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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT

**EFFECTIVENESS OF PRINCIPALS INSTRUCTIONAL
LEADERSHIP IN GOVERNMENT SECONDARY SCHOOLS OF
NORTH SHOA ZONE, OROMIA REGIONAL STATE**

BY

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JUNE, 2018

ADDIS ABABA, ETHIOPIA

Effectiveness of Principals instructional Leadership in Government Secondary Schools of North Shoa
Zone Oromia Regional State

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

BY: SERKALEM DEFERE SENE

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JUNE, 2018

ADDIS ABABA, ETHIOPIA

DECLARATION

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

Name: Serkalem Defere Sene

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Date: _____

I, the undersigned declare that this Master's Thesis has been submitted for examination with my approval as a University advisor.

Name of Advisor: Teshome Tola (PhD)

Signature: _____

Date: _____

APPROVED BY BOARD OF EXAMINERS

As members of Board of Examiners of thesis, we certify that we have read the thesis prepared by Serkalem Defere Sene, entitled *Effectiveness of Principals Instructional Leadership in Government Secondary Schools of North Shoa Zone Oromia Regional State of Ethiopia* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in school Leadership complies with regulation of the University and meets the accepted standards with originality and quality.

Approved By Board of Examiners

Examiner(external) _____ signature _____ Date _____

Examiner (internal) _____ signature _____ Date _____

Advisor _____ signature _____ Date _____

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June, 2018

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List of Abbreviations and Acronyms

AAU	Addis Ababa University
CPD	Continuous Professional Development
CSA	Central Statistical Agency
EDPM	Educational Planning and Management
ESDP	Education Sector Development program
FDG	Focus Group Discussions
GEQIP	General Education Quality Improvement Package
IL	Instructional Leadership
ILE	Instructional Leadership Effectiveness
MOE	Ministry of Education
NAESP	National Association of elementary school principals
NCSL	National College for School Leadership
NSHZ	North Shoa Zone
NSHZEO	North Shoa Zone Education Office
OECD	Organization for Economic Cooperation and Development
PMIRS	Principals Instructional Management Rating Scale
PTSA	Parent Teacher Students Association
REB	Regional Education Bureau
SIP	School Improvement Programme
SPSS	Statistical Package of Social Science
TDP	Teacher Development Programme.
TTC	Teachers' Training College
TVT	Technical and Vocational Training
UN	United Nations
UNESCO	United Nations Education Scientific Cultural Organization
USA	United State of America
WEO	Woreda Education Office
ZEO	Zone Education Office

Abstract

The purpose of this study was to explore the status of effectiveness of principals instructional Leadership in government secondary schools of North Shoa zone Oromia regional state of Ethiopia. More specifically, the study deals with examining the extent of principals' effectiveness on instructional leadership practices; investigating the dimensions of instructional leadership practices in which principals are effective; and identify the major factors that influence instructional leadership effectiveness of principals in secondary schools of north Shoa Zone Oromia Regional state. The major sources of data were teachers, principals, School Board, PTSA members, Student Councils, and Officials from woreda Education Office. The selection of sample teacher respondents was carried out using simple random sampling technique. The remaining respondents were selected as a sample considering the relevancy of their position to principals' instructional leadership effective using purposive sampling technique. The data were collected through a questionnaire, interview, FGD and document analysis. Then the collected data were processed through SPSS-V20 software; and analyzed using descriptive statistic. Additionally, coefficient of correlation, t-test was also used to measure the relationship of teachers and other respondents to some variables of the study. The results of the study showed that, Principals are less effective in instructional leadership practices. Particularly they were weak in using technology and multiple sources of data to improve classroom instruction; facilitating the development of a school vision and providing staff with professional development. The instructional leadership effectiveness of principals was affected by inappropriate selection and assignment of such as school leadership; absences of recognition and incentive for best performances; lack of principals professional competency in instructional leadership; and shortage of resources and facilities required for instructional processes of the schools. Then, based on major findings of the study it is concluded that, principals' lead instructional activities of the school without having competency in educational leadership practices. So, they were assigned simply to fill the leadership position; ignoring the issue of professionalism, democratization and school improvement programs. Finally, based on the findings of the study and conclusions drawn, recommendations were forwarded to improve principals' instructional leadership effectiveness; providing training for current principals on the concepts and practices of instructional leadership; assigning principals qualified in Educational Leadership on merit basis; mobilizing resources required for success of the instruction; and facilitating annual forums and experience sharing programs among school leaders.

ADDIS ABABA UNIVERSITY
College of Education and Behavioral Studies
Department of Educational Planning and Management
A questionnaire to be filled by Teachers

Dear respondents:-

I am an MA candidate at Addis Ababa University at 2018, in School Leadership. The topic of my Thesis is “Effectiveness of Principals’ School Leadership in Government Secondary Schools of North Shoa zone oromia regional state.

The purpose of this questionnaire is to collect relevant data that will help to investigate *Effectiveness of Principals’ Instructional Leadership in Government Secondary Schools of North Shoa zone oromia regional state*. I would like to assure you that this study is purely academic and hence would not affect anyone in any ways as all information will be kept confidential. Rather the result of the study is expected to be valuable inputs to improve the practice of secondary schools leadership effectiveness in the zone; you are selected for this study and your genuine and frank responses are of prime importance for the success of the study.

I

Thank you!

General Directions

- You are not required to write your name in any parts of the questionnaire
- Respond to all closed-ended questions by putting “✓” marks in the boxes and to the open-ended ones by writing your responses on the spaces provided

Part One

Background Information of the respondent

1. School Name _____
2. Sex: A. Male_____ B. Female _____
3. Your age: A) Below to 30 years__ B) 31-40 years __C) 41-50 years__ D) above 50 years_____
4. Your level of education:
A) Diploma ____B) First degree__ C) Masters degree__ D) Other (please specify)_____
5. Department/subject you currently teach _____
6. Your teaching experience as principals or vice principals
A) 0-5 years B) 6-10 years ____ C) 11-15 years____
D) 16- 20 years____ E) Above 20 years____
7. Your current position in the school
A) Principal_____ B) Department Head _____ C) Teacher _____

Part Two

Items Related to Instructional Leadership Effectiveness of the Principals

In the following table, principals’ major instructional leadership functions with eight dimensions of effectiveness of principals’ instructional leadership practices are listed. Please, respond to each statement by putting a tick mark (✓) in the box that best describes the practices of your principals using the rating scales: 5= Always; 4=frequently; 3=sometimes; 2=rarely; 1= never

I. Facilitate the Development of a School Vision

No	In my opinion in my school	5	4	3	2	1
1	Understands and participates in the process of developing the school vision					
2	The principals is able to articulate the vision and encourages all staff and other stakeholders to articulate it on a regular basis					
3	Understands the process for regular review of the school set school vision, and encourage variety of stakeholders to be involved in the review					
4	Can identify and make available the resources that allow the vision to be implemented					

Please, provide your response by describing your principals’ instructional leadership performances in facilitating the development and implementation of a school vision _____

II. Align All Aspects of a School Culture to Students' Learning

No	In my opinion principals in my school	5	4	3	2	1
5	Exhibits mutual respect, teamwork, and stimulates trust in dealing with students, staff, and parents					
6	Has high expectations for all students and teachers					
7	Participates effectively on the school leadership team					
8	Participates effectively in a professional learning community aligned with the school improvement plan					
9	Takes advantage of opportunities for collaborative decision-making and distributed leadership among stakeholders					

Please, provide additional response by describing your principals' instructional leadership performances in aligning all aspects of a school culture to students' learning

III. Monitor the Alignment of Curriculum, Instruction, and Assessment

No	In my opinion the principals in my school	5	4	3	2	1
10	Engages in ongoing conversations with teachers and colleagues as to how standards, curriculum, and research-based instructional strategies are integrated into daily classroom instruction.					
11	Ensures that student assignments are rigorous, purposeful, and engaging					
12	Ensures that student work is appropriately challenging and demonstrates new learning					
13	Ensures that assessments regularly measure student mastery of the content standards					

Please, provide additional response by describing your principals' instructional leadership performances in monitoring the alignment of curriculum, instruction, and assessment

IV. Improve Instructional Practices through Purposeful Observation and Rating of Teachers

No	In my opinion the principals in my school	5	4	3	2	1
14	Understands how and what students are reading, writing, producing, and learning					
15	Uses student data collected during teacher’s observation to improve classroom instruction					
16	Uses formal feedback from observation conferences, as well as informal visits, meetings, and conversations with teachers to improve classroom instruction					
17	Participates in regular rating of his/her own performance based on continuous student performances					
18	Participates in the identification and development of potential school leaders					

Please, provide additional response by describing your principals’ instructional leadership performances in improving instructional practices through purposeful observation and rating of teachers’ _____

V. Ensure Regular Integration of Appropriate Assessments into Daily Classroom Instruction

No	Items	5	4	3	2	1
19	Ensures that multiple and varied assessments are collaboratively developed					
20	Ensures regular use of formative assessments of student performances to adjust instruction					
21	Ensures that summative assessments are aligned in format and content with national assessments					
22	Ensures that interventions for individual students are appropriate and based on results of assessments					

Please, provide additional response by describing your principals’ instructional leadership performances in ensuring regular integration of appropriate assessments into daily classroom instruction _____

VI. Use Technology and Multiple Sources of Data to Improve Classroom Instruction

No	Items	5	4	3	2	1
23	Ensures appropriate use of instructional technology					
24	Ensures the use of the Educational websites for school improvement purposes					
25	Reviews and encourages others to review disaggregated data by subgroups to improve instruction					
26	Engages in and encourages others to engage in root cause analysis of student performance to drive instructional decisions					
27	Collaborates regularly with teachers to analyze student work.					

Please, justify your response by describing your principals’ instructional leadership performances in using technology and multiple sources of data to improve classroom instruction

VII. Provide Staff with Focused, Sustained, Research-based Professional Development

No	In my opinion the principals in my school	5	4	3	2	1
28	Engages in results-oriented professional development that is aligned with school improvement goals					
29	Takes advantage of collaborative planning, critical reflection, and job-embedded professional development during the regular school day					
30	Takes advantage of opportunities to participate in professional development based on career stages, needs, and student performances					
31	Personally involved in professional development activities in which he/she expects others to be involved					
32	Understands how professional development is aligned with the National Teachers’ Professional Standards					

Please, provide additional response by describing your principals’ instructional leadership performances in providing staff with focused, sustained, research-based professional development

VIII. Engage all Stakeholders in a Shared Responsibility for Student and School Success

No	In my opinion principals in my school	5	4	3	2	1
33	Welcomes parents and caregivers to the school, seeks their participation, and provides information and materials to help their children to learn.					
34	Encourages parents and caregivers to be active members of the school improvement process.					
35	Encourages community stakeholders and school partners to readily participate in school life.					

Please, provide response by describing your principals' instructional leadership performances in engaging all stakeholders in a shared responsibility for student and school success

Part Three

Items Related to Factors Affecting Principals' Instructional Leadership Effectiveness

In the following table, major factors that influence principals and deputy principals' instructional leadership practices are listed. Please, respond to each statement by putting a tick mark (✓) in the box that best describes the extent of practices in your school using the scales 5=Very High; 4=High; 3=Moderate; 2=Low; and 1= Very Low.

No	Items	5	4	3	2	1
1.	Lack of competency and professional trainings on instructional leadership of the principals					
2.	Lack of knowledge of on curriculum and instruction process of the principals					
3	Excessive controlling practices of the principals over teachers rather than creating conducive climate and trust among them					
4	Principals, giving higher priority for managerial activities and stability of school discipline than for instructional leadership functions					
5	The principals are usually occupied by non-instructional activities					
6	Lack of teachers' interest to follow the principals as instructional leader of the school					
7	Lack of guidance and support from education offices					
8	Wrong expectations of officials and Educational managers about roles and performance of principals					
9	Absence of recognition and incentives for best performing principals on instructional leadership functions					
10	Inappropriate selection and assignment of principals for the school					
11	Lack of defining instructional leadership roles of the principals in terms of observable practices and behaviors that principals can implement					
12	Lack of resources and facilities required for instructional programs of the school					

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

A Questionnaire to be filled by Principals and Vice Principals

Dear respondents:-

I am an MA candidate at Addis Ababa University at 2018, in school Leadership.

The purpose of this questionnaire is to collect relevant data that will help to investigate *Instructional Leadership Effectiveness of Principals' in Government Secondary Schools of North Shoa zone Oromia regional state*. I would like to assure you that this study is purely academic and hence would not affect anyone in any ways as all information will be kept confidential. Rather the result of the study is expected to be valuable inputs to improve the practice of secondary schools leadership effectiveness in the zone; you are selected for this study and your genuine and frank responses are of prime importance for the success of the study.

I would greatly appreciate your participation in this study.

Thank you!

General Directions

- You are not required to write your name in any parts of the questionnaire
- Respond to all closed-ended questions by putting “✓” marks in the boxes and to the open-ended ones by writing your responses on the spaces provided.

Part One

Background Information of the respondent

1. School's Name _____
2. Sex: A. Male _____ B. Female _____
3. Your age: A) Below 30 years ___ B) 31-40 years ___ C) 41-50 years ___ D) above 50 years _____
4. Your level of education:
A) Diploma _____ B) First degree ___ C) Masters degree ___ D) Other (please specify) _____
5. Department/Field of specialization _____
6. Your experience as Principals or Vice Principals or supervisor
A) less than 5 years _ B) 6-10 years ___ C) 11-15 years ___ D) 16- 20 years ___ E) Above 20 years _____
7. You currently position in the school? A) Principals _____ B) Vice Principals _____

Part Two

Items Related to Instructional Leadership Effectiveness of the Principals

8. In the following table, principals' major instructional leadership functions with eight dimensions of effectiveness of principals' instructional leadership practices are listed. Please, respond to each statement by putting a tick mark (✓) in the box that best describes the practices of your principals using the rating scales: 5= Always; 4=Frequently; 3=Occasionally; 2=Rarely; and 1= never

I. Facilitate the Development of a School Vision

No	In my opinion	5	4	3	2	1
1	Understands and participates in the process of developing the school vision					
2	Able to articulate the vision and encourages all staff and other stakeholders to articulate it on a regular basis					
3	Understands the process for regular review of the school vision, and encourages a variety of stakeholders to be involved in the review					
4	Can identify and make available the resources that allow the vision to be implemented					

Please, provide additional response by describing your instructional leadership performances in facilitating the development and implementation of a school vision _____

II. Align All Aspects of a School Culture to Students’ Learning

No	Items	5	4	3	2	1
5	Exhibits mutual respect, teamwork, and stimulates trust in dealings with students, staff, and parents					
6	Has high expectations for all students and teachers					
7	Participates effectively on the school leadership team					
8	Participates effectively in a professional learning community aligned with the school improvement plan					
9	Takes advantage of opportunities for collaborative decision-making and distributed leadership among stakeholders					

Please, provide additional response by describing your instructional leadership performances in aligning all aspects of a school culture to students’ learning. _____

III. Monitor the Alignment of Curriculum, Instruction, and Assessment

No	Items	5	4	3	2	1
10	Engages in ongoing conversations with teachers and colleagues as to how standards, curriculum, and research-based instructional strategies are integrated into daily classroom instruction.					
11	Ensures that student assignments are rigorous, purposeful, and engaging					
12	Ensures that student work is appropriately challenging and demonstrates new learning					
13	Ensures that assessments regularly measure student mastery of the content standards					

Please, provide additional response by describing your instructional leadership performances in monitoring the alignment of curriculum, instruction, and assessment _____

IV. Improve Instructional Practices through Purposeful Observation and Rating of Teachers

No	Items	5	4	3	2	1
14	Understands how and what students are reading, writing, producing, and learning					
15	Uses student data collected during teacher’s observation to improve classroom instruction					
16	Uses formal feedback from observation conferences, as well as informal visits, meetings, and conversations with teachers to improve classroom instruction					
17	Participates in regular rating of his/her own performance based on continuous student performances					
18	Participates in the identification and development of potential school leaders					

Please, provide additional response by describing your instructional leadership performances in improving instructional practices through purposeful observation and rating of teachers’

V. Ensure Regular Integration of Appropriate Assessments into Daily Classroom Instruction

No	Items	5	4	3	2	1
19	Ensures that multiple and varied assessments are collaboratively developed					
20	Ensures regular use of formative assessments of student performances to adjust instruction					
21	Ensures that summative assessments are aligned in format and content with national assessments					
22	Ensures that interventions for individual students are appropriate and based on results of assessments					

Please, provide additional response by describing your instructional leadership performances in ensuring regular integration of appropriate assessments into daily classroom instruction

VI. Use Technology and Multiple Sources of Data to Improve Classroom Instruction

No	Items	5	4	3	2	1
23	Ensures appropriate use of instructional technology					
24	Ensures the use of the Educational websites for school improvement purposes					
25	Reviews and encourages others to review disaggregated data by subgroups to improve instruction					
26	Engages in and encourages others to engage in root cause analysis of student performance to drive instructional decisions					
27	Collaborates regularly with teachers to analyze student work.					

Please, provide additional response by describing your instructional leadership performances in using technology and multiple sources of data to improve classroom instruction

VII. Provide Staff with Focused, Sustained, Research-based Professional Development

No	Items	5	4	3	2	1
28	Engages in results-oriented professional development that is aligned with school improvement goals					
29	Take advantage of collaborative planning, critical reflection, and job-embedded professional development during the regular school day					
30	Take advantage of opportunities to participate in professional development based on career stages, needs, and student performances					
31	Personally involved in professional development activities in which he/she expects others to be involved					
32	Understands how professional development is aligned with the National Teachers' Professional Standards					

Please, provide additional response by describing your instructional leadership performances in providing staff with focused, sustained, research-based professional development.

Part Three

Items Related to Factors Affecting Principals’ Instructional Leadership Effectiveness

In the following table, major factors that influence principals and deputy principals’ instructional leadership practices are listed. Please, respond to each statement by putting a tick mark (✓) in the box that best describes the extent of practices in your school using the scales 5=Very High; 4=High; 3=Moderate; 2=Low; and 1= Very Low.

No	Items	5	4	3	2	1
1.	Lack of competency and professional trainings on instructional leadership of the principals					
2.	Lack of knowledge of on curriculum and instruction process of the principals					
3.	Excessive controlling practices of the principals over teachers rather than creating conducive climate and trust among them					
4	Principals, giving higher priority for managerial activities and stability of school discipline than for instructional leadership functions					
5	The principals are usually occupied by non-instructional activities					
6	Lack of teachers’ interest to follow the principals as instructional leader of the school					
7	Lack of guidance and support from education offices					
8	Wrong expectations of officials and Educational managers about roles and performance of principals					
9	Absence of recognition and incentives for best performing principals on instructional leadership functions					
10	Inappropriate selection and assignment of principals for the school					
11	Lack of defining instructional leadership roles of the principals in terms of observable practices and behaviors that principals can implement					
12	Lack of resources and facilities required for instructional programs of the school					

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B .Leading Interview Questions for education office officials and school PTSA.

