality with a mean value of principals’ response 2.51 and 2.17 respectively. This implies that instructional leaders’ role of managing changes in relation to instructional activities seems not adequate. In similarly fashion the above mean values 3.10 shows that, providing the necessary moral and practical support to people implementing the change was rated as the moderate.

In short, from table 8 above, managing change was rated as moderate by principals with the average mean values of (2.71). The management of change entails thoughtful planning and sensitive implementation and above all consultation with and involvement of the people affected by the change. Leaders should check whether people affected by the change agree with or at least understand the need for change and get a chance to decide how the change will be managed and to be involved in the planning and implementation of the change (Hussye, 1997).

4.2.6. Managing Conflict

Basically conflict management aimed to minimize affective conflict at all levels, attain and maintain a moderate amount of substantive conflict and use the appropriate conflict management strategy for diagnosis and intervention of the right problems. To assess the practices of conflict management four items that express the functions were administered, screened and organized by SPSS for more advanced statistical operation and decision making in the table below.

Table 9: Managing Conflict

No	Items	Respondents (Principals; N=38)					
		Rating scales					Mean
		1	2	3	4	5	
1	Use problem framing and problem solving skill effectively	15	6	8	7	2	2.34
2	Challenge and militate resistance	12	5	8	8	5	2.71
3	Confront and resolve problems in timely manner	13	8	5	7	5	2.55
4	Provide a safe and supportive environment	7	7	8	11	5	3.0
	Mean average	2.65					

Data from principals' response indicates that school leaders moderately use problem framing and problem solving skill effectively to manage conflicts in their respective schools. In the same way respondents moderately rated instructional leaders' effort of confronting and resolving problems in timely manner with a mean of 2.55. But they relatively exert more effort in providing a safe and supportive environment.

In general, from table 9 above it seems that instructional leaders in secondary schools were not in such a way that they can sufficiently manage conflict in their respective schools. This on the other hand may negatively affect effective instructional leadership practice as safe and well managed academic environment is mandatory for smooth relationship among the school community and this again will lead effective instructional process. Principals used the school rule and regulation to mediate and resolve the conflict rose between individuals and groups. Here responses indicated they were not sufficiently following the scientific way of problem solving in their respective schools. To strengthen this data from interviews and focused group discussion indicates that conflicts between teachers and students, between teachers and principals are common in secondary schools. For example, one of the

interviewee stressed that “interpersonal conflict, particularly between teachers and students are major problems in secondary schools”. To support this idea another core process head stated that “due to a number of reasons conflict between individuals is a common problem, and in most cases principals themselves are part of the problem”. Particularly, data from supervisors focused group discussion informed that instructional leaders lack the technique on how to handle and resolve conflicts.

In relation to this, Barge (1994) stated that, a wise leader must behave ethically and to do so the leader should be open to new information and be willing to change his or her mind. Effective school instructional leaders need to understand the nature of conflict and develop practical skill to manage it. Form this it can be concluded that, the practice of managing conflict was not in a stage to be appreciated in secondary schools of Addis Ababa.

4.2.7.The School Clinical Supervisory Practices

Clinical supervision is the common task of instructional leaders to effectively run the teaching learning process and to achieve the instructional goals. These supervisory services provided for teachers aimed to develop their professional skills and finally to improve the teaching-learning process in the classroom. As various literatures stated clinical supervision follows five different stages. Thus to what extent these stages were undertaken in secondary schools of Addis Ababa presented and analyzed here under.

A. Pre-Observation Conference

In pre-observation conference stage both instructional leaders and teachers develop a feeling of rapport to agree on the class to be observed and make discussion on the preliminaries of upcoming class observation. With this regard four questions were administered and organized by SPSS for more advanced statistical operation and decision making the table below.

Table 10: Pre-Observation Conference

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Diagnose of teaching difficulties	2.86	1.21	2.89	1.50	-0.11	0.90
2	Survey learning conditions	3.56	0.90	3.89	0.83	-2.12	0.03
3	Determine teacher needs	2.80	1.19	3.07	1.23	-1.34	0.18
4	Create rapport that facilitates communication and understanding	3.67	0.95	3.71	0.95	-0.20	0.83
	Mean average	3.22		3.39			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, $p = 0.05$

Both teachers' and principals' responses from table 10 indicates that instructional leaders not often diagnose teaching difficulties in pre-observation conference with a mean value 2.86 and 2.89 respectively. Besides the t-critical -0.11 confirmed that there is no statistically significant difference between the two groups. This implies they occasionally diagnoses difficulties in the teaching learning process which again affect effective teaching learning process as problems are seldom diagnosed. However, responses from both teachers (3.56) and principals (3.89) show that secondary school instructional leaders often survey learning conditions in the first stage of clinical supervision. The t-value -2.12 indicate that there is a statistically significant difference between teachers' and principals' responses. This again proves that principals strongly agreed than teachers that school leaders frequently survey learning conditions.

Likewise, both groups of respondents seem that they agreed without statistically significant difference that instructional leaders in secondary schools create rapport that facilitates communication and understanding in pre-observation conference. This implies that instructional leaders more or less tried their effort to make their pre-observation conference effective. This will contribute for effective classroom observation which again results good instructional process.

Generally, depicted from table 10 above, the overall items in the dimension of pre-observation conference was rated as moderate performance with the average mean value of (3.22 and 3.39) by teacher and principals respectively. Though there is little difference between the responses of both groups of respondents. An independent sample t-test was conducted to compare pre-observation

conference scores for principals and teachers. As a result the items in the dimension were rated as moderate by both group with no statistically significant different in their responses except in relation to survey of learning conditions. This is because all except item 2 the obtained t-values are less than the t-critical (1.96) when tested at DF (311) and alpha level of 0.05.

Moreover, the interview made with sub-city teaching and learning core process heads indicate that pre-observation conference is moderately practiced in secondary schools. One of the interviewee answered that "Though it was totally ignored in previous times there is a progress these days that supervisors tried to consult teachers before they get in to class to supervise them". Likewise, data from FGD with supervisors and the analysis of the documents support the activity of pre-observation conference as moderate because of pressure from administrative and routine works. It is important to note that if clinical supervision is taking place in any school there must be pre-observation conference since it is the initial stage of supervision unless the purposes of supervision do not tell to them, there may be frightened of teaching students while supervisor is observing the teaching learning process.

In connection to this, Sergiovanni (2001) indicated that at pre-observation conference stage both instructional leaders and teachers develop a feeling of rapport to agree on the class to be observed and make discussion on the preliminaries of upcoming class observation. From this it can be concluded that, the task and functions of pre-observation conference in the secondary schools of Addis Ababa city education bureau need improvement since it was rated as moderate performance.

B. Classroom Observation

The second step of clinical supervision is observation of classroom teaching-learning process. During observation, the focus of teacher is in the lesson, while the supervisor is on recording items specified. To this effect the data obtained from principal and teacher respondents were organized by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 11: Observation

No	Items	Teachers N =275		Principals N=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Observe the class focusing on the teachers teaching behavior	3.71	0.93	3.94	0.83	-1.44	0.15
2	Record all classroom behavior, including students reflection	2.70	1.29	2.73	1.24	-1.57	0.87
3	Focus on events that need either encouragement or improvement	3.68	0.98	4.02	0.78	-2.04	0.04
4	Take records descriptive rather than suggestive	3.51	1.01	3.89	0.83	-2.19	0.02
	Mean average	3.4		3.64			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p = 0.05

As can be depicted in table 11 both teacher and principal respond that secondary school instructional leaders commonly observe the class focusing on the teachers teaching behavior with a mean value 3.71 and 3.94 respectively. The t-critical -1.44 also indicated there is statistically significant difference between the two means. This implies that though not in the degree which could be appreciated during classroom observation period clinical supervisors regularly focus on the teachers teaching behavior for clearly diagnose his/her weakness and then to give appropriate Support. In the same way teachers' and principals' response also indicate that focusing on events that need either encouragement or improvement is moderately practiced during classroom observation with a mean value of 3.68 and 4.02 and the t-critical -2.04 confirmed that there is statistically significant difference between the two means. The same is also true with regard to taking records in a descriptive way rather than in a suggestive manner during classroom observation with t-critical -2.19. The significant difference between the two groups of respondents seem to show principal respondents slightly better agree than teachers on the practice of the two activities and this variation may be resulted from their position or from the difference in point of view.

On the other hand table 11 above indicated clinical supervisors seldom record all classroom behavior, including students' reflection with the mean of teachers' response 2.70 and principals' response 2.73. This again has a negative effect on effective practice of instructional leadership practice in the schools.

In short, observed from table 11 above, the overall items in the dimension of classroom observation was rated as moderate by teachers and high by principals with the average mean values of (3.40 and 3.64) by both principals and teachers respectively. An independent sample t-test was conducted to compare classroom observation scores for principals' and teachers' response. As a result, the items in the task and functions were rated as moderate by teachers and high by principals with no statistically significant different for items 1 and 2 in their responses but there was statistically significant different for items 3 and 4. The obtained t-values are less than t-critical (1.96) for items 1 and 2 and greater than for items 3 and 4 when tested DF (311) and alpha level 0.05. In relation to this, Sergiovanni (2001) point out that class room observation should focuses on event surrounding the lesson, specific happening about the strategies, process and content of lesson.

C. Analysis of Observation

At this stage the supervisor's analysis the strategies and peculiar events observed, evaluates whether better strategy could have been used, what comment can be made on the reflection of the observation. In order to assess the proper implementation of class room observation analysis four questions were administered, screened and organized by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 12: Analysis of Observation

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Analyze data to display critical incidents clearly	2.67	1.26	2.76	1.32	-0.41	0.68
2	Prepare information to give constructive feedback that builds on teachers capabilities and teaching behaviors	2.72	1.24				
3	Take in to account teachers experience, nature and content of the lesson and level of relationship before post observation conference	3.69	1.01	3.97	0.85	-1.59	0.11
4	Distinguish area that should be encouraged and those which need further improvement	3.71	1.00	4.1	0.82	-2.60	0.01
	Mean average	3.19		3.41			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p= 0.05

Table 12 above shows that analyze data to display critical incidents seems less practice during the observation analysis stage with a mean score of 2.67 & 2.76 from both teachers' and principals' response respectively but without significant difference. This implies that unable commonly displaying critical incidents negatively affect instructional leadership practice in schools. In the same way both teachers' and principals' response indicate preparing information to give constructive feedback that builds on teachers capabilities and teaching behaviors is occasionally practiced with a mean score of 2.72 and 2.84 respectively. The t-value also confirmed that there is no statistically significant difference between the two means.

