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**THE PRACTICES AND CHALLENGES OF INSTRUCTIONAL LEADERSHIP IN
IMPROVING STUDENTS ACADEMIC ACHIEVEMENT THE CASE OF SECONDARY
SCHOOLS IN MAJANG ZONE GAMBELLA REGIONAL STATE.**

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Approval Sheet

The Practices and Challenges of Instructional Leadership in Improving Students' Academic Achievement the case of Secondary Schools in Majang Zone of Gambella regional State.

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Acronyms and Abbreviations

CSA	-	Civil Service Agency
EdPM	-	Educational Planning and Management
EOH	-	Educational Office Head
MA	-	Masters of Arts
MoE	-	Ministry of Education
MZEO	-	Majang Zone Education Office
PTSA	-	Parent, Teacher and Student Association
WEO	-	Woreda Educational Office
B.A	-	Bachelor of art
BSc	-	Bachelor of Science
GPRS	-	Gambella people regional state

ABSTRACT

The purpose of this study was to assess the practice and challenges of instructional leadership in improving student's academic achievement in the secondary school of Majang Zone, Gambella Regional State. To achieve this, basic questions were raised regarding the instructional leaders uses of time, the implementation of principals the dimensions of instructional leadership, the extent of school leaders discharge their instructional duties, school leadership style used for students' academic achievement and challenges of instructional leadership. The study employed the descriptive survey design. Out of 2 weredas, 6 secondary schools were selected through availability sampling technique. Data for the study were collected through questionnaire, interview, and document analysis. Questionnaires were prepared and administered to 120 teachers and 2 supervisors are were included in the study through available sampling technique. Pilot test was carried out on Godere mission secondary school to check the reliability and validity of the questionnaire. Interview questions were prepared to 6 secondary school principals, vice principals and 4 woreda and 2 zone educational experts. The data collected were analyzed by using percentages, mean and standard deviation. The findings of this study revealed that, school leaders were did not spent their time to improve students' academic improvement rather they spent much of their time for administrative and paper work; less commitment of leaderships to implement the dimensions of instructional leadership to improve students' achievements; poor achievements of students on education and factor which affect instructional leadership such lack of vision, teachers turnover, refusal of constructive feedback, lack of trust among teachers and between teachers and principals, principals overloaded by so many task and incompetence of school leaders were challenges for instructional leadership to improve students' academic achievement. From the findings, it was recommended that, the wereda or the zone education experts should build leadership capacities of the school leaders; school leaders alleviate intervention on teachers' educational task. School leaderships should strongly committed and use their time for academic activities rather than in their school administration in order to involve staff in confidence to enhance academic achievements of students.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is a way to produce the skilled manpower needed by the country and, thereby, to bring about all-round development. According to UNESCO (2007), increased access and quality of education can contribute to increasing political participation and the equitable sharing of economic and political power. Considering the case in point, education in Ethiopia has received greater attention, for it is the basic means of economic growth and the development of society. For this purpose, different educational reforms have been taken that can improve the quality of education. In fact, to improve the quality of education, the performance and commitment of all stakeholders who are involved in administration, instruction, and supervision are responsible for the higher performance of students in the school.

However, this cannot be attained without adequate and proper provision of the school curriculum and instruction for each level and grade. The responsibility for the proper and adequate provision of the school curriculum and instruction rests with the school instructional leaders (the principal and/or assistant principal). This shows that teacher education fulfills its goal of teaching and nurturing students. Therefore, relevant information can be provided for learners by engaging well-trained and professionally developed teachers at all levels of education.

In Ethiopian history, the Ethiopia's education system dates back to the fourth century A.D., when Christianity was introduced. However, the western education system fully adopted in Ethiopia in 1908, with the establishment of Menelik Secondary School. The first high school which mostly attended by expatriates was began in 1943. According to Ahmed, foreign principals dominated the early history of principal ships in Ethiopia. After 1960, senior ministry officials allocated Ethiopians with B.A. or BSc degrees in any field as principals in schools.

The main selection criteria were academic level and work experience (MOE, 2002). However, during the first few years of the 1960s, graduates of B.A degrees in pedagogy directly assigned

to secondary schools. MOE currently selects school administrators and preparatory school leaders based on multiple criteria, including an MA in EDPM.

As a result, there is a greater need for the principals to have expertise in the teaching and learning process and to prepare actions to improve the quality of education. Moreover, the Ministry of Education of Ethiopia, through its various principal trainings, has been urging the principals to implement instructional leadership as stated in their major training modules in order to improve the quality of education. However, in most regions of Ethiopia, the implementation of instructional leadership is still underway. Therefore, the purpose of this study is to assess the current practice and challenges of instructional leadership in improving students' academic achievement.

1.2. Statement of the problem

The main objective of this study was to investigate the current practices and challenges of instructional leadership in improving students' academic achievement in secondary schools of Majang Zone . In addition to this, the study is concerned with assessing the instructional leadership activities of developing countries like Ethiopia, specifically the Gambella regional state of Majang zone government secondary schools. The schools of developing countries like Ethiopia, which manifest limited concern for instructional leadership activities, have been criticized for wastage of instructional time when teachers leave classes for various reasons and for the minimum participation of parents in following up on students learning progress (Lockheed 1991).

Leadership appears in-group most recent perspective; defines leadership as the art to transform people and organization with aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the follower's activities and responsible for improved learning outcomes. Most of the responsibilities in improving instructions by developing teachers. Leaders are the province solely left for instructional leaders at whatever levels. (Greenleaf, 1997.; Fullan, (2001). Marks &Printy(2003),Harris and Mujjs, (2005).however, stressed that the link between instructional leadership and school effectiveness is yet unclear and best indirect (heck, 2006; Sergiovanni, 2001). responsibility and accountability

for effective instructional outcome calls leaders to design better ways those students can learn and highest school outcome could be produced the role of the principal as instructional leaders through complex, over loaded and unclear in the past, now it is in the way of transition towards transformational leadership. (Chell, 1991). According to (marks & printy, 2003). The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more instructional, democratic, and participatory leadership.