1. How do you describe about principals instructional leadership practices?
2. How do you rate the teaching –learning process of the school?
3. Selection and assignment of the principals
4. Support for schools with regards to Instructional process
5. Strength and weakness of the principals, in relation to instructional leadership functions
6. Problems and factors affecting principals instructional leadership practices
7. Possible suggestions to improve instructional leadership practices of the principals

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B. Focus Group Discussion Guiding Questions for Students councils

1. Does your principals communicating you about the school vision, missions and objectives based on your goal attainment? In this regard what is your role and participation?
2. Based on your knowledge, are principals protecting wastage of instructional time in your school? If yes how? If not; why not?
3. Who carried out an instructional supervision in your classroom? And, is that helpful to perform your learning activities?
4. In your opinion, is there a sustainable supply of instructional resources (human and material) in your school?
5. How often your school principals are physically visible/ present in the school compound?
6. What are the major factors that affect instructional leadership practices of principals in your school?

ADDIS ABABA UNIVERSITY**College of Education and Behavioral Studies****Department of Educational Planning and Management****B. Document Observation Checklist**

Name of School: _____

No	Resources	Available	Unavailable
1	Documents showing rules and regulations of the school		
2	Documents on records of enrollment, attendance, teaching activities and disciplinary actions		
3	Documents on rating of student's academic achievements		
4	Checklist concerning protecting instructional time		
5	Documents on continuous professional development program		
6	Documents showing different meetings carried out by PTSA, School Board, Parents and staff members of the schools in supporting teaching and learning activities		
7	Documents showing on providing counseling, guidance and induction		
8	Attraction of school compound (Aesthetics of buildings, decorating details, flowers, gardening...)		
9	Availability of instructional resources		
10	Competent and qualified principals and teachers		
11	Pedagogical Center		
12	Support materials (activity sheets, work books, student text books, teacher guides, ...etc)		
13	Computer center		
14	Library (Reference materials, action researches,...etc)		
15	Laboratory (equipments, chemicals, manuals,...etc)		
16	Mini-media (TVs, Radio, CDs, Audio tapes,...etc)		
17	Separate toilets for male and female teachers and students		
18	Access to telephone, internet, and fax communication		
19	Classroom facilities (ground maintenance and size, electric light, aeration, furniture ...etc)		
20	Clean tape water		

Appendixes

CHAPTER ONE

1. Introduction

This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study definitions of key terms and organizations of the study.

1.1. Background of the Study

A conceptual framework developed by Hallinger(2013), summarized principals' instructional leadership practices in to three general dimensions: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. These dimensions were further delineated into ten instructional leadership functions: shaping the school goals, communicating the school goals, coordinating the school curriculum, supervising (evaluating) instruction, monitoring student progress, protecting instructional time, maintaining high visibility, providing professional development, providing incentives for teachers and providing incentives for learning.

Instructional leadership, developed during the effective schools movement of the 1980s, viewed the principals as the primary source of educational expertise. Instructional leadership, narrowly, focuses on functions directly related to teaching and learning. In a broader view, instructional leadership refers to all other functions that contribute to student learning and managerial behaviors. Such an action orientation theoretically encompasses everything a principal does during the day to support the achievement of students and the ability of teachers to teach (Paul, 2010).

Principals have been found to affect the type of instruction teachers' use in their classrooms through their actions as instructional leaders. The perceptions and expectations on the school principals have changed dramatically given the changing context of education over the last fifteen years. The traditional roles and responsibilities of principals are ensuring a safe environment, managing the budget, and maintaining discipline which are still enforce; however, there are many demands.

Sergiovani (2001) showed that, the global notion for improved instructional leadership has composed of a form of accountability on the school function. High economic, social, political and technological advancement, which demands schools to create a climate that, shows a continuous change and improvement in the education system. To achieve the objectives of the school, effective school

principals: 1) demonstrates high energy, 2) set standards of excellence, 3) establish goals, 4) exhibits positive exemplary role, 5) boosts creativity, 6) motivates working environment; and, 7) shares common values and shapes organizational culture all in collaboration of school members.

Moreover, Mark (2003) argued that, instructional leadership concentrates on the leadership of the curriculum and teaching and learning and has close links with the school of effectiveness movement. It emphasizes the role of the principals in promoting learner outcomes, and there appears to be a link between effective leadership and student achievement.

In addition, as stated by Mark et.al (2003), an effective principal was engaged in four areas of leadership interactions with teachers: 1) as resource provider, 2) as instructional resource, 3) as communicator; and, 4) as a visible presence. Thus, the principals' role was found to be particularly important in a school. Moreover, considering an influence principals have on teacher's instructional effectiveness, Paul (2010) suggested that principals ought to use the following leadership strategies to improve teachers' instructional effectiveness: a) communicating goals, b) supervising instruction c) promoting professional development d) providing resources, and; e) providing incentives.

Joseph, et.al (2003) on their part also argued that, the role of principals is critical to the success of school wide efforts. For principals to be effective they need to do many things, including playing instructional leadership role. They have to support improvement that is responsive to the classroom context, and, to provide assistance for classroom teachers. Principals must also create and maintain a sense of trust in the school, use positive school climate to negotiate between managerial, technical, and institutional arenas, and create a professional community and networks for communication with the school.

Effective school principals are not only good at dealing with the everyday responsibilities needed to keep a school running, but are also good at dealing with the world of needs, hopes, ideas, and symbols. They serve as models, enhance the group's identity, and tell stories that chronicle the group's shared meanings.

In the Ethiopian context, education is highly expected to play its role in the overall national development. Stressing this, the Education and Training Policy of Ethiopia (MoE, 1994), stated that education enables individuals and society to make all rounded participation, in the development process by acquiring knowledge, ability, skill and attitudes. To achieve the goals and objectives of

education effectively, the importance of instructional principals is a major concern for it is considered as a vehicle for change and educational development.

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

Thus, from the above statements, it can be understood that principals' effectiveness of instructional leadership plays a great role in the success of strategies to improve teaching and learning process. Therefore, this study was carried out on instructional leadership effectiveness of principals in Government Secondary Schools of North Shoa Zone Oromia Regional State.

1.2. Statement of the Problem

Instructional leadership is one of the most useful tools in creating a forward- looking, student-centered school improvement. It attempts to change such school factors as curricular content, teaching methods, assessment strategies, cultural norms characterized by clearly communicated goals and high expectations for academic achievement (Hopkins, 2003).

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

Effective leadership can positively influence school successes in terms of students' achievement. Research on school effectiveness, identified strong leadership as one of the important factors that contribute to improved students' academic achievement, where principals act as leaders of school improvement, who shape school vision, make use of students' data to support classroom practices and provide support for teachers' and students (Bekalu & Wossenu, 2012). Therefore, the importance of principals' roles as instructional leaders and their effectiveness in instructional leadership practices has been given due attention.

According to the Education and Training policy of Ethiopia (MoE, 1994), principals are expected to perform well with instructional leadership activities, such as planning, supervision, research work,

professional development, working with school communities, provision of instructional materials and rating to meet the needs of education and training policy. Thus, the function of principals as instructional leadership is widely recognized as complex and challenging. Principals are expected to develop learning communities, build the professional capacity of teachers, take advice from parents, engage in collaborative and consultative discussion making, resolve conflicts, engage in educative instructional leadership, and attend respectfully, immediately, and appropriately to the needs and requests of families with diverse cultural, ethnic, and socio-economic backgrounds. Increasingly, principals are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success (Thomas, 2001).

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

However, the issue of instructional leadership effectiveness was not given proper attention by researchers, particularly at secondary school levels. As far as the study is concerned, there was no independent study carried out on effectiveness and problems of principals' instructional leadership practices in government secondary schools of North Shoa Zone Oromia Regional State. Furthermore, while working on the education sector as a teacher and a school principal in the Zone for about eleven years, the researcher observed the following facts: factors that hinder instructional leadership effectiveness such as existence of focusing on non-instructional task, lack of recognition and support for best performances, shortage of resources and facilities required for instruction and lack of instructional leadership competence of the principals. This will lead the principals to poor efficiency, absences of teamwork's, lack of integrated practices, and reluctance of the stakeholders to participate on school affairs. Principals were assigned to school simply to fill the leadership position; ignoring the issue of professionalism, democratization and school improvement programs on the part of top-management of the school and educational offices. Therefore, principals as instructional leaders could not be able to practice the basic purpose of instructional leadership functions because of their competency and other factors facing them.

Principals were not offered training, principals and assistant principals were assigned out of the field of studies of educational leadership, This signified that, they are working as instructional leaders without having proper qualification for the position, lack of supports and assistance from educational offices and other concerned bodies, particularly on capacity building programs improper implementation of academic calendars, complaints of teachers about their principals, insufficiency of students' academic performances and other similar issues related to instructional leadership practices of the principals that require further investigation. This situation initiates the researcher to carry out the study on the instructional leadership effectiveness of principals.

Therefore, the study was conducted by giving due attention to assess the practice of principals' instructional leadership effectiveness; the application of instructional leadership dimensions and functions and the major factors affecting instructional leadership effectiveness of principals' in government secondary schools of North Shoa Zone Oromia Regional State.

1.3. Research Questions

The study tried to find answer to the following basic research questions.

1. What is the extent of instructional leadership effectiveness of principals' in the schools under study?
2. In which dimensions and functions of instructional leadership practices principals are more effective?
3. What are the major factors that affect instructional leadership effectiveness of principals in the study schools?

1.4. Objectives of the Study

1.4.1. General Objective

The major purpose of this study is to explore the status of principals' instructional leadership effectiveness and its influencing factors in government secondary schools of North Shoa zone Oromia regional state.

1.4.2. Specific Objectives of the Study

The specific objectives of the study include:

1. To assess the extent of instructional leadership effectiveness of principals in the schools of North Shoa Zone Oromia Regional State .
2. To identify dimensions and functions of instructional leadership practices in which principals are more effective.
3. To find out the major factors that affect instructional leadership effectiveness of principals of the study schools.

1.5. Significance of the Study

Instructional leadership put forward a set of responsibilities for effective principals that go well beyond observing and intervening in classrooms-responsibilities touching on vision, organizational culture, and the like (Karen, 2010). Instructional leadership effectiveness targeted directly at improving instruction has significant effects on teacher's working relationships and, directly on student achievement. When principals and teachers share leadership, teachers' working relationships are stronger and student achievement is higher. Leadership effects on student achievement occur largely because effective leadership strengthens professional community. Professional community in turn, is a strong predictor of instructional effectiveness that is strongly associated with student achievement. Hence, a special environment within which teachers work together is, to improve their practice and student learning.

According to the Ministry of Education (2006), school leadership is one of the most important factors contributing to the success of the school. It is therefore, critical to ensure that Ethiopia develops the best school leadership and management possible.

Therefore, in order to contribute to the success of schools mission, goal and objectives, the role or significance of instructional leadership is very important. Accordingly, the results of the study have the following importance:

1. Principals may understand the status of their effectiveness, the factors that affect the accomplishment of their duties and responsibilities and may gain some necessary ideas on how to become successful in their future instructional leadership roles.
2. It may help stakeholders, policy makers, education office experts, secondary school teachers and others to recognize the existing effectiveness of principals as leaders of instruction. Furthermore, to know principals' problem in the course of accomplishing their objectives

3. It may serve as a source of information for those who have an interest to carry out further studies in the same area.

1.6. Delimitation of the Study

The study is delimited to assess instructional leadership effectiveness of principals in Government secondary schools of North Shoa Zone Oromia Regional State of Ethiopia. Thus, geographically the study was delimited to Thirteen government secondary schools namely, Abebe Bikila Jato, Aleltu, DebreTsige, Dahina, Daleti, Fital, Gimbichu, Jida, Maset, Muketuri, Obori, Oneda, and Sheno found in North Shoa Zone Oromia Regional state, to make the study specific, manageable, and easier to accomplish within the given time frame using the limited resources effectively. Thus, among others, conceptually this study is delimited to eight dimension of instructional leadership namely: facilitate the development of a school vision; align all aspects of a school culture to student and adult learning; monitor the alignment of curriculum, instruction, and assessment; improve instructional practices through the purposeful observation and rating of teachers; ensure the regular integration of appropriate assessments into daily classroom instruction; use technology and multiple sources of data to improve classroom instruction; provide staff with focused, sustained, research-based professional development; and engage all stakeholders in a shared responsibility for student and school success.

1.7. Limitations of the Study

This study has faced some limitations: first, since the data was collected based on self-report of the respondents, it may be subjected to certain under-reporting of some issues related to them. Second, shortage of organized and updated data related the performance of secondary school instructional functions at different years also limited the research investigation. Besides, the researcher was confronted with unwillingness of the interviewees to give as much information as expected during the interview. In order to overcome those limitations the researcher attempted to create smooth relationship with the respondents. Nevertheless, the limitations did not have significant impact on the results of the study.

1.8. Operational Definition of Key Terms

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

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

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

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

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

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

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

1.9. Organization of the Study

This study is organized in five chapters. The first chapter is the introductory part of the study which includes background of the study; statement of the problem; basic research questions; objectives, significances, and scopes of the study; definition of operational terminologies and organization of the study.

The second chapter presents review of the related literature. The third chapter deals with research methodology of the study which presents the research design, sources of data, sample and sampling procedure, data collection tools, and data analysis. The fourth chapter presents analyses and interpretation of the data. Finally, the fifth chapter presents summary, conclusions and recommendations.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the review of the related literature. It tries to present some of the acts obtained so far from various researches and other sources concerning the issue at hand.

It begins with the concept and definition of leadership; instructional leadership effectiveness; successful schools and instructional leadership. The next part elaborates the role and major functions of principal's instructional leadership effectiveness. The last part of the chapter reviews the factors affecting instructional leadership effectiveness of principals.

2.1. Concepts and Definition of Leadership

2.1.1. Concept of Leadership

Botha (2004) argues that educational theories put principals in a better position and needs to be well informed about current developments in the education sector since the instructional context is forever changing. And, knowledge of technological integration in teaching and learning is also imperative for the principals who want to be relevant in the 21st century. These competencies require principals who is dynamic, versatile and flexible. Jenkins (2009) states the aforementioned conceptualization of instructional leadership suggests that instructional leadership concerns itself with teacher development and the improvement of learner performance.

Furthermore, Douglas and Reeves (2006) emphasized that, the first obligations of principals are articulating a compelling vision and linking clear standards of action that will accomplish the vision. Conceptually, vision contemplates the future, and the future inevitably involves uncertainty, change, and fear. Effective visions help principals, teachers, students and parents to understand that they are part of the schools and reassure them of their individual importance to the schools goal achievement.

Alma (2003) elaborated that, principals' leadership is about getting across to the staff where we are now and where we are going. To principals: vision meant being clear about the direction in which you are going and translating your beliefs in to actions. It was about, keeping the overview and the big picture. Integrity, always associated with vision, meant sticking to core values and beliefs and having a steadiness of purpose in the face of rapid change.

School principals have become increasingly familiar with the concept of having a vision as to how the school should be in the future. Tony (2003) argued that a vision might include reference to: shared values, social cohesion, economic growth, the development of a learning community, inclusiveness, and safety and security. Such a vision will be subject to regular review and change-the speed of social, economic and technological change requires regular and fundamental review of the vision.

The school effectiveness studies emphasized the importance of the principals' instructional leadership role, which concerns the principals' responsibility to ensure that effective teaching, and learning takes place. It relates to the core activities of the school: teaching and learning in the classroom involving all the beliefs, decisions, strategies and tactics that principals utilize to ensure instructional effectiveness in every classroom. Instructional leadership occurs when the principals provides direction, resources and support to both teachers and students with the aim of improving teaching and learning at a school. Good instructional leadership is the path to good teaching and learning and instructional principals ensure a sound culture of learning and teaching in their schools at all times (Kruger; 2006).

2.2. Successful Schools and Instructional Leadership Effectiveness

As Richard (2012) stated in an effective school, the principals and school should develop a statement of purpose and, beliefs that would include the following: 1) The purpose of the school is to educate all students to high levels of academic performance; and, 2) to fulfill this purpose, the members of this school teacher believe that: a) all students should have a challenging academic program, b) all students should master their grade level objectives; and, c) teachers are obligated to prepare all students to perform at mastery level on the objectives of the units of the study. The important concept is that if the principals is to shape the organizational culture of the school, a clear statement of purpose and beliefs must be formulated and communicated.

According to Joseph and Amanda (2003), successful schools generate value for a community, and for the society at large, in the form of human capital (the growing skills and knowledge of the members of the community, teachers as well as students), and social capital (the strengthening of collaborative relationships and trust among the school and outside individuals and organizations).

In addition, Usmani (2007), showed that, there are about seven responsibilities of school principals effectiveness: 1) to accept responsibility for popular discipline throughout the school and in the interest of the school as a whole. 2) to cooperate with all teachers and to change ideas in order to improve and provide variety of approach on the teaching situation. 3) to execute all required school

regulations and assignments on the time. 4) to accept his or her full share of students' activity participation. 5) to contribute constructively to committees, staff meetings, and other school system groups. 6) to take the positive steps in developing and maintaining school and student morale; and, 7) to provide his or her fair share of dependable and effective participation in activities involving the general welfare of the school.

Furthermore, Micheal (2007) argues that, parent involvement practices represented one of the best key factors that differentiated effective from less effective schools. Parent involvement in the life of the school is to be a positive influence upon students' progress and development. This included help in classrooms and on educational visits, and attendance at meetings to discuss students' progress. The principals' accessibility to parents was also important; schools operating an informal, open-door policy being more effective. In contrast-schools with unfocused initiatives may set more distinct boundaries between themselves and their neighborhood. Extent problems in these relationships may not be directly addressed. The broader community resources that could assist improvement efforts in the school are not tapped. These schools remain more isolated from their students', parents and their communities.

According to Alma et.al (2003), school improvement is a distinct approach to educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. School improvement is about rising student achievement through focusing on the teaching-learning process and the conditions that support it. It is about strategies for improving the schools capacity for providing quality education in times of change. It is within this context, and in the confluence between expanding the teaching and learning repertoires of teachers and the creation of a staff development infrastructure that instructional leadership defines it.

In addition, Alma et.al (2003), described principals are best placed to observe the impact of changes upon teaching and learning processes. There are four discernable and discrete dimension of principals' role within school improvement: like; 1) the way in which principals' translate the principles of school improvement into the practices of individual classrooms and it ensures that links within schools are secured. 2) focuses upon empowering teachers and giving them some ownership of a particular change or development. 3) a mediating role. Because, principals' are important sources of expertise and information; and, 4) possibly most important are forging close relationships with individual teachers where mutual learning takes place.