On the other hand both teachers' (3.69) and principals' response (3.97) show that taking in to account teachers experience, nature and content of the lesson and level of relationship before post observation conference were moderately practiced during observation analysis stage. Likewise, both groups of respondents agreed that distinguishing areas that should be encouraged and those which need further improvement is moderately undertaken. The t-critical -2.60 indicates that there is statistically significant difference between the two means. From these two activities it seems that analyzing observation stage is not adequately practiced in schools.

To sum up table 12 above, the overall items in the practices of analyzing classroom observations were rated as moderate with the average mean values of (3.19 and 3.41) by both principals and teachers respectively. An independent sample t-test was conducted to compare the analysis of observation scores for instructional leaders and teachers. Hence, the items in the dimension were rated as moderate by both groups with no statistically significant different in their responses. All except item 4 obtained t-values are less than t-critical (1.96) when tested at DF (311) and alpha of 0.05.

In relation to this, Sergiovanni (2001) stated that supervisors should check the strategies and peculiar events observed, evaluates whether better strategy could have been used, what comment can be made on the reflection of the observation. Therefore from the analysis one can easily understand that, the practices of analyzing classroom observation require much effort to improve the level of items in the dimension. It is more important stage that the instructional leaders should prepare descriptive comments, suggestions and issues for discussion before presenting the issues to his clients.

D. Post–Observation Conference

At this phase, the recording of observation systematically organized and then presented focusing on major issues. To this effect five questions were administered and organized by SPSS for more advanced statistical operation and decision making were presented in table below.

Table13: Post-observation Conferences

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Present descriptive feedback based on actual teacher behavior	2.90	1.23	3.0	1.48	-0.41	0.67
2	Communicates feedback in a timely specific and reliable way	2.92	1.16	2.81	1.24	0.54	0.58
3	Hold discussion and give chance for teachers to rehearse the plan and compare with the actual classroom behavior	2.88	1.22	2.73	1.36	0.66	0.50
4	Reveal those class events which should be encouraged and improved	3.66	0.91	4.10	0.95	-2.73	0.007
5	Reach an agreement on what to be done for the next at both side	3.70	0.98	4.02	0.88	-1.92	0.05
	Mean average	3.21		3.33			

Key: *SD*=standard deviation, *t-critical*=1.96, *degree of freedom*=311, *sig*=significance, *p* =0.05

As it can be seen from table 13 above, the mean values of items of (4 and 5) revealing classroom event to encourage and those should be improved and reach an agreement on what to be done for the next at both side were rated as high in the dimension with the mean values of (3.66 and 4.10 as well as 3.70 and 4.02) by both of principals and teachers respectively, whereas presenting descriptive feedback based on actual teachers behavior was rated low by teachers and moderate by principals with the mean value (2.90 and 3.0). Communicates feedback in a timely specific and reliable way and holding discussion and give chance for teacher to rehearse the plan and compare with actual classroom behavior were rated as low with the mean values of (2.92,2.81 as well as 2.88 and 2.73) by both group of respondents respectively.

The overall items in the dimension of post-observation conference were rated as moderate performance with the average mean values of (3.21 and 3.33) by both groups of respondents. The principals scored slightly better mean value as compared to teachers. However, the principals'

response did not show significance of difference in their perception about post observation conference. This implies that post-observation conference was not frequently and strictly practiced in the study area.

An independent sample t-test was conducted to compare post-observation conference scores for both principals and teachers. Consequently, the items in the task and functions were rated as moderate with no statistically significant different in the responses of both group respondents. All except item 4 the obtained t-values are less than the t-critical (1.96) when tested at DF (311) and Alpha level of 0.05. In connection to this, Sergiovanni (2001) stated that the supervisors should record the observation systematically organized is presented focusing on issues planned in agreement. Finally both of the supervisors and the client get in to agreement on what went and what are done for the coming session.

E. Post-Conference Analysis

The last stage of clinical supervision is post-conference Analysis in which the supervisor evaluates the outcome of the whole process. To assess this stage four inquiry questions were administered and organized for both leaders and teachers by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 14: Post-conferences Analysis

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Analyze the interest areas, levels of participation of the teacher and what feedback was given to teachers	3.68	0.94	3.78	0.70	-0.68	0.49
2	Evaluate the whole supervisory process for future improvement	2.81	1.18	3.02	1.19	-1.03	0.30
3	Identify what further strategy could be used to improve once own self supervisory skills	3.62	0.97	3.89	0.89	-1.58	0.11
4	Select better strategy that is used for the next session of clinical supervision	2.70	1.15	2.86	1.29	-0.81	0.41
	Mean average	3.20		3.38			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p = 0.05

Table 14 contains items meant to measure the views of teachers and principals relating to post-observation conference held by the team of clinical supervision in the surveyed schools. As it is evident from the table, both teachers and principals agree that the clinical supervision team analyze the interest areas and levels of teacher participation. The mean values of 3.68 for teachers and 3.78 for principals show that both groups agree that the supervision team carry out their task of analyzing interest of teachers and levels of participation after conducting classroom observation. Although principals got a mean difference of 0.1 as compared to teachers, the t-value of 0.68 and alpha level of 0.49 failed to witness the presence of significant difference between the views of the two groups. Thus it would be safe to conclude that both teachers and principals hold similar views about the role of clinical supervision team working on the schools. The team also makes efforts to identify further strategies so as to improve supervisory skills this is marked by mean score of 3.62 and 3.89. Here again, the principals hold better views as compared to teachers, but they did not show statistically significant difference in terms of perceptions about identification of strategies for further improvement of skills.

Teachers and principals seem to hold opposing views concerning the work of the team concerning evaluation of supervisory process aiming at further improvement, while teachers disagreed (mean=2.81) , principals showed slight agreement (mean=3.02) with the statements. Such a difference in perception might have been created between the two groups owing to the relation the principals have more than do teachers with the team of supervisors in the school. Teachers scored lesser than principals because of their lack of knowledge about the details of work done by the supervisory team. The supervisory team was perceived as failing to select better strategy for next sessions. Both teachers (meant=2.70) and principals (mean=2.86) showed disagreement with the statement.

In general, the overall items in the dimension of post conference analysis was rated as moderate performance by both groups with the average mean values of (3.20 and 3.38) respectively. These clearly show that, there is an agreement between the responses of principals and teachers on the extent to which post-conference analysis was practiced on the average in their respective secondary schools. Though there is no difference in the opinions of both groups. An independent sample t-test was conducted to compare post- conference analysis scores for both group of principals and teachers. Thus, the items in the dimension were rated as moderate practices by both groups with no statistically

significant different in their responses. All the obtained t-values are less than t-critical (1.96) when tested at DF (311) and alpha level of 0.05.

In addition, the interview made with sub city teaching and learning core process heads, FGD with supervisors and the analysis of the document (supervision report) show that slight emphasis was given to clinical supervision in general and post observation conference in particular. An interviewee, for instance uttered that, “despite its relevance secondary schools not often employ clinical supervision”. With regard to this Sergiovanni, (2001) stated that supervision is a complete activity by which the supervisor should give a comprehensive feedback at the end of each supervision for the teacher if there is a need to improve teachers potential.

4.3. The Perceptions’ of Teachers toward School Instructional Leaders

4.3.1. Disengagement

The school as system of social interaction allows interpersonal interaction among its stakeholders: teachers, students, pupils and parents. The ways teachers interact among themselves and with other determine the school leadership. To assess the disengagement behavior of teachers five question were administered and organized for both leaders and teachers by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 15: Disengagement

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Teachers dislike and criticize the principals	3.09	1.32	2.89	1.22	0.86	0.38
2	Teachers respect the personal competence of their colleague	3.97	0.92	3.84	0.88	0.80	0.42
3	Teachers are trusted to work together without supervision	2.76	1.27	2.63	1.125	0.60	0.54
4	Teachers really enjoy working in the school	2.59	1.30	2.60	1.128	-0.05	0.95
5	Teachers engage themselves interval matters	2.87	1.24	2.65	1.09	1.01	0.31
	Mean average	3.05		2.92			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p= 0.05

Data from table 15 above indicate that both teachers and principals agreed that teachers dislike and criticize the principals occasionally with a mean score of their response 3.09 and 2.89 respectively. The t-critical 0.86 also confirmed that there is no statistically significant difference between the two means. Likewise, both groups of respondents respond that teachers respect the personal competence of their colleague regularly without significant difference between the two means. However, teachers' response with mean value 2.76 as well as principals' response with mean value 2.63 show that teachers are not often trusted to work together without supervision.

Similarly, both groups of respondents' response indicate teachers rarely enjoy working in the school with mean scores 2.59 and 2.60 respectively. Data both from teachers' and principals' response (2.87 and 2.65 respectively) show that teachers do not regularly engage themselves interval matters. Furthermore, the t-values indicated fewer than 3, 4 and 5 confirm that there is no statistically significant difference between the two means. All these imply that teachers have less motivation to work as a professional teacher and they are not interested to work in their respective school. This again negatively influences the practice of instructional leadership in secondary schools.

In general, from table 15 above the overall items of disengagement behavior of teachers were rated as moderate with the average mean values of (3.05 and 2.92) by teachers and principals respectively. On independent sample t-test was conducted to compare the disengagement behavior of teacher's scores for both principals and teachers. All obtained t-values are less than t-critical (1.96) when tested at DF (311) and alpha level of 0.05. This clearly show that no statistically significant different between the mean values of both group responses. So, that the responses were reliable. In connection to this, Halpin (1966) point out that the ways teachers interact among themselves and with other determine the school leadership. In disengaged school, some teachers complain a lot, they are unproductive and engage themselves in trivial matters; and unlike and criticize their principal. This serious problem arises from the teachers' attitude toward paper work, non-instructional activities such as routine duties and committee requirement. This causes teachers to have negative attitudes toward their school principals in their respective secondary schools.