The pressure of globalization and social expectations is inducing principals to take the lead in instructional activities such as setting goals, leading academic programs, and examining and evaluating teachers' performance. Hence, the contemporary thinking of facilitative instructional leadership requires school leaders to have vision, quality, and value for transforming their school towards envisioned success. (Smith, 2003). Thus, elaborations of instructional leadership dimensions that support learning-centered school building can tapped from the work of Dim mock (2000). Different researchers in Ethiopia study on the existing practices of instructional leadership in different regions such as, (yenenw (2012), Kemal (2003). To this, they suggested that, the practices of instructional leadership are characterized by delay; in the begining time of the instructional process, problem of curriculum coverage, burden of makeup class around the end of the semester, etc. were identified. These problems can be generally attributed to the leader's limited skills and abilities in managing the instructional program; of course, there may be some contextual factors which can affect principal's instructional leadership function. Moreover, the researcher also have three reason that initiated to study in the area of practice and challenges of instructional leadership in improving students' academic achievement. The first reason is the analysis of the Majang Zone Education Office report on students' academic results in grades 9–10 from four *secondary schools and in grades 9–12 from two secondary schools from 2010–2012*. According to the reports, from 2010–2012, students who scored from 0–49%, from 50–74%, and from 75–100% had average results of 29.8%, 73.4%, and 7.6%, respectively. On the other hand, for grade 10th students on the national examination, students who scored below 2 points and above 2 points were 38.5% and 20.2%, respectively. The report also revealed the causes of low academic results among students. To this end, it explained that the problem of quality education makes students have lower academic achievement. Therefore, to bring quality education, there must be effective curriculum and instruction. This effective curriculum and instruction rest with school instructional leaders, the principals or vice principals. As a result,

there will be some contextual problems in the practice of instructional leadership to accomplish instructional tasks and improve student's academic achievement.

In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on student achievement. Leadership has very important impacts on the quality of the school organization and on students' outcomes. This is applicable to the meaning of leadership since leadership is all about organizational advancement. Particularly, it is all about organizing the organization (the school) to achieve shared goals. The goal of school leadership is school improvement. Indeed, school leadership is an essential part of school effectiveness in order to prepare students to reach their future success. (Leadwood, Day, Sammons, Harris, & Hopkins, 2006). In addition, effective school leadership has laid the groundwork for school improvement and student achievement. (Hariri et al., 2012; Raihani, 2008). This could have happened because, based on most leadership research, researchers found that school leadership facilitates students' achievement through the provision of better school conditions (Raihani, 2008). According to Leithwood et al. (2006), in order to improve the school and students' outcomes, the leader, in this case, the school's principal, needs to involve and engage all school communities. The school community consists of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. To be successful, principals must possess cognitive and emotional attributes, techniques, and talents.

The second reason is that the researcher also experienced more than 10 years in the study area of Majang Zone. As a result, informally hear rumors from woreda and zone education experts. They suggested that school instructional leaders did not discharge their instructional tasks as well. Such a situation may contribute to the low academic achievement of students. The third reason related to the knowledge in the study area of Majang Zone; still, there is no research study on the practices and challenges of instructional leadership in improving students' academic achievement. Therefore, the purpose of this study is to assess the current practices and challenges of instructional leadership in improving students' academic achievement in Majang Zone government secondary schools. In order to address this, the study has sought to answer the following basic questions:

1. To what extent do instructional leaders manage the instructional time to improve students' academic achievement?
2. To what extent do school principals implement the dimensions of instructional leadership to improve students' academic achievement in secondary schools in Majang Zone?
3. To what extent do the actual roles and responsibilities of instructional leaders correspond to enhancing student's academic outcomes?
4. What are the major challenges that affect the implementation of instructional leadership?

1.3. Objective of the study

1.3.1.General Objective

The main objective of the study is to assess the current practices and challenges of instructional leadership in improving student's academic achievement in secondary schools in Majang Zone.

1.3.2.Specific objectives

THE SPECIFIC OBJECTIVES INCLUDES;

1. To explore the extent to which instructional leaders spend their time for instructional purposes to improve students' academic achievement in secondary schools in Majang Zone.
2. To investigate the extent to which instructional leaders implement the dimension of their leadership to improve students' academic achievement.
3. To examine the extent to which instructional leaders discharge their duties to enhance students' academic outcomes.
4. To identify the major challenges affecting the practice of instructional leadership in government secondary schools in Majang Zone.

1.4. Significance of the study

The purpose of this study is to determine whether instructional leadership properly practiced or not and to show, the existing challenges that affect the practice of instructional leadership. In view of this, the findings of the study have the following significance:

1. The result of the study is help zone, wereda, educational experts ,secondary school principals, teachers and supervisors have better understanding about instructional leadership and the challenges that affect the implementation of instructional leadership.
2. It also provide awareness and understanding of teachers views of what has being done for them and their reaction to them are very important in planing and implementing succesfull instructional leadreship.
3. It may provide pertinent and timely information to school principals, department heads, teachers, and experts of Majang zone of education officers concerning the existing system and the overall practice of instructional leadership.
4. It also assumes that the study has shown the major contribution of instructional leadership on students' academic achievement of Majang zone secondary schools.
5. It may also provide information for the school principal in their plan which is help them to predict the areas of that need careful and further consideration in their plan.
6. The study is serve as a starting point for other researchers who are interested to conduct research in the area of instructional leadership.

1.5. The Scope of the Study

As it is illustrated by syum and ayalew (1999), to carry out any research work, It should be important to delimit the study both conceptually and geographically to a manageable size .In view of this, to make the study manageable and to complete with time frame, the study was delimited to 6(six) government secondary schools Gelesha, dunchi, Tinishumetti, jein, kumi and Godere mission secondary schools. Similarly, woreda and zone provide support for secondary schools will be included .This was done due to this researchers' believe that these bodies are responsible for the professional development of teacher's .Therefore ,the finding of this research was generalized for secondary schools of Majang zone without considering primary one or secondary schools of nearby regions.

On top of this, the study was limited to resources include respondents having degree and above qualification. And researcher faces many challenges.

1.6. Organization of the study

The study consists of five chapters. The first chapter is the introductory part, which includes background information about the study, a statement of the problem, the objective of the study, its significance, delimitations, or scope. The second chapter presents a review of related literature pertinent to the area of instructional leadership. The third chapter details the research design and methodology employed in the study. The analysis and interpretation of the research findings presented in the fourth chapter. Lastly, discussions, conclusions, and recommendations presented in the fifth chapter.

CHAPTER 2: REVIEW OF RELATED LITERATURES

2.1. Definition of leadership

Leadership is an influence relationship between leaders and followers who are aiming to make changes that indicate their mutual purposes. It also involves the ability of leaders to encourage obedience, respect, loyalty, and cooperation from their followers. (Kort, 2008,) Leadership is a process defined as a transactional and interactive event that appears between the leader and followers and becomes available to everyone, not just the formally assigned leader in the group. Leadership relates to influence on how the leader affects the followers significantly; therefore, there is cooperation among the leader and followers.