However, the challenge for school principals is to facilitate change in the school and culture of schools so that they are capable. of enhancing their value and rendering an account of that value generated for their school, community and for a society as a whole. Only in such a school and culture the school community and its stakeholders hold each other accountable for helping the school to fulfill these core functions (Joseph and Amanda, 2003).

2.3 Principals Instructional Leadership Development

2.3.1. Global Instructional Leadership Development

Hughes (2006) showed that, the growing internationalization of education has meant to that school effectiveness has become common currency and has shed the thinking of amongst researchers, and shaped the thinking of policy makers. The climate of global competitiveness, which now characterizes national thinking about education, is receptive to the “quick-fix” in school effectiveness as in other areas. Policy borrowing reinforced by a belief that education models are transferable, regardless of context, is becoming standard practice.

The school principals’ role did not exist in the one-room schoolhouse, as teachers performed all functions. As schools grew in size and bureaucracy increased, the role was officially recognized in the early 1900s as one of manager and coordinator of activities. The nature of the role varied over time depending on social paradigm, politics, and the economy, but it was with the development of stronger, more vocal and active unions in the 1970s that the role of the principals shifted from “that of a colleague of teachers to a representative of the school board”, and the years followed with increased centralization and increased bureaucracy.

As to Nick and Jacky (2003) instructional leadership emphasizes that the focus of the principals(s) within a school, must be above all on improving teaching and learning. The opportunity to implement instructional leadership is not universal. For example, in China, principals have limited involvement in curriculum matters. In Japan the principals’ role “is largely symbolic and ritualistic”. In Thailand, principals view themselves primarily as administrators. In America, principals are not necessarily qualified teachers and so may have limited experience of instruction.

Beatriz, et.al (2008) indicated that, across Organization for Economic Cooperation and Development (OECD) countries, the single most important eligibility criterion to become a school principals is to have a teaching background. In 14 out of 19 countries for which specific information is available,

candidates for school principals must hold a teaching or pedagogical qualification. In New Zealand, a formal qualification is not mandatory, but eligible candidates must be currently registered as teachers. In England, successful completion of the National Professional Qualification for Headship (NPQH) is the only eligibility criterion and in Portugal applicants must have followed training on school management or prove that they have management experience. In Sweden, candidates must prove they have “pedagogical insight” and some kind of educational experience and in Norway the local authorities decide about eligibility criteria.

One of the rules in school principal selection in Zambia is that when there is a male school principal, the deputy must be a female. On the other hand, when there is a female school principal, the deputy must be a male.

2.3.2. Ethiopian Context: Instructional Leadership in Ethiopia

In Ethiopia, since its introduction, modern education has remained essential for the country to come out of poverty. In addition, the challenge has been to create educated human capital and skills through developing an education system built and legitimized by the active participation of all the stakeholders who agree to resource and support education development (Lemlem, 2010). So, education has been established as the leading power to promote the well-being of society by promoting economic growth, creating wealth and development. However, studies have shown that Ethiopia’s educational expansion is plagued by the prevalence of poor quality across the education sectors from primary to higher education (Misganaw, 2014).

School principals have a great role in working with all stakeholders to formulate a vision for the academic success of all students. Bush, (2008) cited in Tadesse (2015) emphasizes developing a shared vision around standards is an essential element of a school principal. He argues that effective leadership practices of school principals play a great role in making school effective. Hence, the quality of school principals’ leadership has a positive effect to improve student's achievement and to make school effective.

According to MoE (2006), school leadership is one of the most important factors contributing to the success of the school. Ensuring that a school has the best leadership includes careful selection of candidates, capacity building of those selected, and providing good career development prospects for them.

Careful selection of candidates: some of the qualities required of a good educational principals include: knowledge and skills about education, such that she/he can provide leadership and supervision in educational areas.

Good career development prospects: a system that rewards people who have made the effort to improve their qualifications and to gain relevant professional experiences. It would include: relevant certificated qualifications, experience, updating and upgrading courses should also be taken into consideration. In addition, staff should have the opportunity to transfer, linked to promotion.

The severe challenges have been faced by educational principals along with dealing an improvement movement in student achievement through a consistent focus on the enhancement of the teaching-learning process and the transformation of the school into a motivational and child friendly learning environment.

Although there is lack of empirical evidences with regard to the degree of the challenges currently facing school principals at all levels of the system, the deteriorating quality of education reveals the prevalence of the problem. Among the observable problems principals are found to work in a very complex and challenging environment characterized by tensions; conflicts; poor security; and substance abuse among students and related issues; lack of adequate finance and meager resources, pressure from various stakeholders and the impact of socio-political issues (Misganaw, 2014)

One of the serious challenges not to practice integrated school leadership is lack of support from educational authorities at different levels. This shows that school principals provided less support from regional education bureau and district education offices. MoE (2010), cited in Tadesse, 2015), many educational institutions in Ethiopia at different levels *do* not yet have the required capacity to exercise their responsibilities and to support schools as needed.

2.4. Role of Principals on Instructional Leadership Effectiveness

Leadership development can play a key role in shaping principals' performance, and evidence indicates its positive impact on principals' practices. Changing roles and responsibilities and broader distribution of leadership require principals to develop new skills. Principals tasks required for schools of the 21st century include guiding teaching and learning by enhancing teacher quality that will lead to setting goals and measuring progress, improved learning outcomes, managing resources, and leading and collaborating beyond school borders (Beatriz et.al, 2009). Hence, in relation to creating successful

schools and student achievement; principals' role as school designer; curriculum leader; instructional leader; team builder, and driver of change was shortly described as follows:

2.4.1. The Principals as School Designer

Organizing all of the resources of the school to produce high achievement requires looking hard at all aspects of the life of the school and redesigning them so that they all contribute to a powerful and coherent program. In addition, all other aspect of the life the school must be aligned with the redesigned instructional program, from the master schedule to the budget to the way before-and-after school programs are configured. So, it will be very important to introduce the principals to the essentials of school design, because it is the principals, more than anyone else, who has to have the overall architecture of the schools program constantly in mind as a road map for the work ahead (Marc et.al).

2.4.2. The Principals as Curriculum Leader

According to, Paula (2013), curriculum development and implementation are nested processes; the state, the school system, the school, and the classroom all have legitimate roles to play in learning enhancement. The state should identify curriculum standards for each subject; the school should use those standards in developing coordinated curricula for grades K-12, with appropriate benchmarks. The school should develop its own program of studies, within district guidelines. The classroom teacher should operationalize the district curriculum guides in several ways: develop long-term plans, write units of study, enrich the district curriculum, and adapt it, so that it responds to individual student needs.

School-level leadership functions with respect to curriculum, is as follows: 1) influencing district curriculum guides, 2) developing the schools program of studies, 3) developing a learning-centered schedule, 4) determining the nature and extent of curriculum integration, 5) aligning the curriculum, 6) monitoring the curriculum, 7) helping teachers make long-term plans, 8) helping teachers develop curriculum units, 9) helping teachers provide enrichment and remediation; and, 10) evaluating the curriculum (Paula, 2013). Hence, principals are encouraged to play an active role and use a team-leadership approach that recognizes the strengths and needs of classroom teachers.

Marc & Judy (2002) verified that, one of the most important aspects of the curriculum for principals is promoting the professional knowledge and skill of the school. principals will have to know how to

establish a culture in which every professional development on the staff is expected to be learning all the time, in which professional development is not simply a personal matter, episodic and random, but is seen by the school as the most important tool by which they acquire the skill and knowledge they need to implement the strategies and designs that the school has adapted for improving student achievement.

The principals are above all a moral leader and a builder of culture. Hence, this part of the curriculum will need to focus hard on what it means to be a moral leader and how it can be done, as well as how one can analyze school culture and the steps a principals can take to build a school culture that is ethical, results-oriented, collaborative, and respectful of everyone in the school community .

This last part of the curriculum begins with a focus on the crucial role of data in the drive for results, from the careful setting of targets to the collection, display, and analysis of implementation and outcome data to the use of data for setting goals, monitoring progress, allocating and re-allocating resources, and managing the school program.

2.4.3. The Principals as Instructional Leader

The perceptions and expectations on the school principals have changed dramatically given the changing context of education over the last fifteen years. The traditional roles and responsibilities of principals are ensuring a safe environment, managing the budget, maintaining discipline is still enforce; however, there are many demands. As programming and associated auxiliary activity have been expanding, needed resources and support have not been forthcoming. In looking at the role of the principals as instructional leader, there are five key aspects of the role of effective principals: 1) defining and communicating a school's educational mission, 2) coordinating curriculum, 3) supervising and supporting teachers, 4) monitoring student progress, and; 5) nurturing a positive learning climate (Paula, 2013).

Instructional leadership provided by the principals is contributing factor to higher student achievement. Effective principals and effective school offers new insights that will help principals to become more effective instructional leaders. Effective principals are more likely to communicate about instructional matters; to pay attention to test results; to discuss curriculum and instruction; to focus on how well learning objectives were mastered in communication to students, teachers, and parents; and to be visible presence in and around the school.

On the other hand, Jenkins (2009) sees instructional principals as leaders who are involved in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. The instructional principals focus his/her attention on the control, coordination and supervision of all teaching and learning activities. If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment.

2.4.4. The Principals as a Team Builder

The principals will focus on developing the knowledge and skills needed to define the goals for teams, recruit and select their members and motivate and coach them to success (Marc, 2002). In addition, MoE (2013) emphasizes that: principals networks and collaborates with a wide range of people to secure the best possible learning outcomes and well-being of all students. She or he is skilled at establishing and maintaining professional relationships and structures. Principals are able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all.

Elaine (2003), concerning student council, emphasized that just as instructional leaders use building-leadership teams to establish solid, two-way communication channels between school and principals, they use student council as a way to build communication with students. Student councils are marvelous vehicles for enlisting student support for projects like building cleanup, recycling, or fund raising for new library books or athletic equipment.

2.4.5. The Principals as a Driver of Change

Joseph and Amanda (2003), argues the role of the principals as active and ongoing supporter of reform is critical to the success of school wide change effort. “A good principals-supports improvement that is responsive to the classroom context”, and provides support for classroom teachers. Principals create and maintain a sense of trust in the school, use positive micro-politics to negotiate between managerial, technical, and institutional arenas, and create a professional change requires principals to move from being managers of the status quo to facilitators of reform, have to develop skills of collaboration and learn to share power with teachers.

The aim is to provide the principals with the knowledge and skills needed to lead, design, and drive a change process calculated to lead steady improvement in the achievement of the students in the school. The principals should also learn how to identify root problems and causes, gather intelligence and formulate a plan on basis of appropriate data, set performance targets, select strategies, and develop sound implementation plans (Marc & Judy, 2002).

Principals also become effective change agents. The role of change agent is a complex one and includes the following: 1) developing a “shared vision”, 2) formulating a need assessment, 3) developing or selecting an innovation, 4) targeting group(s), for the proposed change, 5) anticipating problems and resistance to the proposed change, 6) formulating a plan, 7) evaluating the implemented plan and making needed changes. Success of curriculum principals as a change agent largely depends on the extent of formulating a shared vision and developing strategic plan are key components of the process and include guidelines that help aid the process (Allan, 2006).

2.5. Dimensions and Functions of Principals’ IL Effectiveness

In the literature the functions to be accomplished through Instructional Leadership were classified and grouped in to various way differently. For example, McEwan (2003) identified the following seven functions as dimensions of Instructional Leadership: (1) Establish clear instructional goals; (2) Be there for your staff; (3) Create a school culture and climate conducive to learning; (4) Communicate the vision and mission of your school; (5) Set high expectations for your staff; (6) Develop teacher leaders; and (7) Maintain positive attitudes toward students, staff, and parents.

Lashway (2002), based on the National Association of Elementary School Principals - NAESP instructional leadership frames, stated that, instructional leaders have six roles: Making student and adult learning the priority; Setting high expectations for performance; Gearing content and instruction to standards; Creating a culture of continuous learning for adults; Using multiple sources of data to assess learning; and Activating the community's support for school success.

Moreover, Condon and Clifford (2012), on their parts identified the following six domains for principal’s professional practice:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;

3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

Another classification of instructional leadership functions was the one identified by Hallinger (2013). His categorization of instructional leadership practices composed ten job functions: (1) framing school goals, (2) communicating school goals, (3) supervising and evaluating instruction, (4) coordinating curriculum, (5) monitoring school progress, (6) protecting instructional time, (7) maintaining high visibility, (8) providing incentives for teachers, (9) promoting professional development, and (10) providing incentives for learning. According to this author, the ten functions are further grouped under three broad instructional leadership dimensions. The dimensions are: (i) Defining the School Mission; (ii) Managing the Instructional Program; and (iii) Promoting a Positive School Learning Climate.

Another notable, classification of Instructional Leadership dimension was, “the Maryland Instructional Leadership Framework”; which describes outcomes expected of the principals as they provide instructional leadership for their schools. For each outcome identified, there are evidences in practice that delineate the minimum of what we expect principals to know and be able to do if the respective leadership outcome is to be realized.

It represents the most commonly accepted instructional leadership responsibilities according to respected practitioners, researchers, and theorists in the field of instructional leadership and continuous improvement. It also provides a foundation for the alignment of professional development opportunities offered at national and local levels as well as coursework offered at institutions of higher education. The foundation documents for the instructional leadership dimensions are relevant and noteworthy reports, research in the field, input from various stakeholders, as well as the best thinking for Leadership Development (Foran and Cary, 2006). These dimensions include:

1. Facilitate the Development of a School Vision

Under this, issues like Understands and participates in the process for developing the school vision; articulate the vision and encourage all staff and other stakeholders to articulate it on a regular basis; be

acquainted with the procedures for periodic review of the school vision, and encourages a variety of stakeholders to be involved in that review (appreciate collaborative review of the vision by stakeholders); and identify and make available the resources that allow the vision to be implemented were includes.

As stated by Hersey (2007), it is the responsibility of the leader to create a vision for the organization and to articulate their vision so it turns in to concrete strategies, solid management system, and informed resource allocations that enable an organization to accomplish results. Leaders must know where they are going if they are to achieve their purposes. Today, just as thousands of years ago, without a vision, persons and organizations perish. Therefore, leaders must be vision creators. This is an immensely powerful and far-reaching idea. Visioning defines leadership. It is a fundamental to the process of leading an organization. A single defining quality of leaders is their ability to create and realize a vision.

2. Align All Aspects of a School Culture to Student and Adult Learning

This includes exhibits mutual respect, teamwork, and creates trust in dealings with students, staff, and parents; Has high expectations for all students and teachers in a culture of continuous improvement; Participates effectively on the school leadership team; Participates effectively in a professional learning community aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning; and Takes advantage of opportunities for leadership and collaborative decision-making distributed among stakeholders, especially teachers.

3. Monitor the Alignment of Curriculum, Instruction, and Assessment

Under this major items included are: Engages in ongoing conversations with teachers and colleagues as to how standards, curriculum, and research-based instructional strategies are integrated into daily classroom instruction; Ensures that student assignments are rigorous, purposeful, and engaging; Ensures that student work is appropriately challenging and demonstrates new learning; and Ensures that assessments regularly measure student mastery of the content standards.

4. Improve Instructional Practices through the Purposeful Observation and Rating of Teachers

This constitutes Understands how and what students are reading, writing, producing, and learning; Uses student data collected every academic year to improve classroom instruction; Uses formal feedback from observation conferences, as well as informal visits, meetings, and conversations with teachers to improve classroom instruction; Effectively participate in regular teachers' performance appraisal practices based on continuous student performances; and Contributes to the identification and development of potential school leaders

5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

This included principals ensures that multiple and varied assessments are collaboratively developed; Ensures the regular use of formative assessments as a part of the ongoing rating of student performance to adjust instruction; Ensures that summative assessments are aligned in format and content with national assessments; and Ensures that interventions for individual students are appropriate and based on results of assessments.

6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction

Ensures the use of appropriate instructional technology by students and the staff; Ensures the use of the Educational websites for school improvement purposes; Reviews and encourages others to review disaggregated data by subgroups to improve instruction; Engages in and encourages others to engage in root cause analysis of student performance to drive instructional decisions; and Collaborates regularly with teachers to analyze student work.

7. Provide Staff with Focused, Sustained, Research-based Professional Development

Engages in results-oriented professional development aligned with curricular, instructional, and assessment needs connected to school improvement goals; Create opportunities for teachers to engage in collaborative planning, critical reflection, and job-embedded professional development during the regular school day and takes advantage of it; Execute differentiated professional development based on career stages, needs, and student performance; the principals Personally involved in professional development activities in which he/she expects others to be involved; and understands how professional development is aligned with the National Teachers' Professional Standards

8. Engage All Stakeholders in a Shared Responsibility for Student and School Success

Under this the principals is expected to welcomes parents and caregivers to the school, encourage their participation, and provides information to help their children learn; Persuades parents and caregivers to be active members of the school improvement process; and Encourages community stakeholders and school partners to readily participate in school life.

For the purpose of this study, the dimensions of instructional leadership known as “the Maryland Instructional Leadership Framework” was adapted and used to assess secondary schools instructional leadership effectiveness.

2.6.1. Shape the School Goals

Hallinger (1982) cited in Michelle (2010), showed that, instructionally effective schools generally have a clearly defined mission or set of goals which center on student achievement. A few coordinated objectives, each with a manageable scope, appear to work best. The goals should incorporate data on past and current student performance and include teacher responsibilities for achieving the goals. Staff and parent input during the development of the school’s goal seem important. Performance goals should be expressed in measurable terms.

Moreover, Susan & Randall (2003) elaborates a school’s principals provide a vision of what the school stands for, the mission it seeks to fulfill, and the values that will guide the means it uses to achieve its mission. Leadership sets the stage for managing human resources by providing a broad set of guidelines that help teachers make choices and direct their energies. An effective principals ensures that teachers are generally working to achieve the same results and that by achieving those results the school will satisfy the school’s key stakeholders. A goal is a future state that an individual is striving to attain. They define for the individual an acceptable level of performance or direction of action. Principals will commonly adopt goals shared by other teachers or developed by the school (Wayne & Cecil, 2005).

Susan & Randall (2003) indicates goals are a necessary part of an action plan in a school. Goal affect motivation in two ways: 1) by increasing the amount of effort teachers choose to exert and by directing or channeling that effort. 2) when teachers accept a goal as something to strive for and then commit to achieving that goal, they essentially agree to exert the amount of effort required to do so. For some teachers, goals assigned by principals may be effective, but many principals believe that goals work best when the teachers participates in goal setting. Doing so increases the teachers’ willingness to accept goals, which is essential for the goals to be motivating.