4.4. The Role of Instructional Leadership and Teaching-Learning

4.4.1. Professional Development

Planning and then implementing professional development activities is the task of instructional leaders that they perform to enhance teachers' professional skills and knowledge to effectively achieve the goal of the teaching-learning process. To assess this practice a question with five items was asked for both leaders and teachers. The extent that instructional leaders contribute in this aspect is presented in table below.

Table 16: Professional Development

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Develop long-term plans for professional development	2.99	1.41	2.94	1.35	0.18	0.85
2	Organize renewal and professional development programs	3.0	1.30	2.92	1.36	0.38	0.70
3	Demonstrate and co-teach to acquaint teachers with new method	2.91	1.29	2.81	1.46	0.44	0.65
4	Encourage teacher-planned in-service workshop	2.88	1.28	2.86	1.35	0.052	0.95
5	Make follow-up assistance for teachers professional development	3.60	1.07	3.94	0.80	-1.90	0.05
	Mean average	3.07		3.09			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, $p = 0.05$

As indicated from table 16 above teachers' and principals' response (2.99 and 2.94 respectively) illustrate that developing long-term plans for professional development is moderately practiced in secondary schools of Addis Ababa. In the same way their responses indicate that secondary school instructional leaders moderately organize renewal and professional development programs as well as demonstrate and co-teach to acquaint teachers with new method. The t-critical 0.38 and 0.44 also confirmed that statistically significant difference was not observed between principals and teachers response. The same is also true with regard to encouraging teachers to participate in planned in-service workshop. All these imply that instructional leaders in secondary were not sufficiently perform the expected activities to enhance teachers' professional development in order to effectively achieve.

Conversely, teachers' and principals' response (3.60 and 3.94) indicate that there is a relatively better practice to make follow-up assistance for teachers professional development in secondary schools. In addition, the t-value -1.90 shows that there is no statistically significant difference between the two mean scores. This in turn shows that though it is not in a degree to be appreciated instructional leaders relatively better follow up to identify problems and solve them to effectively run teachers professional development. Effectively implementing professional development in schools will lead effective instructional leadership.

To sum up, as can be seen from table 16 above the overall items in the dimension of professional development was rated as moderate with average mean values of (3.07 and 3.09) by both group of teachers and principals respectively. This shows the similarity between the responses of both groups on the extent to which the school instructional leaders practiced the development of teachers' profession in their respective schools moderately. This again will have its own influence on the effective contribution of instructional leaders in achieving the intended teaching learning objectives.

In connection to this, Murphy (1990) stated that, teachers need up-dating in knowledge, skill and attitudes to keep teachers to abreast of new approaches and innovations needed to be continuous responsibility of the school leaders. Therefore, it can be concluded that the instructional leaders' contribution for teachers' professional development was moderate in the secondary schools.

4.4.2. Building Effective Relationship in School

Basically, in schools effective relationship among and between teachers, administrators, supervisors, students and parents is mandatory for decision making, allocation of resources and evaluation of learning outcomes. To this effect a question with five items were administered and organized for principals. Their responses were presented, analyzed and presented below.

Table 17: Building Effective Relationship in School

No	Items	Principals Response (N=38)					
		Rating scales					Mean
		1	2	3	4	5	
1	Build relations among different stakeholders	11	3	7	11	6	2.94
2	Ensure open and collaborative communication within staff	7	1	6	12	12	3.55
3	Lead and help others to lead themselves	5	2	11	8	12	3.52
4	Treat school community equitably and fairly	11	4	4	11	8	3.02
5	Evaluate the school community relations	-	1	9	14	14	4.07
	Mean average	3.42					

As can be seen from table 17 above the instructional leaders in secondary schools moderately build relations among different stakeholders and treat school community equitably and fairly with the mean values of (2.94 and 3.02). On the other hand, instructional leaders' roles in ensuring an open and collaborative communication within the staff and leading and helping others to lead themselves were rated as high with the mean values of (3.55, 3.52). Similarly, instructional leaders often evaluate the school community relations with the mean (4.07). The overall items in building effective relationship in the school was rated as moderate with the average mean values of (3.42). From this, it is possible to conclude that instructional leaders' role in building good relationship among different stakeholders is moderate. Thus their contribution to effectively run the teaching-learning process by building relationship among different stakeholders is relatively good, though it is not sufficient.

In connection to this, Marx (2006) stated that school leaders establish and maintain open and productive relations among the school community by working with teacher, students', parents and the community at large and needs to be able to develop and maintain positive relationship with all. Therefore, it can be concluded that the instructional leaders' role in building effective relationship in the schools was moderate which play limited role for the effective teaching-learning process in the secondary schools of the city.

4.4.3. Promoting a conducive School Climate

A constructive school climate is one where individuals are valued, cared for and respected. Such atmosphere contributed to effective teaching-learning. To assess the school climate a question with seven items were given for principals and their response is presented, analyzed and interpreted below.

Table 18: Promoting Conducive School Climate

No	Items	Principals Response (N=38)					
		Rating scales					Mean
		1	2	3	4	5	
1	Create a conducive environment to facilitate teaching learning process	12	6	6	11	3	2.65
2	Select and organize teaching materials and making them available for teachers	-	1	11	18	8	3.86
3	Make teachers to use instructional time for teaching	-	-	5	23	10	4.13
4	Take time to talk informally with students and teachers	11	5	9	12	1	2.65
5	Get the participation of the whole staff in important in service activities	14	6	7	10	1	2.42
6	Reward special efforts by teachers with special opportunities for professional recognition	-	2	5	16	15	4.15
7	Recognize and rewarding students who show good performance in instructional activities	-	2	3	23	10	4.07
	Mean average	3.41					

As can be seen from table 18 above, the role instructional leaders’ play in creating conducive environment to facilitate teaching learning process was rated as low with the average mean values of (2.65). Similarly, from the mean values of principals one can deduce that, instructional leaders occasionally take time to talk informally with students and teachers and get the participation of the whole staff in important in service activities with the mean values of (2.65 and 2.42) respectively. However, their role in selecting and organizing teaching materials and making them available for teachers as well as making teachers to use instructional time for teaching were rated as high by principals (3.86, 4.13. Likewise, their role in rewarding special efforts by teachers with special

opportunities for professional recognition and recognizing and rewarding students who show good performance in instructional activities were also rated as high with the mean values of (4.15 and 4.07) respectively.

Generally, instructional leaders' overall performance in promoting conducive school climate was rated high with the average mean value 3.41. This implies that secondary school instructional leaders are on the right track to facilitate the teaching-learning process by making the school climate suitable for teachers and students to work.

In relation to this, Blasé (1999) indicated that effective instructional leaders who possess both managerial and instructional leadership qualities to create conducive learning environment; help teachers to improve classroom performance and stimulates students for higher academic achievement. Therefore, it can be concluded that instructional leaders are promoting conducive school climate well which again facilitate the teaching learning process in the secondary schools of the city.

4.4.4. Monitoring Instructional Programs

Monitoring the instructional activities includes the principal's role of using of test result for setting goals, evaluating instructional activities and measuring progress toward school goals.

In order to assess the practices a question with five items was forwarded for principals and the responses were presented and interpreted below.

Table 19: Monitoring Instructional Programs

N	Items	Principals Response (N=38)					
		Rating scales					
		1	2	3	4	5	Mean
1	Identify and address barriers to teaching-learning	12	6	7	11	2	2.60
2	Identify effective principles of instruction	11	6	9	10	2	2.63
3	Value Knowledge and skills of teacher and instructional delivers	-	1	3	24	10	4.13
4	Use data to evaluate school programs and performance of teachers	11	9	3	14	1	2.60
5	Inform teachers of the school performance results in written form	-	2	5	17	14	4.13
	Mean average	3.21					

As can be seen from table 19 above, the role of instructional leaders in identifying and addressing barriers of the teaching-learning process and in identifying effective principles of instruction as well as in using data to evaluate school performance of teachers were rated relatively lower than the rest items with the mean values of (2.60, 2.63 and 2.60) respectively. On the other hand their role in valuing knowledge and skills of teacher and instructional delivers and in informing teachers of the school performance results in written form were performed higher than other items with the mean values of (4.13 and 4.13) respectively. However, the overall average mean value (3.21) shows that instructional leaders moderately monitor instructional programs. This, in turn shows their role in achieving the goal of the teaching-learning process through effective monitoring and evaluation of instructional activities is not in a stage to be appreciated. They are expected to work more in this aspect, particularly in identifying and addressing barriers of the teaching-learning process and in utilizing data to evaluate school programs and performance of teachers

With regard to this, Murphy (1985) point out that, good instructional leader need to use assessment results that help teachers, student and parents to understand where and why improvement is needed. This continuous scrutiny of the instructional program enables teachers to effectively meet students need through constant revision. Therefore, it can be concluded that the task of monitoring the secondary schools programs were rated as moderate. However, the item identifying and addressing barriers to teaching-learning need much effort to improve the performance level of their respective schools.

4.4.5. Supportive Role

Supportive role of principal has to be done with how the principals relates and respond to staff needs and this contributes to a caring environment in which every body cares for one another and invariably foster excellent teaching-learning. In assessing this issue a question with five items were distributed for both principals and teachers. Their responses were presented and interpreted below.

Table 20: Supportive Role

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Set an exemplary role by working hard with staff	2.57	1.28	2.55	1.42	0.081	0.93
2	Look things out of his/her way to help teachers.	2.60	1.25	2.73	1.5	-0.59	0.55
3	Explain reasons to criticism of teachers.	2.93	1.24	3.05	1.33	-0.52	0.60
4	Use constructive feedback	2.60	1.26	2.81	1.52	-0.95	0.33
5	Look out for the personal welfare of staff.	3.69	1.00	4.05	0.86	-2.08	0.03
	Mean average	2.87		3.03			

Key: SD=standard deviation, t-critical=1.96, degree of freedom=311, sig=significance, p= 0.05

As it can be seen from table 20 above, instructional leaders occasionally set an exemplary role by working hard with staff with the mean values of (2.57 and 2.55) as teachers and principals response is concerned respectively. The responses also show that there is agreement between the two groups. Besides, the t-critical 0.081 also confirmed that statistically significant difference was not observed between these two groups of mean values. Similarly, instructional leaders role in looking things out of his/her way to help teachers and in using constructive feedback were rated as low (2.60 for both issues) if teachers response is concerned and according to principals' response with the mean value (2.73, 2.81 respectively). But, their role is rated as moderate in giving justification for teachers' feedbacks with the mean values of (2.93 and 3.05) by both groups of respondents. Conversely, the principals look out for the personal welfare of staff was rated as high with the mean values of (3.69 and 4.03) by the groups. But the t-critical indicated that there is a statistically significant difference between these two means. This implies that secondary school principals have stronger belief that instructional leaders often look out for personal welfare of staff than what secondary school teachers have.