Leadership occurs in groups, either small or large, that have an impact on each individual who has a common purpose. Moreover, leadership also involves the group's goal achievement, where the leaders guide their followers to achieve their common goals together (Northouse, 2004.). Moreover, applying the theory about leadership, we can relate the education context where the school is an organization; the principal acts as the leader, and the followers are the teachers and the stakeholders. It is very important for them to understand each other in order to avoid any contradictory issues that can lead to disunity in the organization. Moreover, the principal can be a symbol of the cooperation among the teachers and stakeholders; the principal needs to accommodate their aspiration to develop the school programs.

In addition, the principal needs to act firmly yet emphatically in order to address some negative issues at schools. Leadership plays a critical role in creating and sustaining a school. Among other things, leadership focuses on learning. It emphasizes the essentials of learning, not only for the students but also for teachers and staff. There are three areas integrated into the means of leadership: first is vision, which is how the leaders facilitate some actions to improve the students' outcomes and nurture commitments. The second is governance how the leaders manage and control their staff and encourage their participation. Third is resource allocation how the leaders place resources to support teaching and learning (Hallinger & Hack, 2010).

2.2. School Leadership

School leadership is not something new or intrusive. It is what it always has been: the application of reason, logic, and values to the achievement of educational objectives via the development of available resources (Holmes, 1993). Thus, school leaders are those persons occupying various roles in the school's goals. Therefore, school leaders viewed as holding the key to resolving a number of problems currently facing schools. (Holmes, 1993) Successful school leadership is one of the key conventional terms where the success of school being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on student achievement. For example, Harris and Bennett (cited in Harris et al., 2003) have argued that the importance of leadership in securing sustainable school improvement that has demonstrated in both research and practice.

Leadership has very important impacts on the quality of the school organization and on students' outcomes. This is applicable to the meaning of leadership since leadership is all about organizational advancement. Particularly all about organizing the organization (school) to achieve shared goals. The goal of school leadership is school improvement. Indeed, school leadership is an essential part of school effectiveness in order to prepare students to reach their future success. (Leithwood, Day, Sammson, Harris, & Hopkins, 2006).

In addition, effective school leadership has laid the groundwork for school improvement and student achievement. (Hariri et al., 2012; Raihani, 2008). This could have happened because, based on most leadership research, researchers found that school leadership facilitates students' achievement through the provision of better school conditions (Raihani, 2008).

According to Leithwood et al. (2006), in order to improve the school and students' outcomes, the leader, in this case, the school's principal, needs to involve and engage all school communities. The school community consists of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. To be successful, therefore, requires principals to have cognitive and emotional qualities, strategies, and skills. Furthermore, Hariri et al. (2012) advice that school leadership should not separate from the principal's decision-making styles and teachers' job achievement. Decision-making and job achievements are important elements of leadership.

Moreover, Fullan (2001) found evidence of school improvements since the 1990s. The school improvement involves principals who are (1) accommodating, (2) focused on student learning, (3) productive, and (4) both pressure and support. Principals expected to work together with parents, teachers, and school stakeholders to stimulate action. (Fullan, 2001.) Theoretically, instructional leadership is an important principle for the dynamic establishment of broader school leadership. This concept is determined by understanding the educational leaders who highly contribute to improving the students' learning outcomes. (Sofa et al., 2012.)

2.3. The concepts of Instructional Leadership

Instructional leadership defined as those actions that principals take or delegate to others to promote growth in students' learning (the concepts 'learner' and 'student' will be used interchangeably). In practice, this means that the principal ensures educational achievement by making instructional quality the top priority of the school. Fullan (1991) explains that instructional leadership is an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace in relation to shared goals, teacher collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning. Instructional leaders spend most of their time dealing strictly with curriculum matters rather than administrative functions.

The principals, as an instructional leader, they should strive for excellence in teaching and learning with the sole purpose of improving student achievement. Principals should serve foremost as instructional leaders in schools, and their commitment to instructional improvement should not only be strongly articulated but should be reinforced with experience in the classroom (Glanz, 2006). In order to secure legitimacy in the eyes of the teachers, principals should have sufficient teaching experience and should understand with firsthand experience the instructional challenges faced by teachers.

Instructional leadership demands high standards of academic excellence: setting high expectations for learner success; having knowledge and experience with effective teaching or instructional strategies. Glanz (2006) argues that instructional leadership is thus about

encouraging best practices in teaching. Principals should become familiar with innovative theories and practices and motivate teachers to model them in classrooms.

A strong instructional leader is important for a school to be successful. There have been a lot of new various development programs and trainings for principals in order to bring success to the schools. The development trainings and programs designed to build the character of instructional leadership as a strategy to increase students' performances. (Hallinger, 2005.) A review of the literature by Hallinger and Heck (1996a, 1996b, 1999) found that instructional leadership was the most frequently studied model of school leadership over the past twenty-five years. The research on instructional leadership has been extensive and global in scope. Researchers in North America, Europe, and Asia have made important contributions. Since the mid-1980s, scholars have taken advantage of these tools to produce an annual precedent number of empirical studies of principal instructional leadership. (Hallinger & Heck, 1996a; 1996b; Heck & Hallinger, 1999.) How do we describe the best image of a school's principal? Such a principal is often described in metaphoric terms as 'runs a tight ship', 'sure keeps the parents at bay', 'knows the district inside and out', or 'keeps the building ship shape'. However, the imagery terms seem definite when we describe the principal as a strong instructional leader (Smith & Andrews, 1989).

Accordingly, principals faced with an academic mission. They must adhere to standards set for student achievement and be held accountable for results (De Pree, 1989). On the other hand, Leithwood (1994) describes the role of principal as chiefly being a problem-solver because building administrators are continually required to solve problems. Greenfield (1987) agrees that in the role of a problem solver, the principal must be a good communicator and adept at interpersonal relations (Greenfield, 1987). As a contrast, other researchers argue that it is impossible to look to the principal alone for instructional leadership when instructional leadership is everyone's work (Fulmer, 2006). In fact, it is hard work because, to perform instructional leadership well, a principal must be competent, skilled with statistical data, be able to connect and communicate with teachers both on formal and informal levels, and know about and be able to carry out the specific methods and strategies that are most effective for enhancing student achievement. (Purinton, 2013.)