Goals that are specific, observable and time limited are conducive to ongoing assessment and performance-based feedback, and principals and teachers' should strive to provide and or seek feedback on a regular basis (Hughes, 2006).

Sushanta (2012) stated that, principals as the school chief educational leader play a major role in shaping the nature of the school organization. Similarly, Ministry of Education (2005) commented that: "principals as educational leader play a pivotal role in the success of the school. In the successful school, principals; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, and plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members." From the above one can understand that without effective educational principals, it is impossible for schools to attain their educational outcomes.

2.6.2. Communicate the School Goals

Effective school goal communication, involves the ability to transmit and receive information with a high possibility that the intended message is passed from principals to teachers, parents and students. Hughes (2006) elaborated that, the quality of a principals' communication is possibly correlated with followers' satisfaction, as well as with quality of services rendered. Effective school goal communication skills are also important, because they provide principals' and followers with greater access to information relevant to schools goal achievement.

Moreover, Hallinger (1982) cited in Michelle (2010), emphasized that; the principals communicates the school's most important goals to teachers, parents, students, and the community. Principals can ensure that the importance of the school's goals is understood by discussing and reviewing them with staff on a regular basis during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both formal communication channels (goal statements, staff bulletins, articles in the principals or site council newsletter, the school handbook, assemblies) and informal ones (parent conferences, teacher conferences, curricular meetings, other discussions with staff) can be used to communicate the school's primary purpose.

Principals communicate school goals or visions in many different ways. Habtamu (2014) described that communicating goals can be effective through school and departmental meetings, and through

follow up conference to classroom observations. Frequent communication of school goals by principals promotes accountability, a sense of personal ownership and instructional improvements. Skillful principals focus attention on key aspects of the school's vision and communicate the vision clearly and convincingly.

The function of communicating school goals refers to the ways the principal's expresses importance of the school goals to teachers, parents and students. With regard to the communication of school visions and goals, Hoy and Hoy (2003) cited in Habtamu (2014) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

2.6.3. Supervise and Evaluate Instruction

According to Sunil (2005), supervision on the functional service basis is a necessary integral part of any general educational program and of any specific school system, because education is complex and intricate, and furthermore is carried on in minute divisions, classrooms, scattered throughout a community and over the nation. The great extension of educational opportunity particularly on the secondary level increases the demands for technical assistance. Supervision in the sense of leadership will contribute to unity of purpose and coordination of effort. Leadership and creative contribution may be found anywhere and it is increasingly realized. Supervisory leadership aids discovering leadership and creative ability and in arranging opportunities for its expression.

The features of supervision of instruction that described by Rajni, (2006), include the following: 1) The conditions of democratic supervisory relationships require that all involved personnel; (a) hold each other in mutual respect, (b) recognize the need for the diversification of tasks; and, (c) possess the capazone for finding teachers' satisfaction in schools; 2) supervision involves the process of directing and controlling, stimulating and initiating, analyzing and appraising, and designing and implementing those behaviors directly and primarily related to the improvement of teaching and learning; and, 3) leadership in evaluating major and minor trends in the social, economic, physical and ethical environment in terms of the potential effects upon the instructional program is the responsibility of personnel assigned to the supervisory function.

Hallinger (1982) cited in Michelle (2010) ,showed that, a central task of the principals is to ensure that the goals of the school are being translated into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom

instruction. In addition, it includes providing instructional support to teachers and monitoring classroom instruction through numerous informal classroom visits.

Educational administration scholars have long argued that principals who serve as the instructional leaders in their schools; coaching teachers in particular time spent about their instructional practice and evaluating teachers or curriculum predicts greater school effectiveness and increases in schools goal achievement (Grissom et.al, 2012).

School principals involvement in classroom observation and feedback is associated with better student performance. However, school principals do not always have sufficient time and capazone to focus on this important responsibility. Policy makers need to address constraints limiting the capazone of school principals to engage in meaningful teacher rating activities, including providing appropriate training (Beatriz et.al, 2009).

2.6.4. Coordinate the School Curriculum

Allan, et.al (2006) described that, the curriculum is the plans made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned. These retrievable documents used in planning for learning typically specify five comments: a rationale for the curriculum; the aims, objectives, and content for achieving those objectives; instructional methods; learning materials and resources; and tests or assessment methods.

Moreover, Jon (2009) analyzed that, curriculum planning defines what students will experiences in the classrooms. Such planning also tells school principals what teachers must know, or be able to do, in order to activate such plans in their own classroom. Staff development is the direct connection between curriculum and instruction, and then teacher training always exists to implement the curriculum in the classroom. Even teacher training for personal enrichment can be used to enlarge the background of the teacher, so that they can make more instructional references and connections for students.

Hallinger (1982) cited in Michelle (2010) emphasized that; a characteristic which stands out in instructionally effective schools is the high degree of curricular coordination. School curricular objectives are closely aligned with both the content taught in classes and the achievement tests used by

the school. In addition, there appears to be a high degree of continuity in the curricular series used across grade levels. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and/or curricular issues.

Jon (2009) described that, the principals facilitates a process of goal identification and defines those goals with observable or quantifiable cognitive and affective objectives. Each objective further defines the curriculum desired by the school community in terms of student behavior. Because, each objective can be validated (attained or not attained), the process of curriculum work becomes one of activating programs that meet objectives set by teachers, parents, and the school community.

Moreover, he explained that, one of the major errors of many curriculum improvement efforts were to plan without involving others. People are naturally resistant to change, when they don't know what is going to happen or why change is occurring. The need to involve others is especially true in schools when working with curriculum. Schools are everyone's business, and members of the tax- paying community, parents of schoolchildren, and teachers who deliver the curriculum have a right to be involved planning what will affect them.

2.6.5. Monitor Student Progress

School improvement is about rising student achievement through focusing on the teaching-learning process and the conditions that support it (Alma et. al., 2003). According to Beatriz et.al (2008), the school principals pressing for high academic standards would map out; thorough targets for improvements in learning (planning), get the school on board to do what's necessary to meet those targets (implementing), encourage students and teachers in meeting the goals (supporting), challenge low expectations and low district funding for students with special needs (advocating), make sure families are aware of the learning goals (communicating), and keep on top of test results (monitoring).

In addition, Hallinger (1982) cited in Michelle (2010) stated that, instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing. The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The principals play a key role in this area in several ways. He/she can provide teachers with test results in a timely and useful fashion; discuss test results with the staff as a whole, with grade level staff and individual teachers, and provide interpretive analyses for teachers detailing the relevant test data in a concise form.

School principals play a key role in improving school outcomes by influencing the motivation and capacity of teachers and affecting the climate and environment in which they work and learn. To increase their influence, school principals need to play a more active role in instructional leadership by monitoring and evaluating teacher performance; conducting and arranging for mentoring and coaching; planning teacher professional development; and orchestrating teamwork and collaborative learning (Beatriz et al, 2008).

The following are common observable features of a poor culture of learning and teaching or a lack thereof: weak/poor attendance, educators do not have the desire to teach, tensions among the various elements of the school community, high dropout rate, poor school results, weak leadership, management and administration, de-motivation and low morale, disrupted authority and the poor state of buildings, facilities and resources. At the base of these features lies the absence of a sound philosophy, values and norms which shapes the deeper attitude of the role players in the school with regard to education and schooling in general.

Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

2.6.6. Protect Instructional Time

According to Grissom and Loeb (2009), principals devoting significant time and energy to becoming instructional leaders in their schools are unlikely to see improvement unless they increase their capacity for organizational management as well. Effective instructional leadership combines an understanding of the instructional needs of the school with an ability to target resources where they are needed, hire the best available teachers, provide teachers with the opportunities they need to improve, and keep the school running smoothly.

Leithwood et.al (2004) cited in Rice, (2010) agreed that, principals' contributions to student learning, then, depend a great deal on their judicious choice of what parts of their school to spend time and attention on. Some choices...will pay off much more than others will. Hence, devoting more time to organizational management was correlated with higher student achievement.

Hallinger (1982) cited in Michelle (2010) stated that, improved classroom management and instructional skills are not used to the greatest effect if teachers are frequently interrupted by

announcements, tardy students, and requests from the office. The principals has control over this area through the development and enforcement of school-wide policies related to the interruption of classroom learning time.

Effective time management of principals' offer students and school the flexibility to teach and learn in an environment free of the artificial restrictions of lesson divisions, classes, and fifty-minute or forty-minute time slots. When class schedules are constructed, the developmental needs of students and the rigorous activities of each class must be the prime concerns. The students participate in encore classes or electives and in core explore class, which offers the students remediation, exploration, and acceleration during the remainder of the day (Pat, 2002).

For the principals, there is need to manage the time through the time table, leaving enough time for all the important activities in the school. Core subjects such as literacy and numeracy need to be assigned adequate teaching, learning and practice time. Optimal subjects may be assigned less time. Extra-mural activities such as clubs need to be assigned times and places. One simple way of doing this is to assign certain times for extra-mural activities (MoE, 2006).

In contrast, negative associations are larger when principals report that classroom walkthroughs are not seen as professional development opportunities (Grissom et.al, 2012). Some time constraints, such as the time of central office meetings, probably are not under the principals's control. There are other factors over which he will meet parents, accept phone calls, do paperwork, and accept student referrals. The key to future planning of time use is to accept the limitations that exist and work on those time periods that can be altered (Carl et.al, 2007).

2.6.7. Maintain High Visibility

Effective principals need to create a visible presence. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction. As a principals, more than half his/her day is spent focusing on these objectives (Whitaker, 1997). A visible presence that: visits classrooms, attends departmental or grade-level meetings, is accessible to discuss matters dealing with instruction, is an active participant in staff development. The principals supports teachers in their efforts in classrooms by being available to offer advice, opinion, praise, judgment and encouragement to their work and the efforts of children. He/she might encourage the display of projects and provide a public area for this and might check classroom workbooks or essays on classroom visits.

Hallinger (1982) cited in Michelle (2010) stated that, the contexts in which the principals is seen provide one indicator to teachers and students of his/her priorities. Although a significant portion of the principals's time may be out of his/her control, the principals can set priorities on how the remaining time is to be spent. Visibility on the school compounds and in classrooms increases the interaction between the principals and students as well as with teachers. This can have positive effects on student behavior and classroom instruction.

According to Marc & Judy (2002), the principals will also have to learn what to look for as he or she walks around the school and observes classrooms, mentoring teachers to help them become more effective in a standard-based environment. Blase and Blase (1998) cited in Kruger (2003) concluded that the example of principals who walks around the school supporting the teachers' instructional efforts and reinforces good teaching behavior.

2.6.8. Provide Incentives for Teachers

Barnard (1938), Hallinger & Murphy (1985), cited in Paul (2010) showed that, schools use incentives: such; as praise, good working conditions, material rewards, pride in work completed, and emotional attachment to the school, and positive working relationships with principals to motivate teachers. Providing incentives for teachers is a strategy principals can use to motivate teachers to change their instructional practices. Principals provide incentives by giving formal awards and using public or individual praise for teachers. Praising teachers in front of their peers can be effective because it encourages improvement by all teachers. Recognizing teachers for their classroom performance provides an incentive for improvement and continued growth.

Hallinger (1982) cited in Michalle (2010) emphasized principals should make the best use of both formal and informal ways of providing teachers with praise when it is deserved. This could be through a bulletin, official district recognition program or informal cards, verbal statements, or awards. Sharma (2005) also indicated that, there are various types of incentives. Those most effective are intellectual, emotional, and social incentives.

Intellectual incentives: are those used in informing teachers of their successes and errors in school work. Records are posted, specific errors pointed out, and graphs made of individual or group accomplishments. Such incentives require no comment. Results are objective enough for teachers to find out for themselves about their accomplishments and failures, which is self-motivating in effect. Better attitudes and methods of work result from their knowledge of progress made. Both the quality

and quantity of work improve when teachers work toward the realization of definite aims and know how well they are succeeding as they proceed.

Emotional incentives: when teachers are not informed to their success or failure but influenced by an expression of praise for their performance, the incentives are emotional in character. Verbal commendation or appropriate criticism may be used to produce the emotional response desired. Comment of the right kind about a teachers' work is better than none at all. Great care must be exercised in making comment stimulating and helpful. The nature and amount of comment must be wise and judicious. This varies both with learning situations and with individuals.

Social incentives: influences the performance a teacher when he is working in a social group. The presence of a co-working group has the effect of increasing the amount and speed of learning, but the quality of through processes is usually better when a teacher works by himself. When judgment or reasoning is involved; the student accomplishes more by working alone. Rivalry with one's own record is superior to competition with another. Emphasis on cooperation has advantages to that of competition. Among the worthy social incentives are desires to be well through of, to secure group approval, to win by fair means, and to preserve the good name of the school.

2.6.9. Promote Professional Development

Ronald (2011) indicated, the current situation of staff development is to provide teachers with the opportunity to maintain a favorable outlook on teaching and to improve their effectiveness in the classroom. A staff development program can offer the teacher opportunities to: 1) update skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge. 2) keep abreast of societal demands. Teachers need to become acquainted with research on the instructional process and on new methods of teaching. 3) become acquainted with the advances in instructional materials and equipment; and, 4) the internet and computer-assisted instruction are only a few of the many innovations that have potential for improving the quality of classroom instruction.

Providing, promoting and participating in teacher development that is relevant to the school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school principals, which policy makers need to emphasis. Developing discretion over training and development budgets to the school level enables school principals to offer and coordinate meaningful professional learning opportunities for all their teachers (Beatriz et al, 2009).

Hallinger (1982) cited in Michelle (2010) indicated that, the principals has several ways of supporting teachers in the effort to improve instruction. He/she can arrange, provide, or inform teachers of relevant opportunities for staff development. The principals also can encourage certain types of staff development closely linked to the school's goals.

Professional development provision is part of a larger, ongoing and coherent set of experiences for career-long teacher growth and professional skill enhancement, and can be available during and suited to the three different stages of initial training, induction and in-service training of principals' career:

Initial training: decisions must be made about whether such training should be mandatory or voluntary and whether it becomes a prerequisite for the job of principals. Incentives may help encourage school leaders to participate. Orientation courses are other ways of attracting good potential candidates, as is including components of leadership training in initial training.

Induction: if initial training cannot be provided, it becomes even more important to offer strong induction programs to support development of basic leadership skills. Providing support for members of school leadership teams can also be beneficial. Networks are a valuable and cost-efficient way to provide informal development and support.

In-service training: is particularly critical in changing educational environments. Others involved in leadership teams also need this support. Networks can also be used as an informal mechanism at this stage. Some systems require a certain number of days or hours of professional development of their school leaders (Beatriz et al, 2009).

MoE (2012) stated that, as a consequence and as an extended priority of ESDP III, maintaining and/or regulating the professional quality of school principals as a concurrent activity to the teacher quality and development will continue to be one of the top priorities in ESDP IV. One of the most common strategies followed in maintaining the quality of teacher and school principals' professional development is through preparing and implementing standards of professional competences.

Micheal (2007) shows three factors relative to affects to improvement of professional development of teachers: 1) vacancy policies, 2) staffing rules favoring seniority; and, 3) late budget timetables- that produce four negative consequences: (a) schools are forced to hire large numbers of teachers they do not want and who may not be a good fit for the job and their school, (b) Poor performers are passed around from school to school instead of being terminated, (c) new teaching applicants, including the

best, are lost to late hiring, as transfers and other adjustments have to be addressed first; and, (d) novice teachers are treated as expendable regardless of their contribution to their schools. It is through local problem solving with expanded horizons that new solutions can be identified and implemented. This represents a huge cultural change for schools, and as such it is going to require sophisticated new leadership.

On the other hand, Ronald (2011) indicated that, effective professional development for teachers can be enhanced if the development programs are systematic, concrete, and relevant to the teacher's job, including not only what the job is, but, also what the job should be. Thus, staff development opportunities can be ongoing and personalized, flexible and adaptable to change as the needs arise, carried out when the participant is not exhausted because of work, and an integral part of the school district's policies and supported by adequate funds.

2.6.10. Providing Incentives for Learning

Teacher quality is the most important school-level determinant of student performance, and school principals focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning (Beatriz et al, 2009).

Hallinger (1982) cited in Michelle (2010) indicated that, the principal creates a school learning climate in which academic achievement is highly valued by students by providing frequent opportunities for students to be rewarded and recognized for their academic achievement and improvement. The rewards need not be fancy or expensive; the recognition before teachers and peers is the key. Students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole.

Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. School principals need support and encouragement in promoting teamwork among teachers (Beatriz et al, 2009).

2.7. Factors Affecting IL Effectiveness of Principals

There are major factors that affect instructional leadership effectiveness of principals: such as; principals'; teachers'; education offices and policy makers; and, resources and facility related factors. Each of these factors not only affects the principals' effectiveness but can also flow negatively toward school, teachers, and even students. In addition, each problem was analyzed and described below:

2.7.1. Principals' Related Factors

In referring to Marc et.al (2002) there are many reasons for a shortage of qualified school principals. such as, principals training, support, and professional development are largely inadequate, and not up to the task of producing the good principals we need and states have lacked a coherent vision and system for developing and retain high quality principals; the job of the principals has changed to become more complex and demanding; good principals are scarce-growing student populations, and retirements.

It is the responsibility of the school principals to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient. The school principals is thus usually both a leader and a manager. Specifically, deals with management of human resource issues. Human beings comprise the most important resource in the school. These include the teachers, the pupils, the parents, the community, and other people who work closely with the school (MoE, 2006).

In Ethiopia, in the course of effecting program (ESDP III) there was main challenges ,concerning teachers and leaders development; like, need to further strengthen teacher training and qualifications of secondary level, leadership and management capacities at institutional level remain weak, female candidates for pre-service training and candidates from rural areas and indigenous groups are underrepresented, insufficient well qualified teachers for mathematics and science, quality of pre-service training needs improvement; better teaching materials, more adequate practical training, more adequate teaching methods, continuous professional development (CPD) is not given enough attention by a significant number of school leaders and teachers and the number of females in leadership positions is very low (MoE, 2010).

2.7.2. Teachers' Related Factors

Teachers job performance can be affected by: lack of time for participating, lack of interest for participating, believing that it is not their responsibility but the responsibility of school principals, absence of supportive school culture, absence of trust between teachers and principals, lack of democratic and participative leadership of principals, lack of training and support, resistance by school administrators, lack of formal authority and lack of experience.

Teaching profession does have pitfall. Some of these include burnout, low job status, low salary, and some of the results from the current reform movement. Secondary school principals can there for encourage the effective job performance of their teachers by identifying their needs and trying to satisfy and meet them (Sushanta, 2012).