In general, the role instructional leaders play to supportive teachers were rated as low when teachers' overall response is concerned with the average means values (2.87) but their role in this aspect can be considered rated as moderate with the average means values (3.03) as principals response is concerned. However, all of the t-values in the table above confirm that there was no statistically significant difference between the two groups of means in all aspects except the instructional leaders'

role in looking out for the personal welfare of staff. Therefore, the average mean difference between teachers and principals response may be resulted from this. However, it can be possible to conclude that the instructional leaders' role in supporting teachers and students to effectively and smoothly run the teaching learning process is limited.

In related to this, Halpin (1966) indicated that supportive role of principal has to be done with how the principal relates and respond to staff needs and this contributes to a caring environment in which every body cares for one another and invariably foster excellent teaching-learning. From this, it can be concluded that instructional leaders supportive role was not as effective as expected to smoothly run the teaching-learning process.

4.4.6. Directive Role

A principal who emphasizes on directive very strongly influences how the staff will discharge their responsibilities and it will ultimately affect the school. To assess the directive role of principal two questions were forwarded and then the responses were organized, presented below.

Table 21: Directive Role

No	Items	Teachers No =275		Principals No=38		Comparing means by using t-values	
		Mean	SD	Mean	SD	t-value	Sig
1	Dominate teacher-principals conferences.	2.82	1.28	2.78	1.39	0.17	0.86
2	Closely check teachers' activities.	2.92	1.30	3.13	1.43	-0.90	0.36
	Mean average	2.87		2.95			

Key: SD=standard deviation, t-critical=1.66, degree of freedom=311, sig=significance, $p = 0.05$

As it can be seen from the table 21 above, with regarding to each item analysis, dominate teacher-principals conferences the mean value of teachers 2.82 and 2.78 of principal's shows that there is disagreement between both groups in directive role. The role of instructional leaders in closely checking teacher's activities was rated high with the mean values of (2.92 and 3.13) by both groups of respondents respectively. But if the average means values of teachers response is taking in to account, the instructional leaders' directive role was rated as low with a mean value (2.87), and it is rated as moderate (2.95) when principals' response is considered. The independent sample t-test conducted to compare the directive role of instructional leaders' from the two groups of respondents however

confirms that no statistically significant difference between the two groups of means. Therefore, it is possible to conclude that the instructional leaders' directive role is moderate which may not negatively affect the effective teaching-learning process.

In connection to this, Halpin (1966) stated that the principal who emphasizes directive very strongly believes that, people work best under tension and pressure. This type of principal behavior influences how the staff will discharge their responsibilities and it will ultimately affect the school. Therefore, it can be concluded that the directive behavior of principals was rated as moderate in the secondary schools.

4.5. Barriers to Instructional Leadership Effectiveness

The range of instructional leadership barriers can be listed depending on the context to which secondary schools are exposed. However, with the exception of some particularities, most of the factors that hinder the effective performance instructional leadership practices in the city are common to every school. Hence, the study had dealt with some of the major factors that seriously affect the effective performance of instructional leadership.

4.5.1. Skill and Training

The conceptual, technical and human skills are among the most important Components of skill that instructional leadership could possess. To assess the skill and training of instructional leadership four questions were administered and organized for principals by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 22: Skills and Training

No	Items	Respondents					
		Principals(N=38)					
		Rating scales					
		1	2	3	4	5	Mean
1	Am Qualified instructional leader in the areas of education	11	9	8	5	5	2.57
2	Received Training on instructional leadership	7	9	13	9	-	2.63
3	Attended In-service training and teachers development programs	2	3	6	17	10	3.78
4	Tried to make teachers qualified in their subject areas	-	5	11	13	9	3.68
Mean average		3.16					

As it can be seen from the table 22 above, Concerning to each item analysis, attending in- service training and teachers development was rated as higher than other items with the mean values of (3.78) by principals, this shows there high practice in giving training and teachers development programs. Whereas training on instructional leadership was rated as low when compare with other items in the dimension with the mean values of (2.63) by the respondents. This indicates there no given much concern in instructional leadership.

Conversely, qualified instructional leader in the areas of education and qualified teachers in all subject area were rated as the least preformed items in the dimension with the mean values of (2.57) by the respondents. Again this also shows that there are principals in the schools without training in education especially in the field of instructional leadership. The overall items of the skill and training of school leaders were rated as moderate with the average mean values of (3.16) by principals.

The interview made with sub city teaching learning core process heads; support the views of principals. According to the educational heads' view the secondary schools provide in- service training for school leaders like continuous professional development program (CPD), induction program, and some other training to both teacher and leaders at the school and sub city level. But the training given was not enough to build commitment on school instructional leaders to accomplish their task effectively. One of the interviewee clearly put that "Different types of training has been given by the government and other stakeholders for teachers and principals too; however, less improvement was observed in the teaching learning process as a result of it; may be due to the trainees' less motivation and the content of the training".

Related to this, Sergiovanni (2000) stated that the conceptual, technical and human skills are among the most important components of skill that instructional leadership has possessed. The extent to which the school leaders are equipped with these components determines the level of effectiveness in their goal achievement. Therefore, it is important to think while selecting individuals to be the candidate of the school principals. Moreover, the instructional leaders should provide in-service training opportunity and some kind of motivation that encouraged them to do more.

4.5.2. Cooperation and Commitment of Stake Holders

School effectiveness is contingent to many factors .However, the cooperation of its main stakeholders namely; parent, community, none-government organization and government may ease the degree of pressure exerted from other sources. To this effect five questions were administered and organized for principals by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 23: Cooperation and Commitment for Instructional Improvement

N o	Items	Respondents					
		Principals(N=38)					
		Rating scales					
		1	2	3	4	5	Mean
1	Teachers cooperate with school leaders	7	6	16	9	-	2.71
2	Students cooperate with school leaders	7	7	12	12	-	2.76
3	School board cooperate with school leaders	-	1	5	16	16	4.23
4	Community cooperate with school leaders	4	9	19	6	-	2.71
5	Sub city educational managers cooperate with school leaders	-	-	7	18	13	4.15
Mean average		3.31					

As it can be seen from table 23 above, from the means values of principals one can easily understand that, the mean value of the item teachers cooperate with school leaders (2.71) shows that there little cooperation of teachers in the schools. Similarly, the School board cooperates with school leaders were rated higher than other items in the dimension with the mean values of (4.23) by the respondents this shows that leaders work more with school board.

In the same way, Sub city educational managers cooperate with school leaders rated as high with the mean value of (4.15), whereas students cooperate with school leaders and Community cooperate with school leaders was rated as the least preformed items in the dimension with the mean values of (2.76 and 2.71) respectively. Over all items in the cooperation and commitment of stakeholders was rated as moderate with the average mean value of (3.31) by principals.

The interview made with sub city teaching learning core process heads revealed that instructional leaders show a good will to cooperate with their stakeholders. However, despite of their willingness to cooperate with stakeholders as Harris and Muijs (2005) assert many routine and seasonal tasks take away the attention of the leader from practicing their task and functions in their respective schools.

4.5.3. Availability of Resources

The adequacy of human and material resource influences the extent to which school goals are achieved. Scarcity of the resources has a great impact on the quality and quantity of school output. To assess the availability of resources seven question were administered and organized for principals by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 24: Resource Availability and Allocation

No	Items	Respondents					
		Principals(N=38)					
		Rating scales					
		1	2	3	4	5	Mean
1	Instructional time	-	-	12	8	18	4.15
2	Stationary materials for teaching	-	1	6	14	17	4.23
3	Student texts	1	-	5	8	24	4.42
4	Furniture	6	11	10	9	2	2.73
5	Library space and time	8	12	6	10	2	2.63
6	Classroom	-	-	2	16	20	4.47
7	Recurrent budget support	-	3	6	20	9	3.92
	Mean average	3.79					

As it can be seen from the table 24 above, the adequacy of instructional time the mean value (4.15), stationary materials for teaching the mean value (4.23) and availability of student texts the mean value (4.42) were rated as high in the dimension this shows that there are enough instructional time, stationary materials and student texts in the schools. Recurrent budget support with the mean values of (3.92) also slightly high compared to the above three items this shows there is allocation of budget in the schools. Whereas the availability of library space and time and furniture were rated as low

performance with the mean values of (2.63 and 2.73) this means there is a shortage of furniture and library space in the schools. The examination of overall items in the dimension of availability and allocation of resources was rated as high with the average mean values of (3.79) by principals.

In connection to this, Dimmock (2000) point out that, lack of adequate resources to all type and support from central offices discourages instructional leaders. Therefore, it needs much effort to improve the availability of the resources to bring high educational output in their respective secondary schools.

4.5.4. Knowledge, will and Courage

The school vision and mission reflects the hopes, dreams, needs and interests valued by the school stakeholders. To assess the knowledge, will and courage of secondary school instructional leaders five questions were administered and organized for principals by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 25: Knowledge, will and Courage

No	Items	Respondents					
		Principals(N=38)					
		Rating scales					
		1	2	3	4	5	Mean
1	Have the Courage to take risks, at time for the improvement of instruction	-	-	9	18	11	4.05
2	Am Willing to devote more time for instructional issues	6	6	13	10	3	2.94
3	Have Adequate knowledge base of instructional leadership	-	-	7	16	15	4.21
4	Organize the school community for leadership work	4	8	11	10	5	3.10
5	Assess staff and school capacity for leadership	-	-	9	16	13	4.10
Mean average		3.68					

As it can be seen from table 25 above Willing to devote more time for instructional issues and organizing the school community for leadership work were rated as moderate with the mean values of

(2.94 and 3.10) by the principals this means the school principals do not waste more time for instructional time and leadership work. Whereas; Have the Courage to take risks, Have Adequate knowledge base of instructional leadership and assessing staff capacity for leadership were rated as high performed task with the mean values of (4.05, 4.21 and 4.10) by the respondents again this shows that some of the principals have knowledge on instructional leadership but there is some problems in the practice . The overall the items in the dimension were rated as high with the average mean values of (3.68) by principals.