As a result, they presented one of the most recent designer-leadership styles: in order to make learning something to focus on and important for all members, leadership must be integrated into the activities of entire education communities (Fulmer, 2006). In brief, despite the fact that instructional leadership and management are involved in a variety of tasks and procedures, as well as differing in character, instructional leadership is critical to effective school leadership. As a result, it became critical for researchers to focus on the theory and describe how it appears in practice. (Southworth, 2002).

Moreover, Smith and Andrews (1989) emphasize the importance of implementing the principal's instructional leadership in order to improve the quality of school. To improve the quality of schools, the government needs to improve the professional practice of school principals by understanding the meaning of instructional leadership, developing some programs designated to select and educate the principals, assisting school districts to develop the principal's selection process, and providing supervision to monitor the principals' performances.

2.4. School Leadership Development in Ethiopia

The principal in schools is one of the most powerful administrative positions in determining the success of school plans. Authorities present their respective viewpoints regarding the historical past of the primary ship. According to Knezevich (in Ahmed, 2006), the major ship dates back to 1515, when Johann Sturm was in the United States. The role progressed from classroom teacher with a few administrative responsibilities to principle teacher, then supervising principal.

Ethiopia's education system dates back to the fourth century A.D., when Christianity introduced in Ethiopia. Ethiopia had long established schools for the children of its adherents (Teshome in Ahmed, 2006). However, the western educational system legally brought to Ethiopia in 1908 with the establishment of Menilik Secondary School, and there was no government-owned high school in the country until 1943. This year also witnessed the opening of the first high school, which mostly attended by expatriates. According to Ahmed, foreign principals dominated Ethiopian principal ships during their early period.

In all government-owned schools that has opened before and a few years after the Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt, and India has assigned as

school principals. After the restoration of independence in 1941, education given priority, which resulted in the opening of schools in different parts of the country. As there were not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR 1990).

According to MOE (2002), prior to 1962, expatriate principals assigned to the elementary and secondary schools of different provinces of Ethiopia during the 1930s and 1940s'. During this time, Indians have given the principal ship position, which may be due to their higher educational level and experiences in the principal ship. However, history had developed into a new phase where Ethiopians began to replace expatriates, which started in 1964, according to Teshome (in Ahmed 2006). This new phase of the principal ship started with supervising the principal; such a person was responsible not only for one school but also for the education system of the community where the school was located. Documents prove that Ethiopian school heads directly assigned to elementary schools without competition among candidates. Only educational level and teaching experience given the highest priority by the principal.

After 1960, senior officials of the ministry of education assigned Ethiopians who graduated with B.A/BSC degrees in any field as principals in schools. The major selection requirements were educational level and work experience (MOE, 2002). However, during the first few years of the 1960's, it was understood that those graduates of B. A holder degree in pedagogy directly assigned to secondary schools. On the other hand, in terms of career structure and promotion, secondary school principals were those who held a first degree, preferably in the educational management field, and those who had at least worked for a limited time as a unit leader, department head, or teacher.

Also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision including sufficient work experiences. Currently (MOE), uses different criteria to select School principals, especially to lead preparatory school leaders should have MA Degree in EDPM. To sum up, considering education as key element for economic, social and technological development many countries invest substantial amount of their national resources for the improvement of their Education. Similarly, the federal Government of Ethiopia, recognizing the role of education in developing other sectors, by

undertaking teachers 'continuous professional development program and other (MOE, 2007).School improvement program in Ethiopia, since the formulation of new education and Training policy (1994), Ethiopian Government has made different educational reforms.

Similarly, Ethiopia has found that implementing the newly launched school improvement program considered as one of the basic components of the General Education Quality Improvement Program (GEQIP) (MOE, 2007). The current school improvement program framework has been developed based on a review of the best practices of schools all over the country, related literature, and positive experiences obtained from its pilot program implemented in 2006 (MOE, 2007). The main objective of the program is to maximize students learning outcomes by improving the conditions that might have an impact on them. As it was mentioned before, the program focuses on four major domains of the school: improving teaching and learning, creating a conducive learning environment, improving school leadership, and enhancing community participation in school affairs.'

The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership (MOE, 2007).The Ethiopian education and training policy (1994) states that educational management should be democratic, professional, coordinated efficient and effective. In addition, the management of teachers and other educational personnel will be organize based on Professional principle.

2.5. The Role of Instructional Leadership on School Success

Early studies of Anderson and Soder, Hollinger and Heck (cited in McEwen, 2003),allence (cited in Harris and Muijs 2005) asserted that principal's role has significant impact On the achievement of students, their studies demonstrate that high student's achievement has Direct relation with the function of strong instructional leadership. However, many of the recent finding state that the influence of the instructional leadership impact is rather indirect Bell et al, (cited in Harris and Muijs, 2005). In the Sam way, Deal and Lec (cited in Heck, 2006) suspected the direct link between school success and effective instructional leadership is very complex than easy to link. Blasé and Blasé (1999) further forwarded their argument that early researchers could not give enough evidence, which validate the direct link between strong instructional leadership and improved learning outcome.

Regardless of the discrepancies observed from the point of view of intellectuals nowadays, instructional leadership is being held countable and unlike the customary management functions like planning, organizing, allocating resources, creating equilibrium, controlling, etc., the present function of leadership is mostly focused on developing and communicating mission and purpose, motivating and inspiring followers towards the achievement of shared goals (Mctwen, Carlson, 1996; Locke, Locke, 1991). Leadership, according to Locke (1991), is the power of inducing others towards some commonly perceived goals. His definition encompasses three basic elements, namely followers, functions, and influencing powers.

Definition of leadership appears in various perspective; defining leadership as the art to transform people and organization with aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the follower's activities and responsible for improved learning outcomes. Most of the responsibilities in improving instructions by developing teachers' leaders are the province solely left for instructional leaders at whatever levels.

Marks & Printy (2003) stressed that the link between instructional leadership and school effectiveness is yet unclear and best indirect (Heck, 2006; Sergiovanni, 2001). Responsibility and accountability for effective instructional outcome calls leaders to design better ways those students can learn and highest school outcome could be produced the role of the principal as instructional leaders through complex, over loaded and unclear in the past, now it is in the way of transition towards transformational leadership (Chell, 1991). The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more instructional, democratic, and participatory leadership (marks&Printy, 2003). The pressure of globalization and social expectation is inducing principals take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teachers' performance. Hence, the contemporary thinking of facilitative instructional leadership requires school leaders to have vision, quality and value to transforming their school towards envisioned success (Smith, 2003). Thus, elaborations of instructional leadership dimensions that support learning centered schools building can be tapped from the work of Dim mock,(2000).The components include the following focus areas of the leader.