In the case of Ethiopia, the minimum qualification standard requirement for teachers training and development is certificate for first cycle (1-4) primary, diploma for the second cycle (5-8) primary, and degree for secondary education. Except in the first cycle primary, most students in the other levels are being taught by unqualified teachers. The picture at secondary level is worse; the national average unqualified teachers is as high as 60%, ranging from 79% in Tigray, 69% in Oromia, 60% in Amhara and 18% in both Addis Ababa and Dire Dawa. All these challenges required concerted pre-service and in-service training programs as well as other measures of reforms to reduce the turnover (MoE, 2006).

It is the principals' responsibility to ensure that the working conditions for staff, in particular of teachers, are optimal. Teachers should not be overworked. Nor should they be under-worked. A teacher's abilities, experience and potential must be recognized: the principals must strive not only to utilize these talents well, but also to nurture the talents so that they can be further developed. Teachers can have many hidden and under-developed talents, and it is the responsibility of the school principals to understand what further development can take place.

2.7.3. Education Offices and Policy Makers Related Factors

MoE (2010) cited in Tadesse (2015), many educational institutions in Ethiopia at different levels *do* not yet have the required capacity to exercise their responsibilities and to support schools as needed. One of the serious challenges not to practice integrated school leadership is lack of support from educational authorities at different levels. This shows that school leaders provided less support from regional education bureau and district education offices.

Furthermore, Workineh (2012) cited in Tadesse (2015) emphasized that less support from educational authorities at different levels has a serious negative effect on the practice of effective leadership. Research on Ethiopian schools, concluded that a critical decision making at the school level faces a great challenge due to the lack of support and coordination from district education offices. Additionally, he argues that the gap between district education offices and the school communities (school principals, teachers, parent teacher associations) is also highly responsible for the loose communication between the government structures and the institutions.

2.7.4. Resources and Facility Related Factors

In Ethiopia, there are challenges facing the school principals include; large size of classes and how to lower to manageable proportion, less qualified and less experienced teachers, and turnover of staff is quite high in Ethiopia. In addition, material resources in school include textbooks and other teaching and learning materials; gardening and related materials; materials for staff development; budgeting and expenditure of funds, etc (MoE, 2006). It is essential that funds are well utilized as well accounted for. Parents and community will only contribute funds to the school if they are confident that such funds are well looked after. The material resources that are already in the school need to be looked after as well as possible.

Paula (2013) showed that, many challenges await principals as instructional leaders in the 21st century. Such as: The first centers on clarifying and articulating the values and principles that will guide principals as an instructional leader. Understanding and being committed to the values will guide principals and school colleagues as principals work together to meet such challenges as inclusive education for children with disabilities, charter school competition, new state and national curriculum standards, public school choice, and bilingual education, to name a few.

A second challenge for principals for the future will be to determine work priorities. There will always be unexpected and routine tasks that need to be carried out. The question is whether you as a principal let the flow of events and activities define you as an instructional leader or whether your values and beliefs about teaching and learning set the tone and substance of your work.

Finally, principals as instructional leaders are confronted with the recurrent inconsistency of continuity and change. The certainty of change may be the most predictable factor in principals' future work, yet the certainty of change brings anxiety and ambiguity.

2.8. Empirical Evidences on Principals' Instructional Leadership Practices

Regarding Principals' Instructional Leadership Practices the researcher comes across different researcher works related to government secondary schools of the country. Among those the following researches conducted in recent time were discussed briefly.

1. *Roles and Challenges of Secondary School Instructional Leadership for the Achievement of Student Learning: The Case of South Gondar Administrative Zone, Amhara Region* (Misganaw & Birara, 2014);

2. *Integrated School Leadership Practices in Secondary Schools of Harari Regional State* (Tadesse, 2015);
3. *Practice and Problems of Principals' Leadership Style and Teachers' Job Performance in Secondary Schools of North Shoa Zone* (Roul, 2012); and
4. *Principals' Instructional Leadership Practices and their Association with School Improvement in Public Secondary Schools of SNNPR* (Habtamu, 2013).

The purpose of the study for Misganaw and Birara (2014) was attempted to examine roles and challenges of secondary school principals. They associate instructional leadership with the achievement of student learning at secondary school level. The findings of the study indicated significant relationships between distributed leadership and school goal achievement; teachers professional development; instructional program management; effective teaching and learning; and promotion of school climate which include facilitating and understanding of the lesson, create an interesting environment with high class participation.

While Tadesse (2015), was focused on integrated leadership practices of secondary school principals; and the findings of the study revealed that school principals lacked knowledge and skill of recent school leadership theories to lead their school on recent philosophies. Moreover, according to this study; the core causes of school principals not to practice integrated school leadership model were: lack of support from educational authorities at different levels, lack of professional trainings on educational leadership, low stakeholders engagement in school activities and the inefficiency of school principals to share leadership among stakeholders.

On the other hand the purpose of the study in Roul (2012), research was to determine the practice and problem of principals' leadership styles and teachers' job performance in secondary schools. The findings of the study identified the *lasses-faire* leadership style was the most commonly used leadership style among principals of secondary schools in the study area; teachers' job performance was found to be at a moderate level in the schools

Furthermore, the objective of the study in Habtamu's (2013) research was to assess the relationship of principals' instructional leadership practices with school improvement in government secondary schools. The findings of the study revealed that there were better practices of the principals in the area of school improvement compared to instructional leadership; Schools, which were found to be relatively low in their instructional leadership practices, also exhibited minimum results in school improvement, while those which were rated top in their instructional leadership practices were also

rated to be high in their school improvement endeavors; there was strong positive correlation between the instructional leadership practices of principals and school improvement in the sampled secondary schools.

In general, the purposes and findings of the studies mentioned above were related school principals leadership with some other aspects of the school management and leadership practices; like achievement of student learning, leadership styles, teachers' job performance, school improvement programs and integrated leadership practices of the principals. Yet, they only attempted to use one or two variables to assess leadership practices of principals at secondary school levels. However, the issue related to principals instructional leadership effectiveness was not considered in those studies.

Therefore, taken as a serious problem and given its considerable importance to a school success, principals' instructional leadership effectiveness as well as factors influencing it becomes a timely area of interest for research. However, as far as the knowledge of the researcher is concerned, there is no study carried out on such topics on government secondary schools of North Shoa zone oromia regional state

CHAPTER THREE

3. The Research Design and Methodology

This section deals with research design and methodology, research method, sources of data, sample and sampling techniques, data gathering tools, data collection procedures, validity and reliability of the study methods of data analysis and ethical consideration

3.1. Description of Study Area

This study was carried out in government secondary schools in North Shoa, Zone Oromia Regional State. North Showa is one of the zones of the Ethiopian Region of Oromia. North Showa is bordered on the South by Oromia Special Zone surrounding Finfinne, on the west by West Shoa, on the North by the Amhara Region, and on the East East Shewa. The zone has thirteen districts namely Abbichu, Kimbibit, Aleltu, Jida, Wucale, Debre Libans, Yaya Gulalie, Girar Jarso, Kuyu, Dagem, Hidabu Abote, Wara Jarso and one town administration. The Capital town of North Shoa is Fiche, which is about 112 kilo, meters from Addis Ababa. The zone has five districts which are out of the main roads from Addis Ababa to Gojam and the left eight districts and one town administration are in alignment with the main road from Addis Ababa to Gojam. The largest ethnic group is Oromo 84.33% and followed by Amhara 14.99% all other ethnic groups made up 0.68% of the population. Afan Oromo is spoken as a first language by 82.85% and 16.73% speak Amharic; the remaining 0.42% speaks all other primary languages. The majority of the inhabitants professed Orthodox, with 92.43% of the population while 5.34% of the populations are Muslim and 1.61% of the population professed Protestantism (CSA,2007).

Based on the 2007 Census conducted by the central statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,431,305 of whom 717,552 are men and 713,753 women; with an area of 10,322.48 square kilometers, North Showa has a population density of 138.66.62% of children are enrolled in primary school, and 12% in secondary schools.

There were 701 primary schools (1-8), 45 secondary schools (9-10), 14 preparatory schools (11-12), 7 Technical and Vocational training (TVT), 1 Teachers' Training College (TTC), and 1 University in North Shoa Zone (NSHEO, 2009).

3.2. The Research Method

In this study, descriptive survey design was used, in order to describe the instructional leadership effectiveness of principals with the assumption that it is appropriate when a researcher decides to collect relevant information of the study. Concerning this method of study, Cohen et.al (2006) stated that, many educational research methods are descriptive; that is, they set out to describe and to interpret what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs and points of views that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive survey method is concerned with how, what is or what exists and is related to some preceding event that has influenced or affected a present condition or event.

Thus, the researcher preferred descriptive survey research design for this study; because it helps to describe the status of principals, instructional leadership effectiveness as it exists at present and finds facts with adequate and accurate interpretation of the data. Besides, it helps to describe the issues under study quantitatively and qualitatively using the data collected through questionnaire, interview and focus group discussions

3.3. Sources of Data

Both primary and secondary sources of data were implemented. Primary sources of data was obtained from principals, vice principals, department heads, teachers and members of student councils; schools board members; Parent-Teacher Students Association and woreda education office officials. Moreover, secondary sources of data were collected from documents, such as; reports, statistical abstracts, and other relevant official documents.

3.4. Target population, Sample Size and Sampling Techniques

3.4.1. Target population

The target population of this study has consisted of 13 secondary schools. Namely; Abebe Bikila Jato, Aleltu, DebreTsigie, Dahina, Daleti, Fital, Gimbichu, Jida, Maset, Muketuri, Obori, Oneda, and Sheno. According to the data obtained from North Shoa Education department, there are 338 academic staff currently working in these 13 secondary schools.

3.4.2. Sample Size and Sampling Techniques

Sampling can be the selection of some part of an aggregate based on which a judgment or inference about them is made. In order to get relevant data and to handle the information from the respondents the researcher has taken a sample from the total target population. Sample schools were selected by using simple random sampling technique to give equal chance for secondary schools found in the zone. Among 338 population found in 13 secondary schools of the woreda 180 (53.25%) of them were identified as a sample size to respond a questionnaire.

Simple random sampling technique was used to select sample respondent teachers from each secondary school lottery method. This technique is selected, because it will give equal chance for each members of the population the likelihood of probability of being chosen for the study as a sample.

Furthermore, purposive sampling technique was used to select 13 school principals, to respond to the interview. They have detailed information about the study under taken. This was help the researcher to get significant information for the study. Members of student councils (Five students from each school) were selected for the purpose of focus group discussion through simple random sampling technique.

Moreover, one education official from each woreda and two PTSA members from each school were taken as a sample respondents using purposive sampling technique to respond to interview questions.

In this regard, to determine the number of sample respondents, the formula developed by Kothari (2004) and a similar formula developed by Krejcie and Morgan (1970) and recommended by other authors like Cohen, Manion, and Morrison (2007:104), in educational research is considered by the researcher for this study. It helps to correctly determine appropriate sample size for the study. According to the suggestions of those authors, the required sample size was determined by using the following formula:

$$S = \frac{X^2NP(1 - P)}{(d^2(N - 1)) + (X^2P(1 - P))}$$

Where: S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level
(3.841 at 0.05 level of confidence).

N = the population size.

P = the population proportion (assumed to be 0.50; since this would provide the sufficient sample size).

d = the degree of accuracy expressed as a proportion (0.05).

Therefore;

$$S = \frac{(3.841 * 338) * 0.5 * (1 - 0.5)}{((0.05^2) * (338 - 1)) + ((3.841 * 0.5) * (1 - 0.5))} = 180.0386$$

Table 3.1: Target Population and Sample Size of academic staff

No	Secondary Schools	Woreda	Population			Sample Size				sampling Technique
			M	F	T	M	F	T	%	
1	Abebe Bikila Jato	Abichu	14	4	18	8	2	10	55.56	Simple random sampling
2	Aleltu	Aleltu	24	6	30	13	3	16	53.33	Simple random sampling
3	D/Tsige	D/Libanos	22	10	32	12	5	17	53.13	Simple random sampling
4	Dahina	D/Libanos	10	4	14	6	2	8	57.14	Simple random sampling
5	Dalati	Yaya Gulalle	18	8	26	10	4	14	53.85	Simple random sampling
6	Fital	Yaya Gulalle	23	6	29	12	3	15	51.72	Simple random sampling
7	Gimichu	Wuchale	10	3	13	5	2	7	53.85	Simple random sampling
8	Jida	Jida	26	10	36	14	5	19	52.78	Simple random sampling
9	Maset	Kinbibit	12	3	15	6	2	8	53.33	Simple random sampling
10	Mukaturi	Wuchale	29	8	37	15	4	19	51.35	Simple random sampling
11	Obori	Wuchale	16	4	20	9	2	11	55.00	Simple random sampling
12	Oneda	Aleltu	10	3	13	5	2	7	53.85	Simple random sampling
13	Sheno	Kinbibit	47	8	55	25	4	29	52.73	Simple random sampling
Total		7	261	77	338	140	40	180	53.25	

3.5. Validity and Reliability Test

According to Kothari (2004), and Morrison and Scott (2005), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument. High reliability is obtained when the measure or instrument gives the same results if the instrument is repeated on the same sample.

Thus, in order to assure data quality, the questionnaire prepared for this study was validated and tested at pilot level for its reliability before distributed for sample respondents and used as data collection tools.

The pilot test was conducted to assess whether or not the items included in the instrument enable the researcher to gather reliable and valid information. Besides, the purpose of pilot testing is to make necessary adjustment on data collection tools.

In pilot testing, the amended questionnaire was distributed to 20 randomly selected teachers and 2 principals from two secondary schools of Girar Jarso Woreda (which is not included as a sample for this study). Then, to measure the reliability of the questionnaire, Cronbach's alpha coefficient was calculated for item of the questionnaire. Concerning the acceptance level of Cronbach's alpha results Cohen *et al.* (2007), suggested to use the alpha coefficient results on the basis of the following guidelines: greater than 0.90=very high reliable; 0.80–0.89=highly reliable; 0.70–0.79=reliable; 0.60–0.69=marginally reliable; and <0.60= lowly reliable or unacceptance The calculated Cronbach's alpha coefficient for all parts of the questionnaire was found at 0.814; that indicated high reliability of items of the questionnaire.

3.5. Data Collection Tools

The data gathering tools in this study were focused on the importance of primary and secondary data collections, with the intention to find reliable information for the study. Both quantitative and qualitative data were collected for getting relevant information from different data sources. For the purpose of this study, the instruments used as data collection tools were questionnaire, interview, focus group discussion and document analysis.

3.5.1. Questionnaire

As stated by Gall *et al.* (2007), a questionnaire is the most widely used type of data collection instrument in educational research. The data provided through questionnaires can be more easily

analyzed and interpreted than the data obtained from verbal responses. Through a questionnaire, each participant can respond to accurately the same questions; because standard directions are set to the respondents (Cohen et al., 2007). Questionnaires are supposed to be better to get enormous amount of data from large number of respondents in a relatively shorter time with lowest cost.

In the questionnaire, open-ended and close-ended questions were implemented. The open-ended questions will included with the intention to get free responses from the respondents in their own words and the inclusions of close-ended questions will to get reply in a limited number of ways and times, respectively.

The questionnaire is the major data collection tool used in this study and it was prepared in English language. This was found to be appropriate and effective tool to collect the data from the sample respondents, because the researcher believes that, teachers and principals (sample respondents) found in the study areas have sufficient level of education to understand and respond the questionnaire. In this study, the questionnaire was prepared for principals and academic staffs (teachers, and supervisors) separately. There were 35 close-ended questions was developed with the belief that, it helps the respondents to choose one option from the given responses that best fit their responses. In addition, eleven open-ended questions were employed in order to give an opportunity for respondents to express their view, feelings, perceptions, and intensions related to instructional leadership practices of their principals in the schools.

In the questionnaire, the questions were organized in to three parts based up-on objectives of the study and basic research questions. The first part encompasses seven questions about the demographic characteristics of the respondents. In the second part, 35 close-ended and eight open-ended questions related to effectiveness of principals' instructional leadership was raised.

3.5.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee. An interview is used to gather information about the thoughts, feelings and beliefs that the interviewee has about a particular topic. It permits greater depth of response, which is not possible through any other means. Thus, the purpose of using interview in this study is to collect more supplementary opinion to stabilize the responses conducted through the questionnaire.

For this study, semi-structured interview questions was prepared and administered with Officials from Woreda Education Offices and for principals to complement the data obtained through the

questionnaires. The reason using semi-structured interview is its advantage of flexibility in which new questions will be forwarded during the interview based on the responses of the interviewee. The interview questions were discussed on face to face for half of an hour with the interviewee in English Language.

3.5.3. Focus Group Discussion

Moreover, to obtain additional information from students council and school PTSA about principals' instructional leadership effectiveness, that supplements the questionnaire, a focus group discussion (FGD) was carried-out at each secondary school with five members of students' council and two members of school members (PTSA) from each school in separate classroom by the researcher for 40 minutes using Afan Oromo and Amharic Languages for convenience of expressing the issue. During FGD questions on major issues of the effectiveness of principals' instructional leadership was used.

3.5.4. Document Analysis

Various data from official documents were collected and analyzed in this study. In order to properly collect major data from secondary sources; a checklist was developed and used during data collection processes (Appendix-E). This helped the researcher to focus on important data and not overemphasis on irrelevant data to be collected from secondary sources.

The documents analyzed were schools mission statements, staff development programs, schedules on school tests and examination results, educational resource supplies and its utilization, minutes and reports on different meetings, and other administrative related communications. The researcher herself did the collection of such data.

3.7. Techniques of Data Analysis

The quantitative data collected from sample respondents through the questionnaire, were checked and organized before tabulation and analysis. The tabulation of the data was made using SPSS (Statistical Package for Social Science - Version 20) software. Then it was analyzed using descriptive statistics; like percentage, frequency, standard deviation, and mean score. Percentage and frequency were used to analyze the characteristics of the population as it helps to determine the relative standing of the respondents.

The items in the questionnaires were presented in tables according to their idea coherence. The scores of each item was organized; statistically compiled to obtain the frequency, percentage mean value and

standard deviation of each item. Moreover; correlation and t-test were used to analysis the presences of significant association between the responses of principals, and teacher respondents.

Qualitative data that were collected from focus group discussions, semi-structured interview, and open ended question items of the questionnaire were analyzed qualitatively. The written notes of interview were transcribed; categorize and compile together into theme and translate into English. The result of open-ended questions were summarized and organized with related category. Analysis and interpretations were made based on objectives of the study and basic research questions.

3.8. Ethical Considerations

Throughout this study, the researcher was governed by the ethical principles of the research. Specially, the two most importantly emphasized ethical principles applied in this study were respecting the privacy of respondents and confidentiality of information revealed by the respondents.