As the result of interview made with sub city teaching learning core process heads, the following major factors that hinder the practices of instructional leader were listed. These were inadequate finance for instruction, implementation of rule and regulation difficulties to be practiced, unable to empower others, pressure of non-instructional jobs, lack of commitment, and trust in others, lack of constructive feedback, lack of vision, lack of staff cohesiveness, lack of training and knowledge base for instructional leadership of the secondary schools.

In relation to this, McEen (2000) stated that realization of school vision and mission is possible when the leaders of each school possess adequate knowledge bases, willingness and courage to lead the school towards the perceived targets. However lack of vision, will and courage could hinder the effectiveness of leadership performance. Therefore, it can easily conclude that, an instructional leader who lacks adequate knowledge of leadership may not courage to take risks, improve instruction and unwillingness to devote their time for the achievement of the school vision and mission.

CHAPTER FIVE

This chapter deals with the summary of major findings, conclusions drawn from the findings and recommendations that the researcher offers on the practices and challenges of instructional leadership in selected secondary schools of Addis Ababa.

5.1 Summary

The main purpose of this study was to identify the practices and challenges of instructional leadership in selected secondary schools of Addis Ababa and then to suggest possible strategies to enhance its effective practice. In order to attain the fundamental objectives of the study the following basic questions were forwarded

1. How is instructional leadership being practiced in secondary schools of Addis Ababa?
2. To what extent does the role of instructional leadership influence the teaching learning process?
3. What are the major challenges encountered in the instructional leadership?

To adequately address these basic questions data were gathered from a randomly selected 275 teachers and 38 principals working in the eleven secondary schools of Addis Ababa. Besides, data from 5 sub city teaching learning core process heads interview and 5 sub city supervisors focused group discussion were also used in the study. Document analysis was employed to substantiate the data obtained through questionnaire, interview and focused group discussion.

Descriptive survey method was employed with the assumption that it helps to show the status quo about the practice and problems of instructional leadership and to together a large variety of data related to the problem under study with a relatively short period of time.

To analyze data gathered through questionnaires, interviews, focus group discussion and document analysis frequency, percentage, mean, average mean, standard deviation and independent sample t-test were used. On the basis of the analysis and interpretation of data the following major findings were obtained.

5.1.1 Characteristic of Respondents

It is found that the majority of respondents (80.7% of the teachers and 86.8% of the principals) were males. This generally showed that secondary schools are dominantly occupied by males in both teachers' and principals' cases. In terms of level of education, 96% of teachers and 89.5% of the principal respondents are first degree holders which show that teachers in secondary schools in Addis Ababa sub-city fulfill the minimum required educational status for the level; however, in the case of principals only 10.5% of them fulfilled the minimum educational requirement for the position.

The majority of respondents, 57.8% of the school leaders and 42.2 of the teachers were serving 6 to 10 years in the teaching profession. This indicated that instructional leaders have more or less similar experience with teachers which may have a negative effect on the leaders' effectiveness to lead the school with a better experience. However, 73.7% of principals attained their position by competition while the rest got the position based on prior experience as a teacher without training on instructional leadership.

5.1.2 The practices of Instructional Leadership

Setting the School Vision

The results of this study revealed that, the current practices of setting the school vision was rated as high with the average mean values of (3.62 and 3.67) by teachers and principals respectively. Thus, there is an agreement between the responses of principals and teachers on the extent to which principals were high in setting their school vision. However, Well-articulated to all stakeholder and utilize theories of educational leadership were implemented as high.

Defining the School Mission

Data from questionnaires and interview show that instructional leaders' performance was above the average in framing the school mission, in utilizing the resources and identifying the impediments. However, they occasionally develop mission that are easily understandable. In addition, statistically significant difference was observed between teacher and principal respondents with regard to

reflecting values and core behaviors to be manifested throughout the school and utilizing the school vision as a base for assessing the school performance.

Clarifying Core Values and Beliefs

Concerning the overall assessment of clarifying core values and beliefs, the responses of both groups indicate that instructional leaders show moderate performance with the average mean values of (3.20 and 2.99) respectively. Similarly, they often meet the instructional needs of students and demonstrate prevalence of equality with the mean values of (4.00, 3.89). But they occasionally help staff to articulate foundational values and encourage teachers to implement a broad curriculum. The same is true in demonstrating loyalty to the school community.

Managing Curriculum and Instruction

Relating to managing curriculum and instruction, it is revealed that secondary schools evaluate instructional programs' effectiveness and coordinate departments' curriculum evaluation. However, limitations were observed in giving the overall instructional leadership and in allocating more time for instructional issues as compared to administrative functions.

Managing Change

With regard to managing change, instructional leaders frequently provide the necessary moral and practical support to the school community. However, they seldom initiate and monitor the progress of innovative ideas, coordinate and facilitate change as well as influence followers to accept and implement change.

Managing Conflict

With regard to conflict management secondary school instructional leaders only provide safe and supportive environment. Their performance is rated as less than average in all other aspects, such as, in applying problem solving skills, in resolving problems in timely manner.

5.1.3 The School Clinical Supervisory Practices

Pre-Observation Conference

The findings of this study indicate that, pre-observation conference is moderate practicing in secondary schools with the average mean values of (3.22 and 3.39) teacher and principal respondents respectively. The schools are well practicing pre-observation conference by surveying learning conditions, determining teachers' needs and creating rapport that facilitate communication and understanding. But limitations were observed in diagnosing teaching difficulties.

Classroom Observation

The study revealed that instructional leaders frequently focus on teachers teaching behavior and on events that need improvement and take descriptive records. However, they occasionally record all classroom behaviors.

Analysis of Observation

The overall items related with analyzing classroom observations were rated as moderately practiced in secondary schools of Addis Ababa with the average mean values of 3.19 and 3.41 by teacher and principal respondents respectively. Better practices were observed in relation to considering teachers' experience and the nature of the content during this stage. But limitations were clearly seen in displaying critical incidents and in providing constructive feedback to teachers.

Post-Observation Conference

Secondary schools were rated as moderate in their practice of post observation conference with the average mean values of (3.21 and 3.33) by teacher and principal respondents respectively. It is found that they show better practice in relation to reaching in agreement on what to be done for the next time and in revealing major classroom events. Nevertheless, instructional leaders occasionally communicate feedback in a timely, specific, and reliable way. Similarly, they seldom hold discussions to offer chances for teachers to rehearse their plan and comparing it with the actual classroom behavior.

Post-Conference Analysis

The overall items of analyzing post-conference analysis were rated as moderate performance with the average mean values of (3.20 and 3.38) by both groups. From each item analysis, identify what further strategy could be used to improve once own self supervisory skills and analyze the interest areas, levels of participation of the teacher and what feedback was given to teachers were rated higher by both respondents, Whereas select better strategy that is used for the next session of clinical supervision was rated as low by both groups. In relation to evaluate the whole supervisory process for future improvement was differently response which was low by teachers and moderate by principals with the mean value (2.81 and 3.02).

5.1.4. The Perceptions' of Teachers toward Schools Instructional Leader

Disengagement

It is found in the study that teachers in secondary schools of Addis Ababa often respect their colleagues' personal competence. But they occasionally dislike and criticize principals, enjoy working in the school and need to work without supervision.

5.1.5. The Role of Instructional Leadership and Teaching Learning

Professional Development

Data from the study show that instructional leaders often follow up teachers' professional development organize professional development programs as well as develop long term plan for to enhance teachers' professional skill and knowledge. However, a slight limitation is observed in their role in demonstrating new methods of teaching to acquaint teachers with them. Thus it is possible to say instructional leaders were moderately contributing to achieve the teaching learning process by performing different professional development activities as both the teachers and principals average mean of responses (3.07 & 3.09) were considered.

Building Effective Relationship in School

Concerning the overall assessment of building effective relationship in school, the study revealed that instructional leaders moderately contribute to the effectiveness of the teaching-learning process with the overall average mean values of (3.42) principals response is concerned. But, their role is limited in treating school community equitably and fairly and in building good relationship among various stakeholders.

Promoting Conducive School Climate

With regard to instructional leaders' role in promoting suitable school climate, the study shows that they moderate contribute for the smooth running of the teaching learning process with the average mean values of (3.41). Though their overall role this aspect is moderate, instructional leaders have limitations in getting the participation of the whole staff in important in service activities and in taking time to talk informally with students.

Monitoring Instructional Program

Secondary school instructional leaders moderately monitor instructional programs with the average mean values of (3.21). Despite their effort in monitoring the instructional programs, they occasionally use data to evaluate school programs and performance of teachers and identify as well as address barriers of the teaching-learning process. This again influences achievement instructional goals at school level.

Supportive Role

Concerning to the supportive role of instructional leaders, it seems that teachers were not satisfied with the support they get from principals. As a result they rate instructional leaders' supportive role as low with the average mean values of (2.87). However, instructional leaders' supportive role is rated as moderate when principals' average mean value (3.03) is considered. But it is possible to say, from the data under the table, that instructional leaders' role in supporting teachers and students to effectively and smoothly run the teaching learning process is limited regardless of the difference in satisfaction between teachers and principals.

Directive Role

The data gathered on the directive role showed that, the principal directive role was rated as low by teachers and moderate by principals with the average mean values of 2.87 and 2.95. However, the t-critical indicates that no statistically significant difference between the two groups of means. Thus it is possible to say that instructional leaders' directive role is low and their influence on teachers' participation during meeting, workshops and conferences as well as during decision making is limited.

5.1.6. The Major Problems Encountered Instructional Leadership

Skill and Training

The overall assessment of skill and training of school leaders were rated as moderate with the average mean values of (3.16) by the group of principals. From each items analysis, tried to make teachers qualified in their subject areas and attended in-service training and teachers development programs were performed higher than other items in the dimension with the mean values of (3.68 and 3.78), whereas qualified instructional leaders in the area of education and received training on instructional leadership were rated as lowest performed items with the mean values of (2.57 and 2.63) respectively.