2.6. Dimensions of Instructional Leadership

According to Hallinger (Hallinger, 2005) there are three dimensions of instructional leadership. These are defining school mission, Managing the Instructional Program and Creating positive school climate.

2.6.1. Defining the School's Mission

There are two functions that include the first dimension; framing the school's goals and communicating the school's goals. This dimension focuses on the principal's role in establishing the main purpose of the school. The school's goals can be determined by the principal or in cooperation with the school staff. This dimension concentrates on the principal's role working with the school staff to make sure that the school has clear, measurable, time based goals focused on the academic progress of students. The principal is also responsible to declare and spread the goals through the whole school stakeholders so that they will support and integrate the goals into their daily practice. In this dimension, there are several characteristics of the instructional leader's role in defining a clear mission. First, the mission needs to be stated clearly and it needs to be widely known. For example, the principal can put the mission statement on the banner or on notice board at school. Second, the goal needs to be focused on the academic progress. Third, the mission has to prioritize teachers' works. Fourth, the goal needs to be known and acknowledged by teachers throughout the school. Fifth, the mission needs to be clearly declared, actively assisted, and modeled by the principal. (Hallinger, 2005.).

2.6.2. Managing The Instructional Program

This dimension integrates three leadership functions; supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Basically, the second dimension aims at the integration and control of instruction and curriculum. The principal is required to have proficiency in teaching and learning at school and also to have commitment in developing the school. The principal needs to be highly involved in encouraging, directing, and observing teaching and learning at school. (Hallinger, 2005.).

2.6.3. Promoting Positive School Climate

This dimension has wider range and goals than the other two dimensions. The third dimension consists of following functions; protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning. Ideally, effective schools establish an “academic press” by thriving the students’ and teachers’ high standards and expectations. Eventually, the principal should set and pose values that create a climate and supports the teaching and learning enhancement continuously. (Hallinger, 2005.) By viewing the above mentioned Hallinger’s three dimensions, instructional leadership is likely to be more effective when the principals develop the above mentioned dimensions continuously with purposes and practices. The principals need to imply values and practices that create a positive atmosphere and support the continuous development of teaching and learning at school (Hallinger, 2005.)

2.6.4. Instructional Leadership Conceptual Framework

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

2.6.5. Figure1 Instructional Leadership Activity

From Hallinger & Murphy, 1985

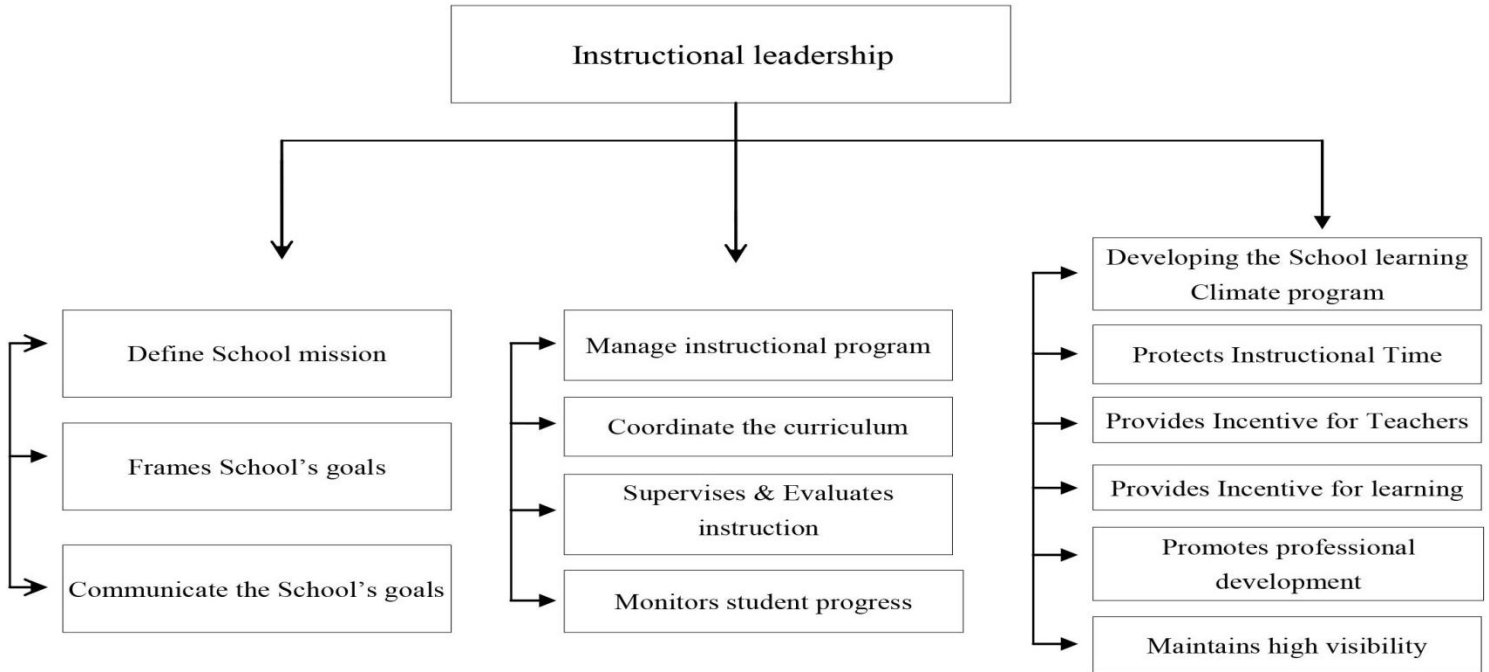


FIGURE 1 FROM HALLINGER & MURPHY, 1985

2.7. Instructional Leadership Teaching and Learning influence

In depth studies of teachers perceptions about characteristics of school principals teacher's classroom instruction have conclude that the behaviors associated with instructional leadership positively influence classroom instructions (Larson-knight, 2000; Blaséand Blasé 1998; Sheppard, 1996, & chrispeels (1992). Especially (Blasé and Blasé, 1998) findings indicate that when instructional leaders monitor and provide feedback on the teaching learning process, there were increases in teacher reflection and reflectively informed. Instructional behaviors, in implementations of new ideas, greater variety in teaching strategic, more responses to students diversity, lessons were prepared and planned more carefully teachers were more likely to take risks and more focus on the instructional process, and teachers used professional discretion to make changes in classroom practice. Teachers also indicated positive effects on motivation, satisfaction, confidence and sense of security. Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on

classroom practice, (Chrispeel, 1992). In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set, professional growth goal with teachers, and provide resources foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This in turn, increases the student achievement, (Sheppard, 1996, Blasé and Blasé, 1998).