The data collection processes was conducted by informing the respondents' the right they have to participate or not in the research to respond the questionnaire or interview questions. They can withdraw from the study at any time without explaining their reasons. Thus, all data for this study was collected from sample respondents' by their own well and interest only.

Furthermore, confidentiality of information about the respondents was secured; no personal details of individual respondent's are produced on any parts of this study documents. Besides, any confidential information revealed by the respondents was kept secret.

CHAPTER FOUR

4. Presentation and Analysis of the Data

In this chapter, the data collected from respondents were presented and analyzed using tables and graphs. As stated in chapter one, the major purpose of this study was to examine the effectiveness of principals' instructional leadership and its influencing factors in Government secondary Schools of North Shoa zone Oromia Regional state of Ethiopia. More specifically, the study of the objectives focuses on: to examine the extent of principals' effectiveness on instructional leadership practices; to investigate the dimensions of instructional leadership practices in which principals are effective; and to identify the major factors that hinder instructional leadership effectiveness of principals in government secondary schools of the zone.

In order to attain those objectives attempts were made to answer basic research questions: to what extent principals are effective in instructional leadership practices; what are the dimensions of instructional leadership principals are effective; and what are the factors that hinder instructional leadership effectiveness of principals in government secondary schools of the Zone.

In doing so, the data were collected from principals, vice principals, teachers, school boards, PTSA members, student council, and head of woreda Educational Office using questionnaire and interview.

The questionnaire was used to collect information from principals and teachers. Initially, the questionnaire was distributed to 13 principals and 180 teachers selected as a sample. Among those respondent 11 principals and 169 (93.89%) teachers correctly filled the questionnaires. The remaining 11 (6.11%) teachers and 2 principals were not correctly responded the questionnaires.

Therefore, the analysis of data in this study was made using the responses of these principals and teachers who correctly filled and returned the questionnaires. In addition data obtained from interview responses, focus group discussions and document analysis, were also used in the analysis and interpretation of the data made in this chapter.

The analyses of data in this chapter were organized into four parts. The first part presents the data related to respondents' background information; the second part focuses on the data related to the extent of principals' effectiveness on instructional leadership practices. Next to this, the third part

present the dimension of instructional leadership function in which principals are effective in the schools under study.

Finally, in part four, issues related to major factors that affects instructional leadership effective of the principals in government secondary school of the zone was presented and analyzed.

4.1. Background Information of the Respondents

Under this part, background information of the respondents; which includes; sex, age, levels of education and work experiences of the respondents were presented and analyzed. In addition, subject specialization or field of studies of the principals were presented and analyzed.

Accordingly, the data in Table 4.1 illustrates demographic characteristics of principals and teachers who participate in this study to respond the questionnaire. The categories of principals includes secondary school principals and vice principals. Whereas the categories of teachers constitutes; internal supervisors, department heads, and other teachers who responded the questionnaire.

Concerning age of the respondents the data shows that 4 (36.36%) of principals and 38 (22.48%) of teachers' age are found below 30 years. Moreover, principals with 31-40 years old account 5 (45.45%); while teachers with this age group accounts only 47 (27.81%).

According to the data of this table, the majority of teachers (49.7%) age were found above 40 years. On the contrary, the age of more than 80% of principals' were found less than 40 years. Only 2 (18.19%) principals were above 40 years old. This implies that instructional leaders assigned as principals and vice-principals in government secondary schools of the zone are youth and individuals found at early adulthood developmental stage.

Table 4.1: Demographic Characteristics of the Respondents

Items		Teachers		Principals		Total	
		N	%	N	%	N	%
Sex	Male	123	72.78	10	90.91	133	73.88
	Female	46	27.22	1	9.09	47	26.11
	Total	169	100	11	100	180	100
Age	Up to 30 Years	38	22.48	4	36.36	42	23.33
	31-40 years	47	27.81	5	45.45	52	28.88
	41-50 years	60	35.50	2	18.18	62	34.44
	Above 50 year	24	14.2	0	0.00	24	13.33
	Total	169	100	11	100	180	100
Educational Backgrounds	Diploma	0	0.00	0	0.00	0	0.00
	First Degree	162	95.85	8	90.91	172	95.55
	Masters Degree	7	4.14	3	9.09	8	4.44
	Others	0	0.00	0	0.00	0	0.00
	Total	169	100	11	100	180	100
Work Experiences	Less than 5 years	32	18.93	4	36.36	36	20
	6-10 years	10	5.91	5	45.45	15	8.33
	10-15 years	17	10.05	2	18.19	17	10.56
	16-20 years	20	11.83	0	0.00	20	11.11
	Above 20 years	90	53.25	0	0.00	90	50
	Total	169	100	11	100	180	100

Sources: field survey (February 2018)

With regard to level of education, the data in Table 4.1 shows that, almost all respondent holds first-degree level of education. In this regard, 90.91% of principals and 95.85% of teacher had first-degree level of education. Moreover, one principal and seven teachers had Masters Degree level of education.

In relation to principals' level of education, the regulation MOE (2010) states that an individual assigned as principals or vice principals at secondary school level should be qualified at Masters Degree level in Educational Leadership. However, the data in Table 4.1 shows the current practice in secondary schools under study was very much different from the stated regulation of MOE; in that out of eleven principals, only one principal holds master degree level education.

Regarding work experience of principals and teachers; the data illustrated in the Table shows that, above 65.08% of teachers had worked as a teacher for more than 15 years. However, principals' work experiences as a principals or vice-principals did not exceed ten years. The majority of them (45.45%) were served on principals position for 6-10 years; and 36.36% of them were served as principals or vice principals for 2-5 years. The remaining 18.19% of principals were worked as principals only for one year.

The data related to principals work experience, therefore, indicates lower level of Leadership experiences of the principals currently leading instructional functions in secondary schools of the zone.

In general, the data illustrated in Table 4.1 shows that, majority of respondents were male with first-degree level of education. With regard to age and work experience, the number of teachers with longer years of service and age are much greater than that of the principals; the work experience of all principals was found less than ten years.

Table 4.2: Subject Specialization of the Principals

No	Field of Studies	Frequency	%
1	Educational Planning and Management	2	18.18
2	English	2	18.19
3	Social Psychology	1	9.09
4	History	1	9.09
5	Chemistry	2	18.18
6	Mathematics	3	27.27
Total		11	100.00

Sources: field survey (February 2018)

As illustrated in Table 4.2, among 11 principals only two (18.18%) of them were graduated in Educational Planning and Management. The remaining 81.82% of them were graduated from Language, Social Studies and Natural Science. Moreover, the data of the table clearly showed that, among all Principals and Vice Principals, five (45.45%) of them were graduated from natural science (two in Chemistry and three in Mathematics field of study).

This implies that the majority of principals lead instructional activities of government secondary school of the zone without having relevant qualification and competency in educational leadership practices. This clearly confirmed the regulation of MOE (2010) that stated; individual assigned as

principals or vice principals at secondary school level should be qualified at Masters Degree level in Educational Leadership; did not actually implemented in government secondary schools of North Shoa zone of Oromia regional state.

4.2. Extent of Principals’ Instructional Leadership Effectiveness

In this part, data collected related to the first basic research questions that is, to what extent principals are effective on instructional leadership practices in government secondary schools of North Shoa zone Oromia regional state of Ethiopia, were presented and analyzed briefly.

To measure the extent of principals instructional leadership effectiveness 35 items categorized in to eight dimensions/functions of instructional leadership were used as a questionnaire for principals’ self-rating and teachers rating of their principals’ instructional leadership effectiveness. In responding the questionnaire five (5=Very High and 1=Very Low) likert-scale was used to rate the extent of principals’ instructional leadership effectiveness by both principals and teacher respondents.

Thus, the overall effectiveness of principal’s instructional leadership practices was obtained from the summary of all respondents’ responses given for the 35 items of the questionnaire, as illustrated in table 4. 6. However, the analyses of all items were presented hereunder dividing in three parts: setting school vision, managing instructional programs and creating conducive learning environment. This was based on Leithwood and Riehl (2013) and Hallinger (2013) classification of instructional leadership functions and practices.

Table 4.3: Responses on Items Related to Setting School Vision

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Understands and participates in developing the school vision	4.55	0.52	2.92	1.12	3.03	1.16	4.78	0.00
2	Articulate the vision and encourages others to articulate it on a regular basis	3.36	1.21	2.35	0.77	2.42	0.84	4.01	0.00
3	Regularly review of the vision, and encourages stakeholders to review	3.09	0.94	2.57	0.77	2.61	0.79	2.12	0.04
4	Identify and make available resources for the vision to be implemented	4.09	0.94	2.11	0.55	2.25	0.77	10.90	0.00
	Total	3.77	1.08	2.49	0.88	2.58	0.95	9.22	0.00

Source: Field survey (February, 2018)

Today, without a vision, persons and organizations perish. Therefore, leaders must be vision creators. This is an immensely powerful and far-reaching idea. Visioning defines leadership. It is a fundamental to the process of leading an organization (Williams, 2006). A single defining quality of leaders is their ability to create and realize a vision. It is the responsibility of the leader to create a vision for the organization and to articulate their vision so it turns in to concrete strategies, solid management system, and informed resource allocations that enable an organization to accomplish results (Hersey, 2007). Leaders must know where they are going if they are to achieve their purposes.

Realizing those facts respondents were asked to rate principals instructional leadership effectiveness in leading secondary schools found in the zone. According to the illustrated in table 4.3, the highest overall rating result (M=3.03, SD=1.16) was identified for item number one (Understands and participates in developing the school vision). However, principals' self-rating result for this item shows "Very High" level of effectiveness principals'. This was expressed by 4.55 mean score (SD=0.52) of principals ratings; which was much greater than teacher's response. The effectiveness of school principals in understanding and participating in developing the school vision were moderately rated by teacher respondents (M=2.92, SD=1.12). The results of t-test also show statistically significant differences between teachers' and principals' responses about the item ($t(11,169) = 4.78$, $P = 0.00 < 0.05$).

The lowest overall rating result were related to 'Identify and make available resources for the vision to be implemented' (M=2.25, SD=0.77) and 'Articulate the vision and encourages others to articulate it on a regular basis' (M=2.42, SD=0.84). However, there were differences between the responses of the two groups of respondents.

Moreover, when the overall results of all items was considered (M=2.58, SD=0.94); it showed below moderate level of respondents ratings regarding the practices of school principals effectiveness in setting school vision. In other words, the majority of the respondents were agreed that, government secondary schools principals were not competent enough to develop Vision, mission and goals of the schools.

Effective leaders lead through a vision, shared sets of values and shared objectives. The leader had a vision and acted upon the vision to make their aspirations and the aspirations of others happen (Williams, 2006). If the school principals are not effective and lack setting school vision, they will not properly design action plans and implementation strategies of school plans.

However, the practice in the secondary school of the zone was much different from what was stated by authors of the field and the above facts. The overall results of the data illustrated in table 4.3 shows; lower level of effectiveness as visionary leader and insufficient understanding and participation of the principals in developing the school vision, lacks articulating the vision and encourages others to articulate it, not regularly review the vision, and enable to make available resources for the

implementation of the vision. This indicated that, principals of the schools under study were not appropriately setting direction for schools, and they were not the right person considered as visionary leader of their respective secondary schools.

Table 4.4: Responses on Items Related to Managing Instructional Programs

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
I	Monitor the Alignment of Curriculum, Instruction, and Assessment								
1	Engages teachers to integrate standards, curriculum, and instructional strategies into daily classroom instruction.	2.55	0.82	2.60	0.82	2.60	0.82	-0.22	0.83
2	Ensures student assignments are rigorous, purposeful, and engaging	3.82	0.87	3.72	1.08	3.73	1.07	0.29	0.78
3	Make sure that student work is appropriately challenging and demonstrates new learning	3.82	0.75	3.49	1.11	3.51	1.09	0.97	0.33
4	Ensures assessments regularly measure student mastery of the content standards	3.91	1.04	3.25	1.16	3.30	1.16	1.83	0.07
	Total	3.52	1.02	3.27	1.13	3.28	1.12	1.47	0.31
II	Improve Instructional Practices through Purposeful Observation and Rating of Teachers								
1	Realize how and what students are learning	3.64	0.67	3.16	1.25	3.19	1.22	1.26	0.21
2	Uses student data collected during teacher's appraisal to improve instruction	3.64	0.50	3.53	1.07	3.53	1.04	0.34	0.74
3	Uses formal feedback and informal discussion with teachers to improve instruction	3.27	1.27	2.89	1.19	2.92	1.20	1.02	0.31
4	Regularly evaluate their own performance based on student achievements	2.82	0.75	2.83	0.82	2.83	0.81	-0.05	0.96
5	Contribute in identifying and developing potential school leaders	3.91	1.14	2.71	1.27	2.79	1.30	3.03	0.01
	Total	3.45	0.96	3.02	1.17	3.05	1.16	1.98	0.15
III	Ensure Regular Integration of Appropriate Assessments into Daily Classroom Instruction								
1	Ensures that multiple and varied assessments are collaboratively developed	3.18	1.17	2.86	1.15	2.89	1.15	0.88	0.38
2	Ensures regular use of formative assessments of student performances to adjust instruction	3.64	0.81	3.67	1.12	3.67	1.09	-0.09	0.92
3	Ensures that summative assessments are aligned with national assessments	3.91	0.70	3.70	1.05	3.71	1.03	0.66	0.51
4	Make certain that interventions for individual students are based on results of assessments	4.09	1.04	3.16	1.13	3.23	1.14	2.65	0.01
	Total	3.70	0.98	3.35	1.16	3.37	1.15	1.99	0.15

Source: field survey (February, 2018)

The data in Table 4.4 illustrates; principals and teachers ratings for the items listed under the dimensions of principals' instructional leadership functions related to managing instructional programs. This includes, items listed under three dimensions of instructional leadership functions (1) Monitor the Alignment of Curriculum, Instruction, and Assessment, (2) Improve Instructional Practices through Purposeful Observation and Rating of Teachers and (3) Ensure Regular Integration of Appropriate Assessments into Daily Classroom Instruction.

According to the data of the table, regarding items listed under 'Monitor the alignment of Curriculum, Instruction, and Assessment,' the results t-test for each items did not showed statistically significant differences between principals and teachers ratings of principals instructional leadership effectiveness on all items of the stated dimension.

As a result, the items categorized under the stated function, the ratings of principals and teachers were almost similar for all items.

However when the results of each items were compared, the highest overall rating result among the items of Monitor the Alignment of Curriculum, Instruction, and Assessment was observed from item that states, 'Ensures student assignments are rigorous, purposeful, and engaging' (M=3.73, SD=1.07), which shows higher level of principals' effectiveness. On the other hand, both principals and teachers responded the lowest result of 2.60 mean score (SD=0.82) for item number one of the table (Engages teachers to integrate standards, curriculum, and instructional strategies into daily classroom instruction). This shows that principals' effectiveness was not satisfactory in Engaging teachers to integrate standards, curriculum, and instructional strategies into daily classroom instruction in secondary schools of the zone.

Nevertheless, the whole result of effectiveness of principals' in monitoring the alignment of curriculum, instruction and assessment showed 3.28 mean score (SD=1.12) indicated moderate level of principals effectiveness in this regards.

Regarding the items listed under dimension of instructional leadership function of the principals, "Improve Instructional Practices through Purposeful Observation and Rating of Teachers", the overall mean score 3.05 (SD=1.16) shows moderate level of principals instructional leadership effectiveness. The result of t-test calculated for all items this function of the principals ($t(11,169) = 1.99, P = 0.15 > 0.05$), shows absence of significant differences between principals' and teachers' responses.

However, regarding item number five (Contribute in identifying and developing potential school leaders) the t-test results ($t(11,169) = -3.03, P=0.01 > 0.05$) indicated statistically significant differences between principals' and teachers' responses.

This implies the effectiveness of principals in understanding how and what students are learning, using student data to improve classroom instruction, evaluating their own performances based on student academic achievements, and identifying and developing potential school leaders was not exceed moderate level of respondents ratings.

Concerning, the third dimension of instructional leadership function of the principals stated in Table 4.4 (Ensure Regular Integration of Appropriate Assessments into Daily Classroom Instruction), respondents responses illustrated in the data showed above moderate level of principals instructional leadership effectiveness ($M=3.37, SD=1.15$) without significant differences between principals' and teachers' responses ($t(11,169)=1.99, P=0.15 > 0.05$). This implies principals' instructional leadership practices in ensuring the integration of students' assessments into daily classroom instruction was found at satisfactory level out of the five-scale ratings.

Table 4.5: Responses on Items Related to Creating Conducive Learning Environment

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
I	Align All Aspects of a School Culture to Students' Learning								
1	Exhibits mutual respect, teamwork & stimulates trust in dealings with staff, and others	4.27	0.90	3.46	1.11	3.52	1.11	2.37	0.02
2	Has high expectations for all students and teachers	4.64	0.50	2.97	1.11	3.08	1.16	4.94	0.00
3	Participates effectively on the school leadership team	4.55	0.69	2.70	1.05	2.83	1.13	5.71	0.00
4	Participates effectively in a professional learning community aligned with school plan	3.27	0.90	2.57	0.77	2.62	0.79	2.91	0.00
5	Takes advantage of collaborative decision-making and distributed leadership	4.18	0.60	3.26	1.10	3.32	1.10	2.75	0.01
	Total	4.18	0.86	2.99	1.09	3.07	1.11	7.95	0.00
II	Use Technology and Multiple Sources of Data to Improve Classroom Instruction								
1	Ensures appropriate use of instructional technology	1.36	0.50	1.45	0.61	1.45	0.60	-0.47	0.64
2	Ensures the use of the Educational websites for school improvement purposes	2.00	0.77	1.84	0.64	1.86	0.64	0.77	0.44
3	Reviews and encourages others to review	2.55	0.93	2.33	0.81	2.35	0.82	0.84	0.40

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
	disaggregated data to improve instruction								
4	Engages in root cause analysis of student performance using Multiple Sources of Data	3.00	0.45	2.73	0.83	2.75	0.81	1.07	0.29
5	Collaborates regularly with teachers to analyze student work.	2.45	1.21	1.95	1.16	1.99	1.16	1.38	0.21
	Total	2.27	0.97	2.06	0.94	2.08	0.94	1.60	0.15
III	Provide Staff with Focused, Sustained, Research-based Professional Development								
1	Engages in results-oriented professional development aligned with school goals	2.82	0.87	2.30	0.57	2.34	0.60	2.78	0.01
2	Collaboratively plan professional development during the regular school day	3.36	0.50	3.14	1.01	3.15	0.98	0.74	0.46
3	Take advantage of opportunities to participate in professional development	3.00	0.77	2.96	1.10	2.96	1.08	0.12	0.90
4	Involved in professional development activities in which they expects others to be involved	1.64	0.50	1.42	0.64	1.43	0.63	1.10	0.27
5	aligned professional development is with the National Teachers' Professional Standards	1.73	0.79	1.68	0.79	1.68	0.79	0.21	0.84
	Total	2.51	0.98	2.30	1.08	2.31	1.08	1.40	0.17
IV	Engage all Stakeholders in a Shared Responsibility for Student and School Success								
1	Welcomes parents and community to the school and make them to participate in school to help their children learn.	4.36	0.92	3.72	1.08	3.77	1.08	1.91	0.06
2	Encourages parents and the community to be active members of the school improvement process.	3.45	1.29	3.34	1.25	3.35	1.25	0.28	0.78
3	Encourages stakeholders and school partners to readily participate in school life.	3.55	1.04	3.13	1.18	3.16	1.17	1.14	0.26
	Total	3.79	1.14	3.40	1.19	3.43	1.19	1.81	0.15

Source: field survey (February, 2018)

In Table 4.5 principals and teachers ratings, results for the dimensions of instructional leadership functions of the principals' regarding creating conducive learning environment at school level was presented. The data of the table includes rating results for items listed under four dimensions of instructional leadership functions: namely; (1) Aligning all aspects of a school culture to students' learning, (2) Using technology and multiple sources of data to improve classroom instruction, (3) Providing staff with focused, sustained, research-based professional development and (4) Engaging all stakeholders in a shared responsibility for student and school success.