Cooperation and Commitment of Stakeholders

In the same way, the dimension of cooperation and commitment of stakeholders was rated as moderate performance with the average mean value of (3.31) by groups of principals. With regard to each item analysis, leaders cooperation with the sub city educational managers and school board cooperate with school leaders were rated higher than other items with the mean values of (4.15 and 4.23), whereas leader cooperation with community, teachers cooperate with school leaders and students cooperate with school leaders were rated as the least performed item in the dimension with the mean values of (2.71, 2.71 and 2.76) respectively.

Availability of Resources

The availability and resources allocation were rated as high with the mean value of (3.79) resources such as classroom, instructional time, student text, stationary material for teaching and recurrent

budget support found to be adequate enough, whereas the availability of furniture and library space and time were not adequate enough in the secondary schools AACAEB.

Knowledge, will and Courage

The instructional leader's knowledge, will and courage were rated as high with the average mean values of (3.68) by principals. From the mean values of principals, organizing the school community for leadership work and willing to devote more time for instructional issues were rated as moderate with the mean values of (3.10 and 2.94), whereas assess staff and school capacity for leadership, have adequate knowledge base of instructional leadership and have the courage to take risks, at time for the improvement of instruction were rated as the highest in the dimension.

5.2. Conclusions

Based on the above findings of the study, the following conclusions were drawn in the order that the basic questions were presented.

How is instructional leadership being practiced in secondary schools of Addis Ababa?

- In sum, the practices of instructional leadership found that, the involvement of secondary schools instructional leaders in setting the school vision and mission, clarifying the core values and belief, monitoring instructional programs, managing curriculum and instruction and professional development programs were not well practiced rather it is moderately practiced; whereas, the practice of managing conflict and managing change were low. The practices of clinical supervisions were not well practiced it is moderate. Although effective and committed instructional leadership is the first and by far the most critical factor for effective implementation of teaching-learning process, the visibility and personal involvement of the school leaders were not as required in the secondary schools.
- School leaders were also assigned as educational administrators and not seen as instructional leaders that impose more accountability than responsibility; the norm of the school cultures were not move from traditional hierarchical authority to collaborative leadership that empowering others, inspiring followers, challenging the statuesque and pro-acting with changing situations.

- Changes are impossible under ordinary situations unless both school leaders and teachers build the right conditions to enhance the quality of learning, however, principals were directive than supportive in leading their schools; they didn't use constructive criticism and looks out for the personal welfare of staff; most teachers engage themselves in trivial matters; they were not trusted to work together without supervision and criticize their principals by reflecting their negative attitude in the manner they related to one another; the role of school leaders were still in the state of transition from administrative emphasis to more instructional leadership; they were not engaged themselves in monitoring and providing feedback on the teaching-learning process. This in turn negatively affects teachers effectiveness and classroom practices; in view of the fact that instructional were not equipped with the basic knowledge and skill of clinical supervision; they were not well practiced building effective relationship in school; promote conducive school climate and managing change to improve their school instructional quality. Since

To what extent does the role of instructional leadership influence the teaching learning process?

- The instructional leaders moderately influence the teaching-learning process in secondary schools of Addis Ababa city administration. Even though their role in promoting professional development, building effective relationship in schools and promoting conducive school climate is good, their monitoring, supportive and directive roles were not appreciated. These aspects limit the instructional leaders' pivotal role to produce positive effects on the teaching learning process.

What are the major challenges encountered in the instructional leadership?

- Lack of adequate training and skills of leadership, moderate cooperation and commitment from stakeholder, unavailability of resources such as sufficient library space and time, inability to empower others, unwillingness to devote more time for instructional issues and lack of trust and feedback were barriers that hinder the effectiveness of instructional leaders.
- Instructional leadership was not effectively practiced in the secondary schools of the city. Various problems were imposing their own influence on its successful implementation. The problems include; failure in addressing what sort of instructional leadership roles and practices do they lack during leading and how should they do; devoting their time to matters apart from

curriculum and instructional issues; lack of regular supervision and evaluating of teacher progress, their lesson plan and monitoring the progress of student achievement; preoccupied with daily managerial routines tasks.

- In general the result of this study is to some extent similar with Mulugata's, Dessalegn's and Addisu's finding. However it differs from Bekure tsion's finding in that his finding states that school principals have the potential to effectively implement instructional leadership

5.3. Recommendations

Based on the above findings and conclusions, the following recommendations are forwarded to various stakeholders found in the different hierarchical level to alleviate the problems.

- For the successful practices of instructional leadership, the school leaders have to do their best in setting well communicated school vision and mission to improve their school outcomes.
- To reduce routines tasks that do not add value to the schools objectives, the instructional leaders need to show concern, for effective monitoring of instructional programs, managing curriculum and instruction, managing conflict and building effective relation in the school by working with different levels of educational managers nearby to improve the quality of classroom instructions.
- As secondary schools leaders often make themselves busy in different meetings, and routine administrative tasks as well as accomplishing various orders from high level political officials, they are usually confused in performing their instructional activities. They fail in addressing what sort of instructional leadership roles and practices they lack during leading. Therefore, the school leaders should equipped with adequate training and skill of leadership, identify major tasks of instructional leadership, supportive in leading their schools, empowering others, willingness to devote more time for instructional issues, equipped with educational leadership competence and commitment in making maximum use of human and environmental resources to the achievement of students learning.
- Clinical supervision adds meaning to the high performance expectation and it contributed toward changes in knowledge, skill, attitude and behavior of teachers. The researcher recommends that, there is a need for effective implementation of the five stage of clinical supervision in the

secondary schools. To this effect, the supervisors, principals, department heads and senior teachers should take the initiative for the practical implementation of clinical supervision in the secondary schools.

- In order to avoid teachers' negative attitude towards their school principals, leaders should utilize different theories of leadership and make strong relation and discussion in every aspect of instructional leadership practices in their schools.
- Principals should strengthen their relationship with teachers by spending more time in classroom instructional observation. In these ways instructional leaders support them as much as possible by enhancing teacher's skills to improve their instructional competency and exert direct influence over the quality of teaching-learning in the school. Therefore, the role of instructional leaders should not be limited to directing which is unlikely to bring better performance which is at best met to develop the teacher's compliance. But also promote the personal welfare of staff and develop trust on teachers to work together without supervision in their respective secondary schools.
- The instructional leaders did not engage themselves in monitoring and providing feedback on the teaching-learning process negatively affects the teachers and classroom instruction. Therefore, the instructional leader should give due attention for the practical implementation of instructional leadership role to influence the teaching-learning process in their respective secondary schools.
- In this study a number of problems that impede the practices of instructional leaders were identified. Therefore, the education bureau and other education offices and stakeholders need to provide adequate training and skills on instructional leadership; for principals and teachers. They also need to provide instructional resources; develop motivation by using promotion, devote more time for instruction issues than administrative ones. To this effect the principals, city and sub city educational heads should take the initiative and responsibility to solve the major hindering problems of instructional leadership practices in their secondary schools.

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Appendix-A**Addis Ababa University****College of Education and Behavioral Studies****Department of Educational Planning and Management****Questionnaires to be filled by Teachers and department heads****Dear Teachers/Department heads**

The purpose of this questionnaire is to collect firsthand information for the study about the practices of instructional leadership and its challenges on the teaching-learning process in the secondary schools of Addis Ababa. Its main objective is to assess the degree to which your principals/vice principals are playing appropriate instructional leadership roles and some of the factors that hinder the effective performance of instructional leaderships. It is purely academic that will have no any negative effect on you as an individual or on you organization. The success of this study depends on your genuine views/frank opinion and timely responses which will be kept confidential. Failure to complete the items highly affects the study. Thus, you are kindly requested to express your opinion by filling the questionnaire as honestly as possible.

General Directions:

- You are not required to write your name in any part of this questionnaire.
- Follow instructions provided for each section of the questionnaire

Thank you in advance for your time and willingness to fill in the questionnaire!

Part I: personal and Professional Characteristics

Instruction: Please give your response by putting an "X" mark inside the box which corresponds to your response.

1. Sex

Male ☐

Female ☐

2. Age:

a. Below 25

☐

c. 30-34

☐

e. 40-44

☐

b. 25-29

☐

d. 35-39

☐

f. 45 and above

☐

3. Current level of education

a. Diploma

☐

c. Master's Degree

☐

b. Bachelor Degree

d. Other (Specify)-----

4. For how many years have you served in your current position?

a. 2 & below

☐

C. 6-8

☐

e. 12-15

☐

b. 3-5

☐

d. 9-11

☐

f. 16 & above

☐

5. Your position in the school other than teaching

a. Department Head-----

b. Block coordinator-----

c. Specify any other-----

Part II: The practices of Instructional Leadership

Direction: the following statements show the practices of instructional leadership in your school. Please indicate the extent to which each statement characterizes your school by putting circle in one of the boxes against each number. The numbers indicate:

5= Strongly agree 4= Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Setting the School Vision Instructional leaders in my school,					
1	Utilize data to create a common vision for improving student learning	5	4	3	2	1
2	Well- articulated with all stakeholder	5	4	3	2	1
3	Allocate resources for school vision and goals	5	4	3	2	1
4	Utilize theories of educational leadership	5	4	3	2	1
5	Promote activities leading to student becoming successful	5	4	3	2	1
	Defining the School Mission Instructional leaders in my school,					
1	Develop mission that are easily understood and used by teachers in the school	5	4	3	2	1
2	Frame the school mission in terms of staff responsibilities for meeting them	5	4	3	2	1
3	Use the resources effectively for the implementation of the mission	5	4	3	2	1
4	Identify the impediments to achieve mission of the school	5	4	3	2	1
5	Use as basis for assessing the school performance	5	4	3	2	1
6	Reflect the values and core behaviors that are to be manifested throughout the school	5	4	3	2	1
	Clarifying core values and Beliefs Instructional leaders in my school,					

1	Understand the purpose of the schools is to meet the instructional needs of all students	5	4	3	2	1
2	Demonstrate loyalty to the community served by the school	5	4	3	2	1
3	Help staff to articulate foundational values promoted in student learning	5	4	3	2	1
4	Promote equity in personal relationship and instructional decisions	5	4	3	2	1
5	Encourage teachers to implement a broad curriculum	5	4	3	2	1