Locke and Latham (1990) assert that goal setting is effective way to increase motivation and performance. They postulate that goals increased attention to obtainment of the task, increase the effort expended on goals relevant to activities, increase persistent to achieve, increase the development of strategies to obtain the goal. This is true even loosely coupled organizations, such as public schools. Book Binder (1992) explains frequent communication of school goals by instructional leaders promote accountability, a sense of personal ownership, and instructional improvements. A principal that define and communicate shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press challenges teacher's behaviors with in the class room, which leads to more effective schools (Book Binder, 1992; Blasé and Blasé, 1998).

2.8. Principal's Collaborative Cooperation with teachers

The term instructional leader is defined as actions leaders who improve teaching and learning (King, 2002). Although principals have ideas about the way they lead their schools, their success as leaders also depends on teachers' support and how they perceive their principals. If teachers perceive principals in a negative way, then principals will have problems performing their duties, because such negative perceptions can be perceived as lack of confidence in the principals' leadership style. Positive perceptions on the part of teachers can provide principals with the mandate needed to lead in an efficient and effective manner (Pashiardis). Therefore, 1998,, it is essential for principals to reveal how teachers perceive them as instructional leaders. Moreover, Hallinger and Heck (1997) proposed a theory that leaders obtain their goals mainly through teachers. Leadership practices contribute the outcomes desired by schools but the contribution is always mediated by other people, events and organizational factors

such as teacher commitment, instructional practices or school culture. This conceptualization is consistent with the proposition that leaders achieve their results primarily through other people. (Hallinger & Heck, 1997.)

In previous research, it has been found out that teachers' trust towards the principal has improved the school. The researchers authenticated strong evidence regarding the connection between the teachers' trust towards their principals, the leadership practices that develop the trust and their impact towards the teachers' attitudes, school organization and students' learning progress. (Helstad & Moller, 2013) The way teachers perceive their principals' roles is important, because positive perceptions of the of principals among teachers can provide principals the confidence and the mandate needed to run their schools. Poor perceptions of the roles of principals may negatively impact the way principals perform their duties. Support from teachers is considered important, because principals and teachers are expected to work collaboratively as a team in order to foster intellectual growth and to provide teachers and students with guidance and direction. Therefore, it is necessary to recognize and understand how teachers perceive their leaders (Lewis, 1986; King, 2002). In addition, effective schools require teachers with culture of cooperation (Blasé & Blasé, 1999, Southworth, 2002). The culture of cooperation aims at teachers' development through some strategies included teacher mentoring, coaching and school based professional development. School principals are expected to be the leaders who are capable in creating such culture in schools because it demands openness, trust and security where teachers feel confident to become learners. Thus, instructional leadership is about leading teachers' learning professionally. (Sothworth, 2002.).

2.9. The Challenges of Principal's Instructional Leadership

The role of principal in providing good quality of education has been acknowledged as an essential organizational characteristic of schools. However, the appropriate methods how the principals should fulfill their roles have been a polemic subject. (Smith & Andrews, 1989.) Fullan (2001) states that, The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade (Fullan, 2001). Because the principal's role is changing from that of building manager or administrator to instructional leader, the principal requires ongoing, substantive staff development and support to refine, extend, and evaluate his supervisory skills

(Smith & Andrews, 1989). Because of the changing role, the principals often deal with some barriers that prevent them to maximize their potential, such as, lack of time for monitoring the instruction. This happens because they do not have any sufficient support by the staff or secretarial assistance to manage their daily tasks. Sometimes, the principal also has the feeling of instability in the distribution of authority and responsibility between the central office of the school district and the individual buildings. This inconsistency makes the principals not to be able to fulfill their authority. Principals might also be experiencing the difficulties when trying to bring changes to the school due to some collective bargaining agreements either with the school district or the school stakeholders. Besides that, principals might feel frustration because the school district rewards them for well managed and efficiently operated school instead of seeing them as instructional leaders. (Smith & Andrews, 1989.)

Furthermore, Hallinger and Murphy (1987) state that there are four obstacles that restrict principals from practicing instructional leadership; lack of knowledge of curriculum and instruction, professional norms, expectations of school district and role of diversity. Moreover, they added the fifth obstacle that seems to make the role of the principal more difficult to assess; the lack of clear definition of the principal's instructional leadership role (Hallinger & Murphy, 1987). The other common problem an instructional leader often deals with is managerial shortcomings. The main causes of managerial shortcomings are the lack of proficiency in management processes, experience in administering the authority and commitment. The managerial shortcomings can prevent schools to become effective ones.

(Sofa et al., 2012) also, a principal often fails in finding appropriate time to regularly observe all of the teachers. Likewise, it is hard for them to accommodate comprehensive hands on mentoring on instruction and curriculum (Horng & Loeb, 2010). In addition, based on some studies on instructional leadership, Horng and Loeb (2010) conclude that the model of traditional instructional leadership does not seem to fit the reality of many of today's schools. Despite of the necessity of principals' instructional leadership who are characterized as "hands on" leaders, involve with curriculum and instruction issues, feel confident to work with teachers directly and present in the classroom often, in reality, it is difficult to be applied, especially in larger schools. It is not easy to find appropriate time to regularly observe all of the teachers or accommodate comprehensive hands on mentoring on instruction and curriculum. (Horng & Loeb, 2010.)

Many contextual factors negatively affect. However, the type as well as the intensity of the problem is not the same in every school. For example, Bush and Bell (2003) assert, shortage of highly educated work force is as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created dividing line between those developed and developing nations in the world (MOE, 2007). Such factors classified into personal characteristics, district and zone characteristics, and Organizational, characteristics

2.9.1. Personal Characteristics and Leadership

Personal characteristics are factors which are most commonly used in selecting for principalship. Researchers also recognize the potential influence they have on how principals enact their role. The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principal tend to have greater experience in education and therefore, will offer more instructional leadership. Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore, strong instructional leadership. Research findings, however, are inconsistent about the relationship between age and leadership effectiveness (measured effectiveness, (Gross & Herriott(1965) for instance, found “negative” relations that dictate older principals provide less leadership than do the younger. Whereas, (Jacobson, et al, 1973), reported very little relationship between age and successful leadership. Work experience as a second factor, has been commonly used as criteria in selecting principals and assistant principals. (MOE,1996). For instance, has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor. However, research findings do not support this. For example, Gross & Herriott,(1965), found that the length of experience as teacher, previous administrative experience and even the number of years at the principalship position have no significant relationship with leadership as EPL).