Regarding the items listed under align all aspects of a school culture to students' learning, principals' self-rating results were higher than the responses of teachers. Particularly, regarding the practice of principals participation on the school leadership team; the ratings of principals ($M=4.55$, $SD=0.69$) was higher by 1.85 points than teachers ratings ($M=2.70$, $SD=1.05$). Similarly, the results of principals self-rating ($M=4.64$, $SD=0.50$) was higher than the responses of teacher by 1.67 points about the level of principals' expectations for all students and teachers.

This implies, principals perceived themselves as they are effective instructional leader in aligning all aspects of a school culture to students' learning; by having high expectation for all students and teacher, by participating effectively on school leadership team, by exhibiting mutual respect, teamwork & stimulates trust in dealings with staff and others; participating effectively in a professional learning community, practicing collaborative decision-making and distributed leadership.

The overall results of this dimension of instructional leadership functions practices by principals was rated by teachers 2.99 mean score ($SD=1.09$); when the principals gave themselves 4.18 mean score ($SD=0.86$). The calculated t-test result ($t(11,169)=7.95$, $P=0.00<0.05$), clearly shows statistically significant differences between the ratings of principals and teachers.

Concerning the utilization of Technology and Multiple Sources of Data to Improve Classroom Instruction; the data illustrated in Table 4.5 showed, both principals and teachers rated the items synonymously. The overall results of both teachers and principals ($M=2.08$, $SD=0.94$) indicated lower level of principals effectiveness in ensuring appropriate use of instructional technology; the use of the Educational websites for school improvement purposes; and reviewing disaggregated data to improve instruction.

With regards to providing staff with sustained professional development programs, the results of the table showed that, the effectiveness of principals was found at lower level ($M=2.31$, $SD=1.08$).

In this regards, the calculated t-test result ($t(11,169)=1.40$, $P=0.17>0.05$) showed absence of statistically significant differences between the ratings of principals and teachers.

The results of both principals and teachers were range from a maximum of 3.15 mean ($SD=0.98$) concerning take advantage of collaborative planning, critical reflection, and job-embedded professional development during the regular school day and a minimum mean score 1.45 ($SD=0.60$) about principals self involved in professional development activities in which he/she expects others to

be involved. The t-test results also showed absence of statistically significant differences between the responses of principals and teachers.

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice (MOE, 2009). However, the practice in secondary schools in the study area did not indicate effective achievement of principals to accomplish the provision of professional development for teachers.

This implies principals of the schools under study were not effective in engaging in results-oriented professional development aligned with school goals, collaboratively plan professional development programs, to participate in professional development, and aligning professional development programs with national teachers' professional standards.

Regarding the dimension of instructional leadership function: engaging all stakeholders in a shared responsibility for student and school success; the ratings of both principals and teachers for items listed in the table, showed, high efforts of the principals in accepting parents to the school, encourages the community to be active members of the school improvement process, and mobilize stakeholders and school partners to readily participate in school life. According to the results of the table, principals rated themselves 3.36 mean score (SD=1.177) and teachers also rated 2.81 mean score (SD=1.179) without significant differences between their ratings ($t(11,169)=1.81, P=0.15>0.05$)

Table 4.6: Overall Effectiveness of Principals' Instructional Leadership Practices

Responses		Principals (N=11)	Teachers (N=169)	Total
A.	Very High	19.22	10.56	11.16
B.	High	29.09	18.17	18.92
C.	Moderate	26.23	25.42	25.48
D.	Low	18.96	33.76	32.74
E.	Very Low	6.49	12.08	11.70
Total		100	100	100.00
Mean		3.36	2.81	2.85
SD		1.177	1.179	1.187
t-test		8.707		
P-Value		0.0001		

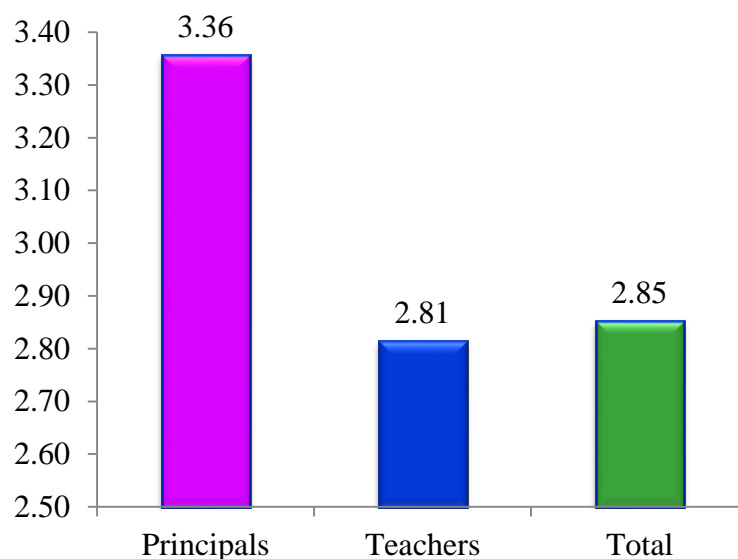
Source: - Primarily data collected for the study (February, 2018)

According to the data presented in table 4.6, the majority of principals rated their instructional leadership effectiveness, as it was “High” (29.09%) and “Moderate” (26.23%). About (19.22%) of them were rated “Very High”. However, 18.96% and 6.49% of them were rated “Low” and “Very Low” respectively.

On the other hand, the data illustrated in the table, showed that the majority of the teachers rated principals’ effectiveness was “Low” (33.76%) and “Moderate” (25.42%); while 18.17% of them were rated as it was “High”.

However, the mean score calculated for both principals and teachers responses show that, instructional leadership effectiveness of the principals was found at 2.85 mean scores (SD=1.187) with significant difference between principals self-rating (M=3.36, SD=1.177) and teacher responds (M=2.81, SD=1.179). The t-test result ($t(11,169)=8.707, P=0.01<0.05$) also shows statically significant differences between principals and teachers rating at 0.01 level of significances.

This implies that principals’ self-rating is higher than that of teachers’ rating. However, the mean score of principals self-rating and teachers’ rating were identified about moderate level of principals’ instructional leadership effectiveness.



Source: - Primarily data collected for the study (February 2018)

Figure 4.6: Summary of Principals’ Instructional Leadership Effectiveness

4.3. Dimensions of Instructional Leadership in Which Principals are Effective

In this part summary of data related to the dimensions of instructional leadership effectiveness and those dimensions in which principals are effective in the schools under study were presented and analyzed.

Table 4.7: principals and teachers responses on the dimensions of instructional leadership functions.

No	Functions	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Development of a School Vision	3.77	1.075	2.49	.876	2.58	.948	9.22**	.0000
2	Align School Culture to Students' Learning	4.18	.863	2.99	1.086	3.07	1.113	7.95**	.0000
3	Curriculum, Instruction, and Assessment	3.52	1.023	3.27	1.129	3.28	1.123	1.469	.3051
4	Observation and Rating of Teachers	3.45	.959	3.02	1.166	3.05	1.157	1.987	.1479
5	Regular Assessments of Classroom Instruction	3.70	.978	3.35	1.161	3.37	1.152	1.985	.1453
6	Use Technology and Multiple Sources of Data	2.27	.971	2.06	.937	2.08	.940	1.604	.1530
7	Provide Staff with Professional Development	2.51	.979	2.30	1.083	2.31	1.077	1.399	.1671
8	Engage all Stakeholders for Instructional Success	3.79	1.139	3.40	1.195	3.43	1.194	1.811	.1493
	All Items	3.36	1.177	2.81	1.179	2.85	1.187	8.707**	.0001

*. Significant at the 0.05 level (2-tailed).

Significant at the 0.01 level (2-tailed)

Source: Primarily data collected for the study (February 2018)

As can be seen from Table 4.7, the maximum mean score of principals' self-rating of their effectiveness on instructional leadership practices was 4.18 and the minimum was 2.27. On the other hand, teachers' ratings about their principals instructional leadership effectiveness does not exceed 3.40 mean score; and the minimum ratings of teachers was found at 2.06 mean score.

Principals' were rated highest mean score for "Aligning all aspects of a school culture to students' learning" (M=4.18, SD=0.863); "Engaging all stakeholders in a shared responsibility for student and school success" (M=3.79, SD=1.139); and "Facilitating the development of school vision" (M=3.77, SD=1.077). The least mean score of principals self-assessment was 2.27 (SD=0.97) for "Using technology and multiple source data to improve class room instruction".

When these two groups of respondents' responses were compared, a significant variation was observed concerning the first two dimension of principals instructional leadership effectiveness.

According to principals, their effectiveness for aligning school cultures to students learning was 4.18 mean sears (SD=0.863); which was rated by teachers match lower than them (M=2.99, SD=1.086). The results of t-test ($t(11,169)= 7.95, P= 0.00<0.05$) also shows statistically significant difference between principals and teachers responses for items related to this dimension of instructional leadership effectiveness.

Similarly what principals rated their effectiveness for developing school vision (M=3.77; SD=1.075) was much higher than teachers ratings (M=2.49; SD=0.876). Concerning this dimension of instructional leadership effective, t-test results ($t(11,169)=9.22, P=0.00<0.05$) also shows statistically significant difference between principals and teachers responses.

Concerning the remaining six dimensions of principal's instructional leadership effectiveness, the t-test result does not showed statistical significant difference between principals self-rating and teacher responses. Therefore, the overall rating results of the respondents identified the following three dimensions in which principals are effective:

1. Engage all stakeholders in a shared responsibility for student and school success (M=3.43, SD=1.194);
2. Ensure Regular integration of appropriate assessment into daily class room Instruction (M=3.37,SD=1.152); and
3. Monitor the alignment of curriculum, instruction and assessment (M=3.28, SD=1.123).

On the other hand, using technology and multiple source of data to improve class room instruction (M=2.08, SD=0.940); facilitating the development of a school vision (M=2.58, SD=0.948); and providing staff with focused, sustained, research-based professional development (M=2.31, SD=1.077) related item of these dimensions were identified by principals and teachers ratings as least practiced by principals of government secondary schools found in North Shoa zone oromia regional state of Ethiopia.

Concerning, creating a vision for schools as an organization, Hersey (2007), stated that, it is the responsibility of the leader to create a vision for the organization and to articulate their vision so it turns in to concrete strategies, solid management system, and informed resource allocations that enable an organization to accomplish results. Leaders must know where they are going if they are to achieve

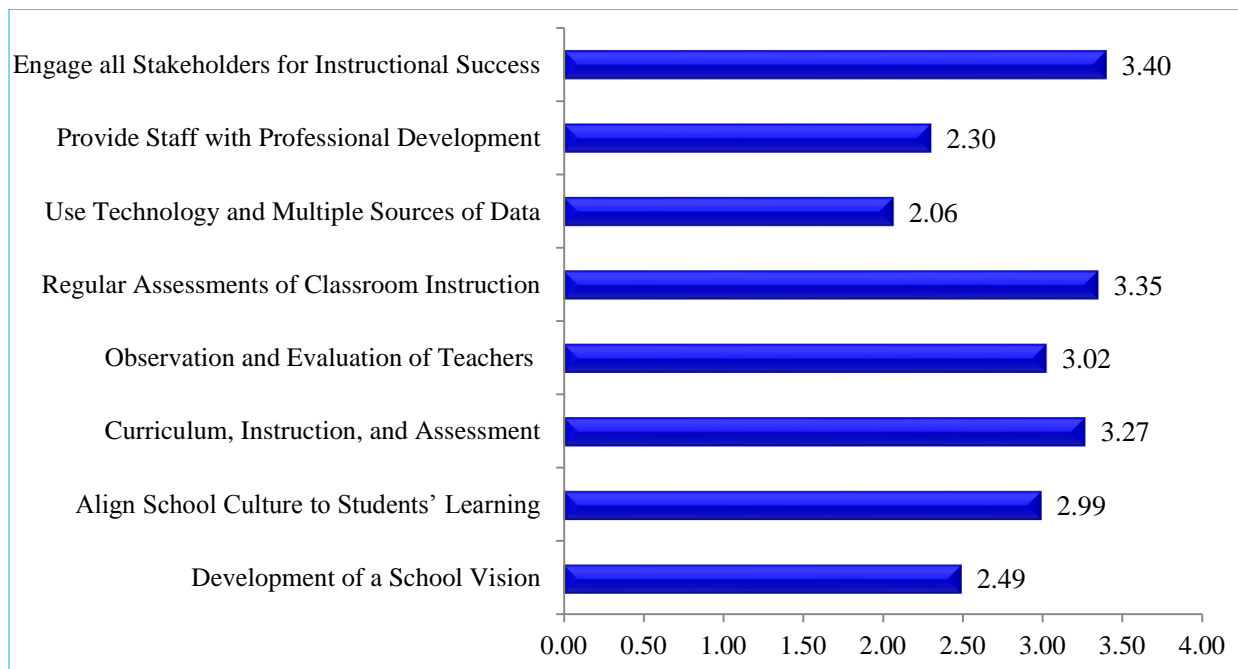
their purposes. Regarding professional development, in Ethiopia, MOE (2009) documents describe that, the major purpose of continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia is to raise the achievement of students in Ethiopian schools.

The actual practices argued by the principals' showed that, they are not properly implementing those aspects of instructional leadership functions in their respective schools. That is, the current practices of principals in government secondary school of the zone do not go with the stated facts. This implies that, principals in the schools under study were usually engage on practicing leadership functions that are associated with out-of-school activities and relationship with the school community. Moreover, they were focused on issues related to the assessment and rating of students' academic achievements with regard to assignments, tests, and examinations.

However, the principals does not practiced instructional leadership function related to the utilization of appropriate technology and data related to instructional process; leading teachers' professional development activities; and facilitating the development of school vision. They gave more attention for managerial and non-instructional activities than major tasks and functions of instructional leadership responsibilities in their respective schools.

In relation to the assessment results of principals' instructional leadership effectiveness, in its recent analysis of the results of principals' instructional leadership assignment instrument Hallinger (2013) stated that, when used as part of a principal's rating system, it is essential that focusing on the results of the data collected from the teaching staff of the principals' school. The reason for this is that usually the teacher scores have demonstrated validity and reliability. Finally, he recommended that, for the purposes of research, to rely on teacher reports more than principals' self-report that offers greater confidence in the results.

Considering the above stated facts, in this study, the results of teachers' ratings for the eight dimensions of principals' instructional leadership effectiveness were summarized and illustrated in figure 4.2.



Source: Primarily data collected for the study (February 2018)

Figure 4.2: Teachers Ratings of Principals Instructional Leadership Effectiveness

4.4. Factors Affecting Principals Instructional Leadership Effectiveness

In this part of the chapter, issues related to the major factors affecting instructional leadership effectiveness of the principals were presented and analyzed using quantitative data illustrated in tables and interview responses.

In Table 4.8, principals and teacher response on factors affecting instructional leadership effectiveness of principals currently working in the zone government secondary school were illustrated.

According to the data of this table, among nine factors listed in the table, statistically significant differences were observed between principals and teachers' responses only for two items (item number 5 and 6).

Table 4.8: Factor affecting instructional leadership effectiveness of the principals

No	Factors	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Lack of competency and professional trainings	3.45	.688	3.24	1.323	3.26	1.323	0.523	.6014
2	Usually occupied by non-instructional activities	3.55	0.688	3.11	1.26	3.15	1.265	1.115	.2666
3	Lack of teachers' interest to follow the principals	3.27	0.647	2.84	1.24	2.87	1.238	1.133	.2590
4	Lack of guidance and support	3.55	0.522	3.11	1.33	3.14	1.333	1.063	.2894
5	Wrong expectations of officials about the performance of principals	4.27	0.467	3.02	1.20	3.11	1.198	3.440	.001
6	Absence of recognition and rewards for best performances	4.36	0.674	3.19	1.36	3.27	1.357	2.838	.005
7	Inappropriate selection and assignment of principals	3.36	0.809	3.28	1.35	3.28	1.349	0.210	.8342
8	Lack of clearly defining instructional leadership roles	2.55	0.688	3.10	1.29	3.06	1.287	-1.415	.1591
9	Shortage of resources and facilities required for instructional programs	4.27	0.647	3.16	1.44	3.23	1.437	2.554	.012

Source: Primarily data collected for the study (February 2018)

However, concerning the remaining seven factors listed in the table; the t-test result does not showed statistical significant differences between principals and teachers responses. So, the overall rating results of the respondents identified the following five major factors that influenced principals' instructional leadership effectiveness in the schools under study.

- 1) Absence of recognition and rewards for best performances of principals (M=3.28, SD=1.349);
- 2) Inappropriate selection and assignment of principals (M=3.27, SD=1.357);
- 3) Lack of competency and professional trainings (M=3.26, SD=1.323);
- 4) Shortage of resources and facilities required for instructional programs (M=3.23, SD=1.437); and
- 5) Usually occupied by non-instructional activities (M=3.15, SD=1.265);

This shows that, instructional leadership effectiveness of the principals was understood by the principals themselves and teachers in their respective school as it was affected by inappropriate selection and assignment of school leadership; absences of recognition and incentive for best

performing principals; lack of principals professional competency in instructional leadership; and shortage of resources and facilities required for the school in order to accomplish instructional leadership functions effectively.