5= Strongly agree 4= Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Managing Curriculum and Instruction Instructional leaders in my school,					
1	Coordinate the evaluation of department curriculum to tackle the identified problems of the curriculum	5	4	3	2	1
2	Coordinate and integrating the process of curriculum development	5	4	3	2	1
3	Set high expectation for students and staff	5	4	3	2	1
4	Give the overall instructional leadership to staff members	5	4	3	2	1
5	Give more time for instructional issues than administrative function	5	4	3	2	1
6	Encourage teachers to improve classroom instruction	5	4	3	2	1
7	Evaluate the effectiveness of instructional program in achieving school goals	5	4	3	2	1
	Supportive Role in my opinion					
1	The principals set an exemplary role by working hard with staff	5	4	3	2	1
2	The principal go out of his/her way to help teachers.	5	4	3	2	1
3	The principals explain reasons to criticism of teachers.	5	4	3	2	1
4	The principals use constructive criticism?	5	4	3	2	1
5	The principal looks out for the personal welfare of staff.	5	4	3	2	1
	Directive Role in my opinion,					
1	Teacher-principals conferences are dominated by principals.	5	4	3	2	1
2	The principals closely check teachers' activities.	5	4	3	2	1

Part III: School Clinical Supervisory Practices

Direction: Clinical supervision is one among many supervisory practices provided in the school to improve classroom instruction. It involves certain steps and activities that both the supervisor and teacher have to follow. The five point scales below reflect the degree to which clinical supervision practiced in the secondary schools. Please circle each item using the scale that best describes the degree to which the item is practiced in your school. Note the scale

5= strongly agree 4= Agree 3 = Neutral 2 = Disagree 1 = strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Pre-Observation Conference on Clinical supervision team in my school,					
1	Diagnosis teaching difficulties	5	4	3	2	1
2	Survey learning conditions	5	4	3	2	1
3	Determine teacher needs	5	4	3	2	1
4	Create rapport that facilitates communication and understanding	5	4	3	2	1
	Observation on Clinical supervision team in my school,					
1	Observe the class focusing on the teachers teaching behavior	5	4	3	2	1
2	Record all classroom behavior, including students reflection	5	4	3	2	1
3	Focus on events that need either encouragement or improvement	5	4	3	2	1
4	Take records descriptive rather than suggestive	5	4	3	2	1
	Analysis of Observation on Clinical supervision team in my school,					
1	Analyze data to display critical incidents clearly	5	4	3	2	1
2	Prepare information to give constructive feedback that builds on teachers capabilities and teaching behaviors	5	4	3	2	1
3	Take in to account teachers experience, nature and content of the lesson and level of relationship before post observation conference	5	4	3	2	1
4	Distinguish area that should be encouraged and those which need further improvement	5	4	3	2	1
	Post-Observation Conferences on Clinical supervision team in my school,					
1	Present descriptive feedback based on actual teacher behavior	5	4	3	2	1
2	Communicates feedback in a timely specific and reliable way	5	4	3	2	1
3	Hold discussion and give chance for teachers to rehearse the plan and compare with the actual classroom behavior	5	4	3	2	1
4	Reveal class events to encouraged and those should be improved	5	4	3	2	1
5	Reach an agreement on what to be done for the next at both side	5	4	3	2	1
	Post-Conferences Analysis on Clinical supervision team in my school,					
1	Analyze the interest areas, levels of participation of the teacher and what feedback was given to him	5	4	3	2	1
2	Evaluate the whole supervisory process for future improvement	5	4	3	2	1
3	Identify what further strategy could be used to improve once own self supervisory skills	5	4	3	2	1
4	Select better strategy that is used for the next session of clinical supervision	5	4	3	2	1

Part III: Teacher Perception towards Instructional Leaders

Direction: Teacher behavior is an interpersonal interaction provided in the school to improve classroom instruction. The five point scales below reflect the degree to which a principal behavior practiced in the secondary schools. Please circle each item using the scale that best describes the degree to which the item is practiced in your school. Note the scale

5= Strongly agree 4= Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Disengagement In my opinion,					
1	Teachers dislike and criticize the principals	5	4	3	2	1
2	Teachers respect the personal competence of their colleague	5	4	3	2	1
3	Teachers are trusted to work together without supervision	5	4	3	2	1
4	Teachers really enjoy working in the school	5	4	3	2	1
5	Teachers engage themselves Internal matters	5	4	3	2	1

Part IV: The Role of Instructional Leadership and Teaching Learning

Direction: the following statements show the role of instructional leadership on teaching learning in your school. Please indicate the extent to which each statement characterizes your school by putting circle in one of the boxes against each number. The numbers indicate:

5= Strongly agree 4= Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Professional Development In my school, leaders					
1	Develop long-term plans for professional development	5	4	3	2	1
2	Organize renewal and professional development programs	5	4	3	2	1
3	Demonstrate and co-teach to acquaint teachers with new method	5	4	3	2	1
4	Organize teacher-planned in-service workshop	5	4	3	2	1
5	Make follow-up assistance to teachers	5	4	3	2	1

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaires to be filled by school leaders

Dear Principals/vice principals

The purpose of this questionnaire is to collect firsthand information for the study about the practices of instructional leadership and its challenges on the teaching-learning process in the secondary schools of Addis Ababa. Its main objective is to assess the degree to which you as principals/vice principals are playing appropriate instructional leadership roles and some of the factors that hinder the effective performance of instructional leaderships. It is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine views/ frank opinion and timely responses which will be kept confidential. Failure to complete the items highly affects the study. Thus, you are kindly requested to express your opinion by filling the questionnaire as honestly as possible.

General Directions:

- You are not required to write your name in any part of this questionnaire.
- Follow instructions provided for each section of the questionnaire.

Thank you in advance for your time and willingness to fill in the questionnaire!

Part I. personal and Professional Characteristics

Instruction: Please give your response by putting an "X" mark inside the box which corresponds to your choice.

5. School name-----Your position in the School-----

a. Principal ☐ b. Vice Principal ☐

6. Sex
Male ☐ Female ☐

7. Age:
a. Below 25 ☐ c. 30-34 ☐ e. 40-44 ☐
b. 25-29 ☐ d. 35-39 ☐ f. 45 and above ☐

8. Current level of education
a. Diploma ☐ c. Master's Degree ☐
b. Bachelor Degree ☐ d. Other (please specify)-----

9. Field of study
a. Social Science ☐ Natural Science ☐

10. Have you ever taught before you assigned to your current position?
a. Yes ☐ b. No ☐

11. If "yes" for question no 6, for how many years have you worked as a teacher?
a. 1-5 years ☐ c. 11-15 years ☐
b. 6-10 years ☐ d. 16 & more years ☐

12. For how many years have you served in your current position?
a. 2 & below ☐ C. 6-14 ☐ e. 20 and more ☐
b. 3-5 ☐ d. 15-19 ☐

13. Have you been trained in the field of Educational Leadership and Management?
a. Yes ☐ b. No ☐

14. If "yes" for question no. 9, what was the mode of training?
a. Pre-service (prior to the Job) training ☐
b. In -service (on the job) training ☐
c. Other (specify) -----

11. Position attainment condition

a. Appointed directly by woreda/ Sub city education office ☐
b. By competition based on criteria ☐
c. Elected by staff ☐
d. Other specify-----

12. What were the criteria used electing/appointing you to the principal/vice principal?

a. Training in Educational Leadership and Management ☐
b. Prior Experience as School Leader at Lower level ☐
c. Prior Experience as Teacher ☐
d. Political affiliation ☐
e. Any other (please Specify) -----

Part II: The practices of Instructional Leadership

Direction: the following statements show the practices of instructional leadership in your school. Please indicate the extent to which each statement characterizes your school by putting circle in one of the boxes against each number. The numbers indicate:

5 = Strongly agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Setting the School Vision As a principal, I					
1	Utilize data to create a common vision for improving student learning	5	4	3	2	1
2	Well- articulate with all stakeholder	5	4	3	2	1
3	Allocate resources for school vision and goals	5	4	3	2	1
4	Utilize theories of educational leadership	5	4	3	2	1
5	Promote activities leading to student becoming successful	5	4	3	2	1
	Defining the School Mission As a principal, I					
1	Develop mission that are easily understood and used by teachers in the school	5	4	3	2	1
2	Frame the school mission in terms of staff responsibilities for meeting them	5	4	3	2	1
3	Use the resources effectively for the implementation of the mission	5	4	3	2	1
4	Identify the impediments to achieve mission of the school	5	4	3	2	1
5	The School mission use as basis for assessing the school performance	5	4	3	2	1
6	Reflect the values and core behaviors that are to be manifested throughout the school	5	4	3	2	1
	Clarifying core values and beliefs As a principal, I					
1	Try to meet the instructional needs of all students	5	4	3	2	1
2	Demonstrate loyalty to community service by the school	5	4	3	2	1
3	Help staff to articulate foundational values promoted in student learning	5	4	3	2	1
4	Demonstrate prevalence of equality in personal	5	4	3	2	1
5	Encourage teachers to implement a broad curriculum	5	4	3	2	1
	Managing Curriculum and Instruction As a principal, I					
1	Coordinate the evaluation of department curriculum to tackle the identified problems of the curriculum	5	4	3	2	1
2	Coordinate and integrate the process of curriculum development	5	4	3	2	1

3	Set High expectation for students and staff	5	4	3	2	1
4	Give the overall instructional leadership to staff members	5	4	3	2	1
5	Give more time for instructional issues than administrative function	5	4	3	2	1
6	Encourage teachers to improve classroom instruction	5	4	3	2	1
7	Evaluate the effectiveness of instructional program in achieving school goals	5	4	3	2	1
Managing Change As a principal, I						
1	Initiate and monitor the progress of innovative ideas	5	4	3	2	1
2	Coordinate and facilitate change	5	4	3	2	1
3	Influence followers to accept and implement the change	5	4	3	2	1
4	Provide the necessary moral and practical support to people implementing the change	5	4	3	2	1
5	Make Activities planned to change the school vision in to reality	5	4	3	2	1
Managing Conflict As a principal, I						
1	Use problem framing and problem solving skill effectively	5	4	3	2	1
2	Challenge and militate resistance	5	4	3	2	1
3	Confront and resolve problems in timely manner	5	4	3	2	1
4	Provide a safe and supportive environment	5	4	3	2	1
Supportive Role As a principal, I						
1	Set an exemplary role by working hard with staff	5	4	3	2	1
2	Go out of his/her way to help teachers.	5	4	3	2	1
3	Explain reasons to criticism of teachers.	5	4	3	2	1
4	Use constructive criticism?	5	4	3	2	1
5	Look out for the personal welfare of staff.	5	4	3	2	1
Directive Role As a principal, I						
1	Dominate teacher-principals conferences.	5	4	3	2	1
2	Closely check teachers' activities.	5	4	3	2	1