2.9.2. Organizational Characteristics

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial). In instructional leadership process the availability of teachers, textbooks, equipment, supplies and finance are

crucial for its success. Mibit,(1994), for example, stressed this when he suggested, just as well trained personnel are important for the success of the school curricula, so are equipment and supplies. Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school. Confirming this, a research conducted in elementary schools of developing countries revealed that the instructional improvement effort of principals are highly constrained by the chronic shortage of materials, operating funds and staff development resource (Lockheed & Verspoor, 1991). Experience also shows that shortage of qualified teachers makes instructional leadership process problematic. Role diversity is the other organizational factors, to which most of secondary school leaders complain reviewing different studies on principals' time allotment to their work, Jacobson, et al, (1973). Reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction. Seymour (1976). also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties. So, the multiplicity of roles and expectations by parents, students and teacher tend to fragment what ever vision the principal may be attempting to shape in the school. (Hallinger & Murphy, 1987).

Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary school are sensitive, intelligent people who feel that their professional preparations and experience have equipped them to do a job skillfully. (Corbally, et al, 1990). Such professional norm makes the relationship between teachers and school leaders on the matters of instructional loosely coupled and leave educational decisions to teachers. Consequently, such professional norm limits the frequency and depth of principal's classroom visits as well as their initiatives of consulting teachers about instructional matters (Hallinger & Murphy, 2001)

Many authors and research findings also, identified school size as one factor that influences principal's Leadership. Zenbe.(1992), For example, found that the size of the school stress the job demands of the principal. Holmes,(1993). Again confirmed that the learning priorities and needs of children can easily be detected in small schools than in larger ones. The findings of Gross and Herriott (1965) also reveal that principals' leadership effectiveness increases in small schools of the principals. Time budgeting over concluded that. Principals

of small schools spent more time in teaching while principals of longer schools spent more time in curriculum and instruction, guidance and problem of the staff. (Herriott, 1986). These implies, that school size and instructional leadership effectiveness have a direct relationship. Other studies shows that principals have multiple roles they play Information over load, paper work, too many reports, many non academic demands and work over load consume much of the Principal time, Hence, only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (sergiovanni, 2007).

2.9.3. District And Zone Education Department Characteristics

The third source of influence of the principals leadership is district or zone office characteristics, one of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principal's role. As Hallings and Murphy (1997), pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement. On the positive side, Gross and Herriot's (1985) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership. Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems numerous reporting requirements untimely teacher transfer and indeployment of teachers are suggested as constraining elements in principals instructional leadership process (Bossert et al, 1992).

2.10. Methods to alleviate those challenges

Some of previous studies found out that teachers' capacities could be further advanced if principals were to foster more strategic methods to development. Based on their studies, they found out that by constructing the teachers' capabilities to learn to teach and lead well was an essential leadership strategy (Sofot al). Moreover, similar studies by Sofot et al., (2012) support this theory by presenting evidences that leaders can influence teachers' motivation, including their levels of devotion, sense of efficiency, self esteem, job achievement and levels of

stress. (Sofa et al, 2012). There are many applicable strategies in developing teachers' qualities such as sending them to various trainings provided by the government or private institutions, giving support and motivating them to be more creative in giving lessons and appreciating teachers for their good work. These strategies had following impacts on student learning and performances. Thus, school leaders need to build these capacities vigorously.(Sofa et al). In addition, based on their work, Horng and Loeb (2010) suggest an innovative idea to overcome the managerial shortcomings: organizational management for instructional improvement.

This leadership emphasizes organizational management for instructional progress rather than day-to-day teaching and learning. Organizational management for instructional improvement means fulfilling a school with high quality teachers and providing them the support and motivation and also resources to be successful in the classroom. (Horng & Loeb, 2011.) Moreover, Horng and Loeb (2011) also suggest that principals should be able to be organizational managers at school. Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such principals are likely able to demonstrate students' academic improvement. However, in daily practice, in average, only one fifth of the principals' time is dedicated to organizational management activities. Most principals spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paperwork that does not relate to the school's outcome development. (Horng & Loeb, 2011.).

2.11. The Phenomenon of Instructional leadership In Various Country

Since 1980s, the instructional leadership has been a demand to be implemented in an effective school as the result of the external policies in some countries (Hallinger, 2005). This concept has become increasingly popular in North America and has gained some interests in Britain and also some countries in Asia. However, writers and researchers usually opt for "educational leadership" or "pedagogic leadership". (Southworth, 2002.) Moreover, Hallinger (2005) states that, in the United States, instructional leadership became strongly identified as a normatively desirable role that principals who wished to be effective should fulfill (Hallinger, 2005). During the 1980s, the policymakers in education urged the schools' principals

to implement instructional leadership in order to develop the schools. The policymakers believed that by doing so, it would enable the schools to enhance the students' learning outcome and make the school more effective. (Hallinger, 2005.) Furthermore, since the year 2000 until now, the policymakers still urge the principal to exercise the instructional leadership as the US National Association of Elementary School Principals proposes that, high standards for student achievement call for high standards of performance from the adults involved in education process and suggests that principals must be leaders in improving instruction and student achievement (Ezenne, A., 2010).

Meanwhile, education system in South Africa has shown a greater need for accountability in school leadership. Based on The South African Schools Act, Act No. 84 of 1996, a school principal has a central position in the process of developing effective school leadership. The principal must undertake any applicable provincial law, professional leadership and public school. This means that a principal can delegate some of management tasks to his subordinates. However, a principal cannot delegate his responsibilities of leadership in the organization of instructional and educational administration. (Zulu, 2004.) Since 1997, South Africa has been implementing the new curriculum, Outcomes Based Education (OBE), which has brought confusion among the principals as instructional leaders. The principals had to lead and manage the schools especially the teachers with only little or no training at all. (Zulu, 2004.) As instructional leaders, principals seem to encounter some problems in guiding and monitoring the teachers. As a result, the need for accountability in school leadership has arisen. The school needs the adequate leadership of principals, otherwise performance of schools will decrease. Therefore, the principal has to exercise strong instructional leadership for the success and effectiveness of the school. (Zulu, 2004.).