On the other hand, the following three factors are identified by both principals and teachers as their influences on effectiveness of principals’ instructional leadership practices were less. They are lack of teachers’ interest to follow their principals as instructional leader; lack of defining instructional leadership roles of the principals in terms of observable practices and behaviors those principals can implement; and wrong expectations of officials and Educational managers about roles and performance of principals.

As to the responses of principals and teachers illustrated in Table 4.8; issues related to teachers’ willingness to follow principals’ leadership practices; defining instructional leadership roles of the principals; and issues related to officials expectations about instructional leadership performance of the principals are not strongly considered as factors affecting instructional leadership effectiveness in government secondary schools of the zone.

Table 4.9: Correlation between factors affecting instructional leadership and overall effectiveness of the principals

N ^o	Factors affecting instructional leadership practices	Principals’ ILE effectiveness	
		r	P-Value
1	Lack of competency and professional trainings	-.820**	.000
2	Usually occupied by non-instructional activities	-.823**	.000
3	Lack of teachers’ interest to follow the principals	.872**	.000
4	Lack of guidance and support	-.106	.185
5	Wrong expectations of officials about the performance of principals	-.125	.116
6	Absence of recognition and rewards for best performances	-.744**	.000
7	Inappropriate selection and assignment of principals	-.805**	.000
8	Lack of clearly defining instructional leadership roles	.763**	.000
9	Shortage of resources and facilities required for instructional programs	-.616**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primarily data collected for the study (February, 2018)

In table 4.9, the correlation coefficient between principals' instructional leadership effectiveness and major factors that affect instructional leadership effectiveness of the principals was illustrated.

The results of the table showed, out of the factors listed in the table, seven of them were negatively correlated with instructional leadership effectiveness of the principals. However, the correlation of two factors was statistically not significant.

According to the correlation coefficient result of this table, the major factors negatively correlated with overall effectiveness of principals instructional leadership practices at 0.01 level of significances includes the following:

- 1) The principals are usually occupied by non-instructional activities of the school ($r=-0.823$, $P<0.01$);
- 2) Lack of competency and professional trainings on instructional leadership of the principals ($r=-0.820$, $P<0.01$);
- 3) Inappropriate selection and assignment of principals on school leadership position ($r=-0.805$, $P<0.01$);
- 4) Absence of recognition and incentives for best performing principals on instructional leadership functions ($r=-0.774$, $P<0.01$);
- 5) Lack of resources and facilities required for instructional programs of the school ($r=-0.616$, $P<0.01$).

This means, as the situation of these five factors increases; principals' instructional leadership effectiveness will highly decrease in the schools under study. So, among all others; issues related to those factors requests special attention of all concerned bodies of the education sector.

Furthermore, in responding, open-ended questions of the questionnaire both principals and teachers stated factors that affect the effectiveness of principals' instructional leadership practices. According to the respondents, inefficiency of principals to communicate with teachers and others; the principals are not recruited by their managerial and leadership knowledge; principals give much attention for external bodies than for teachers' and students'; supervisor from education offices are not supporting principals; they focused on controlling then assisting schools leaders; principals did not focused on their duties as school leader; the way principals selected and assigned to schools makes them less confident to lead the instructional activities of their schools; there is not upon date training for principals and teachers; principals are usually occupied by external and local administration activities;

lack of facilities for school according the standards; lack of corporation and coordination among educational leaders including schools; most of the time educational leadership for schools are not assigned according to their competence and performance; lack of knowledge of the principals in the field of Educational Management; lack of follow-up on continues assessment practices of teachers and student learning; lack of teaching materials like, references, computer experimental materials, etc; principals are usually occupied by external and local administration activities; problems of assessing students' achievement through tests (cheating) are among the factors that affect principals' instructional leadership effectiveness in secondary schools of the study area.

Moreover, the result of an interview administered with school board, PTSA, and head of woreda Education Office indicated similar problems and factors identified by principals and teacher responses.

According to the responses of Official from Education Office, the major factors facing principals of secondary schools not to be effective in instructional leadership practices are: lack of having proper planning and working strategically; the principals were usually engaged on route activities; absence of organized reports and not submitting on time: they do not collect and organize work accomplishment and send report to Education office and others; principals and school managements did not make effort to have clear and updated data related teaching and learning process; principals lack to mobilize the community and to make them actively participate on school success; and there were problem of using available resources efficiently at school level.

The major factors facing principals of secondary schools affecting the effectiveness of their instructional leadership practices; as stated by School Board and PTSA during the interview responses are: lack of support from Education office to Schools and the principals; shortage of budget and resources; principals are usually not governed by schools and programs; lack of participatory planning and decision-making among principals; absence of follow-up about students learning and teaches teaching activities; problems of using IT and internet service in secondary schools was strong difficult; not solved as a result of shortage of budget and lack of principals efforts to solved the problem; most of the principals are lacks work experiences and not matured to a leader for schools and teachers.

In addition to teachers, members of the school boards, and PTSA; students' responses during focus group discussion also identified problems that affect school principals' instructional leadership effectiveness.

According to students responses during FGD principals does not considering students problems; principals did not make follow-up about teachers teaching situation; for example completing curriculum & course content on time; principals did not solve problems related to IT & internet services of the schools; absence of initiating and motivating students academic performance by rewarding high achievers; and some principals does not have appropriate contact with students.

In general, the above stated responses obtained from educational offices, school boards, PTSA, and student councils focuses on lack of principals competency, experiences, not working collaboratively with others and issues related to scarcity and utilization of resources which are similar with the major factors identified through the questionnaire and the responses of teachers and principals.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

In this chapter summary of major findings of the study, conclusions and recommendations forwarded to improve school leadership practices and challenges were presented.

5.1. Summary

The major purpose of this study was to examine the status effectiveness of principals' instructional leadership and its influencing factors in government secondary schools of North Shoa zone oromia regional state of Ethiopia. More specifically, the study of the objectives focuses on: to examine the extent of principals' effective on instructional leadership practices; to investigate the dimensions of instructional leadership practices in which principals are effective; and to identify the major factors that hinder instructional leadership effectiveness of principals in government secondary schools of the Zone.

In order to attain the objectives attempts were made to answer basic research questions: to what extent principals are effective on instructional leadership practices; what are the dimensions of instructional leadership effective; and what are the factors that hinder instructional leadership effectiveness of principals in government secondary schools of the zone.

The research method used in this study was descriptive research method. The data for study were collected from principals, vice principals, teachers, school boards, PTSA members, student council, and head of Educational Office using questionnaire and interview. The questionnaire was initially distributed to 13 principals and 180 teachers. Out of this, 11 (84%) principals and 169 (93.88%) teachers were correctly filled. Thus, the analysis of the data was based on the responses these respondents. In addition, data obtained from interview responses, focus group discussions and document analysis, were also used in the analysis and interpretation of the data.

The analyses and interpretation of the data was conducted using descriptive statistics; like mean, percentage, standard deviation, and range. Moreover, coefficient of correlation was used to test the relationship between principals' instructional leadership effectiveness and factors affecting principals' instructional leadership practices. In addition, t-test were used to analysis the presences of significant differences between the responses of teachers and principals categories.

The data were illustrated using tables and graphs, and the analysis of them was carried out following each tables and graphs.

Besides, qualitative data collected through interview and open-ended questions were analyzed and discussed under the tables they are associated with. Accordingly, the results of the data analysis and major findings of the study were summarized and presented as follows.

Background Information of the Respondents

Concerning age of the respondents, the age of majority of teachers (50%) were found above 40 years. On the contrary, the age of most of the principals' (> 80%) was found below 40 years. This indicated that principals and vice principals assigned as instructional leader in government secondary schools of the Zone are youths and individuals found at early adulthood developmental stage.

Regarding work experience; above 53% of teachers had worked as a teacher for more than 20 years. However, principals' work experiences as a principals or vice-principals did not exceed ten years. The majority of them (54.45%) were served on principal's position for 6-10 years; yet, 18.18% of principals were worked as principals only for one year. This indicated lack of leadership experiences among principals currently leading instructional functions in secondary schools of the zone.

With regard to level of education, almost all respondent (90.91% of principals and 95.85% of teacher) holds first-degree level of education. Moreover, regarding subject specialization of the principals, the findings of this study confirmed that, among 11 principals only two (18.18%) of them were graduated in educational planning and management. Moreover, among the remaining 81.82% of principals five (45.45%) of them were from natural science (Chemistry and Mathematics). In this regards, according to MOE's (2010) regulation, Masters Degree in Educational Leadership was required for principals and vice principals to work at secondary school level. However, the current practice in the zone was very much different from the stated regulation; in that out of eleven principals, only one principal holds master degree level of education and only two principals were qualified in Educational Leadership. This clearly confirmed that, instructional functions in government secondary schools of the zone were managed by non-qualified and incompetent principals.

Principals' Instructional Leadership effectiveness

The extent of principals' instructional leadership effectiveness was obtained from the summary of principals' self-rating and teachers rating for 35 items categorized in to eight dimensions of instructional leadership included in the questionnaire.

Accordingly, the findings of this study identified that, instructional leadership effectiveness of the principals was found at 2.85 mean scores with significant difference between principals self-rating (M=3.36) and teacher ratings (M=2.81). The results of t-test calculated also, shows statistically significant difference between respondents by age, sex, and their work experiences.

However, the mean score of principals' self-rating and teachers' ratings were identified about moderate level of principals' instructional leadership effectiveness in government secondary schools of the study area.

Dimensions of Instructional Leadership in which Principals are effective

Out of the eight dimensions of principals instructional leadership practices, the maximum mean score of principals' self-rating of their effectiveness on instructional leadership practices was 4.18 and the minimum was 2.27. On the other hand, teachers' ratings about their principals instructional leadership effectiveness among the eight dimensions does not exceed 3.40 mean score; and the minimum ratings of them was found at 2.06 mean score.

However, when the two groups of respondents' responses for the eight dimensions of principals instructional leadership practices were compared, the t-test results does not show statistical significant difference between principals self rating and teacher responses for six dimensions of principals instructional leadership practices. Therefore, the overall rating results of the respondents identified the following three dimensions in which principals are effective: (1) Engage all stakeholders in a shared responsibility for student and school success (M=3.43); (2) Ensure Regular integration of Appropriate Assessment into Daily classroom Instruction (M=3.37); and (3) Monitor the alignment of curriculum, instruction and assessment (M=3.28).

On the other hand, Using technology and multiple source of data to improve class room instruction (M=2.80); Facilitating the development of a school vision (M=2.58); and providing staff with professional development (M=2.31) were identified as the least practiced dimensions of principals instructional leadership effectiveness in government secondary schools found in the Zone.

This indicated that, principals in the schools under study were usually engage on practicing leadership functions that are associated with out-off-school activities, relationship with the school community, and on issues related to the assessment of students' tests, assignments, and examinations. However, principals do not practice instructional leadership function related to the utilization of appropriate technology and data related to instructional process; leading teachers' professional development activities; and facilitating the development of school vision. They gave more attentions for managerial

and non-instructional activities than major tasks and functions of instructional leadership responsibilities in their respective schools.

Factors Affecting Principals Instructional Leadership effectiveness

In this study, principals and teachers that affect instructional leadership practices of the principals identified nine factors. Among these factors, statistically significant differences were not observed between principals and teachers' responses for seven items. Therefore, the overall rating results of the respondents identified five major factors that influence principals' instructional leadership effectiveness in secondary schools under study.

Accordingly, instructional leadership effectiveness of the principals was affected by inappropriate selection and assignment of school leadership (M=3.27); absences of recognition and incentive for best performing principals (M=3.28); lack of principals professional competency in instructional leadership (3.26); shortage of resources and facilities required for instructional processes of the schools (M=3.23) and the principals are usually occupied by non-instructional activities (M=3.15).

Furthermore, the results of correlation coefficient made between effectiveness of principals instructional leadership practices and the factors that affect principals' instructional leadership practices also showed negative correlation of these factors with effectiveness of principals instructional leadership practices at 0.01 levels of significance. This means, as the situation of these five factors increases; principals' instructional leadership effectiveness will highly decrease in the schools under study.

On the other hand, issues related to teachers' willingness to follow principals' leadership practices; defining instructional leadership roles of the principals; and issues related to official's expectations about instructional leadership performance of the principals are not strongly considered as factors affecting principals' instructional leadership effectiveness in government secondary schools of the zone.

5.2. Conclusions

Based on the above major findings of the study, the following conclusions were drawn. In the current days, the functions of school leadership gets significant positions in all schools activities as their contribution was very high for the successful achievement of the instructional process.

However, concerning principals' instructional leadership effectiveness, the findings of this study showed below moderate level of the principals to practice instructional leadership functions in the schools under study. That is

The school leader was not competent in planning school vision; which all show ineffectiveness of the principals to achieve instructional leadership functions of the school successfully. Besides, among issues related to principals' instructional leadership practices, the finding of this study demonstrated that principals' practices of instructional leadership functions related to providing staff with professional development were weak in government secondary schools of the Zone. This implies that the functions of school leadership to provide more individualized support for staffs, facilitating opportunities for staffs to learn from each other and by their own practices were not practiced well by school principals of the zone.

In terms of managing curriculum and instruction, the principals in the selected schools do not give more time for instructional issue rather they give more time for the administrative purpose. Then, this makes the instructional leadership effectiveness to become low. Moreover, these categories the leaders sometimes provide immediate feedback. The absence of giving immediate feedback to teaching learning program causes poor performance of leader and teachers. Giving more time for administrative purpose bring in the conclusion that they were immersed in writing report, attending meeting and others work load in the school and outside the school rather than facilitating the accomplishment of the major mission of the school; that is, the instructional activities and the learning-teaching processes.

There were also failure of principals to coordinate teachers to exchange their experience, facilitates and useful professional materials, and resources for teachers. In addition, the principals themselves and the majority of teachers and other respondents (Board members, PTSA, and Student Councils) were agreed that, principals in government secondary schools of the zone were not supporting the schools to facilitate the development of a school vision and develop goals and objectives of them. From this it is possible to conclude that, principals are not governed by plans and strategies developed from visions and missions of the schools. Failure to have school vision and develop goals and objectives of the school means principals are not carrying out an instructional leadership practice at all. Lack of practicing such important functions of instructional leadership properly due to various reasons could greatly affect teaching learning process of the school and the educational systems at large.

Therefore, if the principals' falls to achieve instructional leadership functions properly; the success of the school in particular and the achievement of educational goals and quality education in general will face greater difficulties. This implies that the majority of principals lead instructional activities of government secondary school of the zone without having relevant qualification and competency in educational leadership practices.

Among the factors that hinders instructional leadership effectiveness; the research findings of this study supports with the review that were indicated by the respondent as factors that hinder instructional leadership effectiveness such as existence of focusing on non-instructional task, lack of recognition and support for best performances, shortage of resources and facilities required for instruction and lack of instructional leadership competence of the principals. This will lead the principals to poor efficiency, absences of teamwork's, lack of integrated practices, and reluctance of the stakeholders to participate on school affaires. Thus, it can be concluded that principals were assigned to school simply to fill the leadership position; ignoring the issue of professionalism, democratization and school improvement programs on the part of top-management of the school and educational offices. Therefore, principals as instructional leaders could not be able to practice the basic purpose of instructional leadership functions because of their lack of competency and other factors facing them.

In sum, although the findings of this study identify major problems that affect principals' instruction leadership practices in secondary schools of the zone, there may be other specific factors affecting effectiveness of principals' instruction leadership practices not assessed through this study. So, to identify such factors and to take appropriate actions on time; it is advisable if further in-depth study is conducted at all schools of the Region on issues related to leadership practices of the principals.

5.3. Recommendations

Based on the findings and conclusions drawn above, the following recommendations have been forwarded to improve instructional leadership effectiveness of principals:

1. As evidenced by the study, the status of instructional leadership effectiveness in government secondary schools of the zone needs improvement. And this has to start introducing leaders with appropriate instructional leadership knowledge and practices. In doing so, the zone Education Office in collaboration with the Regional Educational Bureau and schools could provide long and short term training to equip the principals with appropriate knowledge and skill in the area of instructional leadership functions and dimensions.
2. Effective instructional leaders at school should have the necessary conceptual and technical skills to perform their functions properly. The principals should be highly qualified and experienced, in order to achieve the desired learning outcomes. Therefore, the principals should possess the required qualification in educational leadership. However, as depicted in this study, the principals are not competent enough to effectively practicing instructional leadership functions in secondary schools of the zone.

Moreover, this study clearly identified that among all principals currently working in secondary schools of the zone, those principals qualified in Educational Planning and Management accounts only 18.18% of the total principals. Improving this assertively increases the effectiveness principals' instructional leadership practices in secondary schools' of the zone. So, the woreda Education Offices has to work curiously to assign those individuals qualified in Educational Leadership on secondary school principals' job position is highly recommended. It is hardly possible for leaders to be engaged frequently in instructional leadership activities unless their involvement gets recognition and reward from both teachers and higher officials. In line with this, it is better if a system is designed that enable to identify best performing principals and motivating them by giving recognition and rewarding them. Education Office can accomplish this in collaboration with the zone Administration and Region Education Bureau focusing to improve the instructional leadership effectiveness of the principals.

3. Among the inefficiency of principals' instructional leadership practices, issues related to creating school vision, preparing and providing professional development were identified in this study. Thus in order to improve such deficiencies of the principals; it is recommended if guidance and support on the basic concepts of visionary leader and planning school programs is given for principals on continuous bases by professional consultants. In addition, strengthening the present

attempts of CPD practices also calls strong attention of the principals and Education Office. In this regards running CPD programs using the guidelines (*Framework and Practical Toolkit*) of MOE (2009) and developing a mechanism that enable the schools to recognize and appreciate teachers' attendance of CPD programs.

4. Evidently, it is unimaginable to provide instructional leadership strongly under the chronic shortage of instructional resources like teaching materials, supplies, operational funds, Internet facilities, and application of appropriate technology and the like. Thus, it is advisable if principals and the school boards should take the responsibility and initiative to influence the concerned bodies such as officials and the community to provide the necessary resources timely and adequately. The other possibility is to create mechanisms by which individual schools through their own initiative developed income generation schemes.
5. Furthermore, to create an opportunity for exchanging experiences among secondary schools of the zone, and to benchmarking the practices of principals' instruction leadership effectiveness among secondary schools and to take immediate actions; it is advisable if an annual forum on the practices of instruction leadership is conducted at Regional or zone level with the participation of woreda Education Offices at secondary school levels.

In sum, although the findings of this study identify major problems that affect principals' instruction leadership practices in secondary schools of the zone, there may be other specific factors affecting effectiveness of principals' instruction leadership practices not assessed through this study. So, to identify such factors and to take appropriate actions on time; it is advisable if further in-depth study is conducted at all schools of the Region on issues related to leadership practices of the principals.

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