Part III School Clinical Supervisory Practices

Direction: Clinical supervision is one among many supervisory practices provided in the school to improve classroom instruction. It involves certain steps and activities that both the supervisor and teacher have to follow. The five point scales below reflect the degree to which clinical supervision is practiced in the secondary

schools. Please circle each number using the scale that best describes the degree to which the item is practiced in your school. Note the scale

5 = Strongly agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Pre-Observation Conference As a principal, I					
1	Diagnose of teaching difficulties	5	4	3	2	1
2	Survey learning conditions	5	4	3	2	1
3	Determine teacher needs	5	4	3	2	1
4	Create rapport that facilitates communication and understanding	5	4	3	2	1
	Observation As a principal, I					
1	Observe the class focusing on the teachers teaching behavior	5	4	3	2	1
2	Record all classroom behavior, including students reflection	5	4	3	2	1
3	Focus on events that need either encouragement or improvement	5	4	3	2	1
4	Take records descriptive rather than suggestive	5	4	3	2	1
	Analysis of Observation As a principal, I					
1	Analyze data to display critical incidents clearly	5	4	3	2	1
2	Prepare information to give constructive feedback that builds on teachers capabilities and teaching behaviors	5	4	3	2	1
3	Take in to account teachers experience, nature and content of the lesson and level of relationship before post observation conference	5	4	3	2	1
4	Distinguish area that should be encouraged and those which need further improvement	5	4	3	2	1
	Post-Observation Conferences					
1	Present descriptive feedback based on actual teacher behavior	5	4	3	2	1
2	Communicates feedback in a timely specific and reliable way	5	4	3	2	1
3	Hold discussion and give chance for teachers to rehearse the plan and compare with the actual classroom behavior	5	4	3	2	1
4	Reveal class events to encouraged and those should be improved	5	4	3	2	1
5	Reach an agreement on what to be done for the next at both side	5	4	3	2	1

Post-Conferences Analysis						
1	Analyze the interest areas, levels of participation of the teacher and what feedback was given to him	5	4	3	2	1
2	Evaluate the whole supervisory process for future improvement	5	4	3	2	1
3	Identify what further strategy could be used to improve once own self supervisory skills	5	4	3	2	1
4	Select better strategy that is used for the next session of clinical supervision	5	4	3	2	1

Part IV: Teacher Perception toward Instructional Leaders

Direction: Teacher behavior is an interpersonal interaction provided in the school to improve classroom instruction. The five point scales below reflect the degree to which a principal behavior practiced in the secondary schools. Please circle each number using the scale that best describes the degree to which the item is practiced in your school. Note the scale

5=Strongly agree 4 = Agree 3 = Neutral 2= Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
p	Disengagement in my opinion,					
1	Teachers dislike and criticize the principals	5	4	3	2	1
2	Teachers respect the personal competence of their colleague	5	4	3	2	1
3	Teachers are trusted to work together without supervision	5	4	3	2	1
4	Teachers really enjoy working in the school	5	4	3	2	1
5	Teachers engage themselves interval matters	5	4	3	2	1

Part V: The Role of Instructional Leadership and Teaching Learning

Direction: the following statements show the role of instructional leadership on teaching learning in your school. Please indicate the extent to which each statement characterizes your school by putting circle in one of the boxes against each number the numbers indicate:

5 = Strongly agree 4= Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Professional Development As a principal, I					
1	Develop long-term plans for professional development	5	4	3	2	1
2	Organize renewal and professional development programs	5	4	3	2	1
3	Demonstrate and co-teach to acquaint teachers with new method	5	4	3	2	1
4	Encourage teacher-planned in-service workshop	5	4	3	2	1

5	Make follow-up assistance for teachers professional development	5	4	3	2	1
Building Effective Relationship in School As a principal, I						
1	Feel community leader and relation builder	5	4	3	2	1
2	Ensure open and collaborative communication within staff	5	4	3	2	1
3	Lead and help others to lead themselves	5	4	3	2	1
4	Treat school community equitably and fairly	5	4	3	2	1
5	Cause the evaluation of school community relations	5	4	3	2	1
Promoting a Conducive School Climate As a principal, I						
1	Create a conducive environment to facilitate teaching learning process	5	4	3	2	1
2	Select and organize teaching materials and making them available for use by teachers	5	4	3	2	1
3	Make teachers to use instructional time for teaching	5	4	3	2	1
4	Take time to talk informally with students and teachers	5	4	3	2	1
5	Get the participation of the whole staff in important in service activities	5	4	3	2	1
6	Reward special efforts by teachers with special opportunities for professional recognition	5	4	3	2	1
7	Recognize students who do superior or work with formal	5	4	3	2	1
Monitoring Instructional Programs As a principal, I						
1	Identify and address barriers to teaching-learning	5	4	3	2	1
2	Identify effective principles of instruction	5	4	3	2	1
3	Value Knowledge of teacher quality and instructional delivers	5	4	3	2	1
4	Use data to evaluate school programs and performance of teachers	5	4	3	2	1
5	Inform teachers of the school performance results in written form	5	4	3	2	1

Part V: Barriers to Instructional Leadership Effectiveness

Direction: The following issues are assumed to be the common factors for many schools in hindering the practice of instructional leadership. The five point scales reflect the degree of availability each item. Please circle each number, using the (1-5) scales that best describes the degree to which the item is availability or deficient in your school.

5 = Strongly agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

No	Item	Extent of your agreement				
		SA	A	N	D	SD
	Skills and Training As a principal, I					
1	Am Qualified instructional leader in the areas of education	5	4	3	2	1
2	Received Training on instructional leadership	5	4	3	2	1
3	Attended In-service training and teachers development programs	5	4	3	2	1
4	Tried to make teachers qualified in their subject areas	5	4	3	2	1

Cooperation and commitment for Instructional improvement In my opinion,		Extent of your agreement				
		SA	A	N	D	SD
1	Teachers cooperate with school leaders	5	4	3	2	1
2	Students cooperate with school leaders	5	4	3	2	1
3	School board cooperate with school leaders	5	4	3	2	1
4	Community cooperate with school leaders	5	4	3	2	1
5	Sub city educational managers cooperate with school leaders	5	4	3	2	1
Resource Availability and Allocation in my school the following reserves have been allocated						
1	Instructional time	5	4	3	2	1
2	Stationary materials for teaching	5	4	3	2	1
3	Student texts	5	4	3	2	1
4	Furniture	5	4	3	2	1
5	Library space and time	5	4	3	2	1
6	Classroom	5	4	3	2	1
7	Recurrent budget support	5	4	3	2	1
Knowledge , will and Courage As a principal, I						
1	Have the Courage to take risks, at time for the improvement of instruction	5	4	3	2	1
2	Am Willing to devote more time for instructional issues	5	4	3	2	1
3	Have Adequate knowledge base of instructional leadership	5	4	3	2	1
4	Organize the school community for leadership work	5	4	3	2	1
5	Assess staff and school capacity for leadership	5	4	3	2	1

1. How do you confront and resolve problem in your school?

2. What are the major factors that hinder the effectiveness of instructional leadership and what mechanisms do you use to solve the problem?

Appendix-C

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Interview Guide for Sub city Education Office Teaching and learning core process owners

The purpose of this interview is to collect data on the practices and challenges of instructional leadership in the secondary schools of Addis Ababa. I confirm that the information you provide will be used only for academic purpose. Thus, you are kindly requested to contribute in giving your own responses honestly and responsibly.

Section 1: Background information

1.1. Age _____

1.2. Sex _____

1.3. Educational level _____

1.4. Years of experience as

A. Teacher _____ C. Department head _____

B. Unit leader _____ D. Principal _____

E. Supervisor _____ Experts _____

Section 2: Interview Guide Questions

1. Do you think that instructional leadership is effectively practiced in your Sub city?

If No why?

If yes what are the indicators?

2. Do you think that principals are given adequate training to effectively practice instructional leadership?

If No why?

If yes how?

3. How do you assign principals? By what criteria?

4. Do you think clinical supervision take places in the secondary schools? How?

5. How often do Sub city supervisors supervise secondary school?

6. What are the major challenges that principals face during their instructional leadership practice?

And what mechanisms do you use to solve the challenges?

Appendix-D
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Check list for Document Analysis

1. Does the schools have strategic plan?

2. Do they have written predetermined job description and job specification for each managerial and other post?

3. Does the school conduct /practices clinical supervision in their own school?

4. Does the school have regular check list for supervision?

5. Is there any professional development plan for teachers?

6. Is there any available document that shows relationship of the school with internal & external communities?

7. Is there any document in relation to resource allocation?

8. Is there any document on training offered to leaders and /or teachers?

Appendix-E

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Focus Group Discussion Guide Lines for Sub city supervisors

The purpose of this discussion is to collect data on the practice and challenges of instructional leadership in the secondary schools of Addis Ababa. I confirm that the information you provide will be used only for academic purpose. Thus, you are kindly requested to contribute in giving your own responses honestly and responsibly.

Section 1: Background information

- 1.1. Age _____
- 1.2. Sex _____
- 1.3. Educational level _____
- 1.4. Years of experience as
 - A. Teacher _____
 - B. Unit leader _____
 - E. Supervisor _____
 - C. Department head _____
 - D. Principal _____
 - Other _____

Section 2: Focus group discussion Guide Questions

- 1. In what kinds of activities do principals engaged more of their time?
 - 2. To what extent does the diversity of roles in your school constrain principal instructional leadership?
 - 3. What are the problems related to sub city education office?
 - 4. What are the problems principals face exercising instructional leadership activities?
 - 5. What strategies do you suggest to alleviate the problems?
-

Declaration

I, the undersigned declare that this thesis is my work and that all the sources of the materials used for the thesis have been fully acknowledged

Name: DEREJE KEBEDE

Signature _____

Date 30/03/2017

SUBMISSION APPROVAL SHEET

This thesis has been submitted for examination with my approval as a University advisor.

Name: TESHOME TOLLA (PhD)

Signature _____

Date 30/03/2017