Meanwhile, in Jamaica, based on Ezenne (2010), the schools fight with many obstacles in the education system, therefore, the roles of the principals become more crucial. The question that often appears is 'why some students progress in their studies while others do not?' The answer relates with the quality of the instructional leadership role of the principal. The principals were demanded to improve the students' achievement. (Ezenne, 2010.) However, in the daily practice, in Jamaican schools, many principals spend most of their time on routine activities and not enough time focusing on the instructional elements. There is a need for instructional

leadership and management to equally function in order to improve the students' achievement. This can happen by creating a good collaboration and cooperation between principals and teachers so that the instructional program of the school can meet the students' expectancies. (Ezenne, 2010.) As one of the neighboring countries to Indonesia, the Philippines imply decentralization in their education system. There is a great need to improve education management at the school level. This need is widely recommended, although least assessed as education systems become decentralized. In previous research, done by Sindhvad (2009) who focused on education system in the Philippines, the researcher reveals the factor which contributes to principals' sense of capacity for improving school quality. The most significant factor is when the instructional supports can make a difference in a classroom. It relates to principals' capacity for providing instructional supervision and professional development. This factor would provide important insights for strengthening education management at the school level. (Sindhvad, 2009).

2.12. Critical Views on Instructional Leadership

Nevertheless, sometimes the instruction can be polemic and very complex and the aspect of leadership can be misinterpreted and neglected. Macneill et al., (2005) argue that the instructional leadership does not correlate with the students' learning output. Moreover, they assumed that instruction has a negative impact on students' understanding, decision making in the class. They connoted instructional with power; The word instruction is contaminated with pejorative connotations of power. The command, I instruct you to do X, leaves the second party in no doubt about the power relationship between the speaker and the person being spoken to. As a result, instructional leadership, too, can be perceived as a power based transaction (Macneill et al., 2005). In addition, Hallinger (2003) also criticized the instructional leadership which many believed to focus too much on the principal as the center of expertise, power and authority. As a consequence, in North America during the 1990s, scholars and practitioners began to introduce other terms such as shared leadership, teacher leadership, distributed leadership, and transformational leadership to be well known in the education context. (Hallinger, 2003), Macneill et al., (2005) point out that, The real focus of education is student learning, not instruction. Concentrating on instruction can lead to a deprofessionalization of teaching accompanied by a push to employ untrained and partly trained teachers, in the context of a

teacher proofed, mandated, text based curriculum (Macneill et al., 2005). In Indonesia, the term of pedagogical leadership is not familiar in lectures and school leadership in practice. The teaching methodology being used in public schools is still 'traditional' where students are usually not very active in the classroom. The teaching learning activities are more likely 'listening and doing exercises' rather than sharing the knowledge and interactive atmosphere. The relationship between teachers and students are quite formal and potentially can create a gap. In Indonesia, where the education system still clings on the hierarchical model, the teachers are placed higher than students. Therefore, teachers are considered right to the students. Teachers never make any mistakes.

Moreover, the bureaucracy or policy system of government sometimes is not giving enough space for schools to be more creative. This can be a challenge for enhancing the education qualities at schools. (Triatna, 2010.) As one of the solution, the teachers should know about the concept of pedagogical leadership (Macneill et al., 2005). As one of the solution, the teachers should know about the concept of pedagogical leadership; the pedagogic is not only about teaching (instruction) or didactic (how the material is taught) but also the process of acculturation of values and customs, through social interaction among learners, teachers and learning environment. With the above mentioned understanding, the researcher would determine the meaning of pedagogical leadership as an attempt to facilitate, support, and encourage teachers and school stakeholders to create a process of acculturation, especially the values of students in order to reach the goals set by school and stakeholders. In addition, pedagogy specifically recognizes the cultural, moral and societal aspects of what is learned and why it is learned. (Macneill et al, 2005).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

For this study, descriptive survey design was employed with the assumption that current practice of instructional leadership demand survey operation. In relation to this, the design was also prefer to gather and describe large variety of data for the practice of instructional leadership. On the other hand, the descriptive survey was enables the prediction of the future on the basis of finding on prevailing conditions and was helps to draw valid general conclusions Morrison (2007) pointed out descriptive survey is the most popular and extensively employed research method in educational research.

3.2. Description of the Study Area

According to the Ethiopian Parliament website, the Gambella Peoples national regional state is located in the western tip of Ethiopia, bordering with Sudan in the west, south, and north; the State of Southern Nations, nationalities, and people in the south and east; and with the state of Oromiya in the north and east. It is composed of three nationality zones (Anuak, Nuer, and Majang) and 12 *woredas*, 1 *special zone*, and a *mayor*. The total land area of the regional state estimated at 25,274 square kilometers. According to CSA projections in 2017, the region has an estimated population of 307,096; among this, males are 159787 and females are 147,309. According to the CSA projection for 2017 (), the region has an estimated population of 435,999. There are five ethnic indigenous groups in the Gambella region: Anuak Nuer, Majang, Opo, and Komo. Majang Zone is one of the nationality zones of the regional state, and it divided into two *woredas*, namely Godere and Mengeshi *woredas*. The formation of this zone is at the center of Godere *woreda*, 315 km from the center (Gambella regional state).

Populations who are living in Majang Zone are different ethnic backgrounds. Among these,` Majang` are native, while the others are from different nations and nationalities of the country. Their livelihood based on slash-and-burn agriculture and traditional honey collection. For administrative purposes, the zone subdivided into 32 kebele. The focus area of this study is the

practices and challenges of instructional leadership in improving students' academic achievements in Majang Zone government secondary schools.

3.2. Study Area Population

The research study conducted in Majang zone of GPRS, which situated, southwest of Ethiopia. Majang Zone is one of the three administrative zones of GPRS and has two Woreda namely, Godere and Menegeshi. It is located between $07^{\circ} 10'N$ - $7^{\circ} 40'N$ and $34^{\circ}40'E$ - $35^{\circ} 20'E$. In terms of relative location, Majang Zone bordered in the south and west with Agnua Zone, in the East with Sheka Zone and in the north to Bench Maji Zone. Majang Zone has a total of 6 secondary schools and the researcher takes 6 secondary schools as a sample using simple random sampling techniques and the total population in the study area was 172 teachers, 6 principals, 5 vice principals, 2 supervisors ,4 WEO Officers and 2 ZEO Officers. The numbers of teachers in selected secondary school were 120 in secondary schools. Therefore, the total population under the study was 139 (i.e. 120 teachers, 6 principal, 5-vice principal, 2 supervisors, 4 WEO Officers, and 2 ZED Officers head).

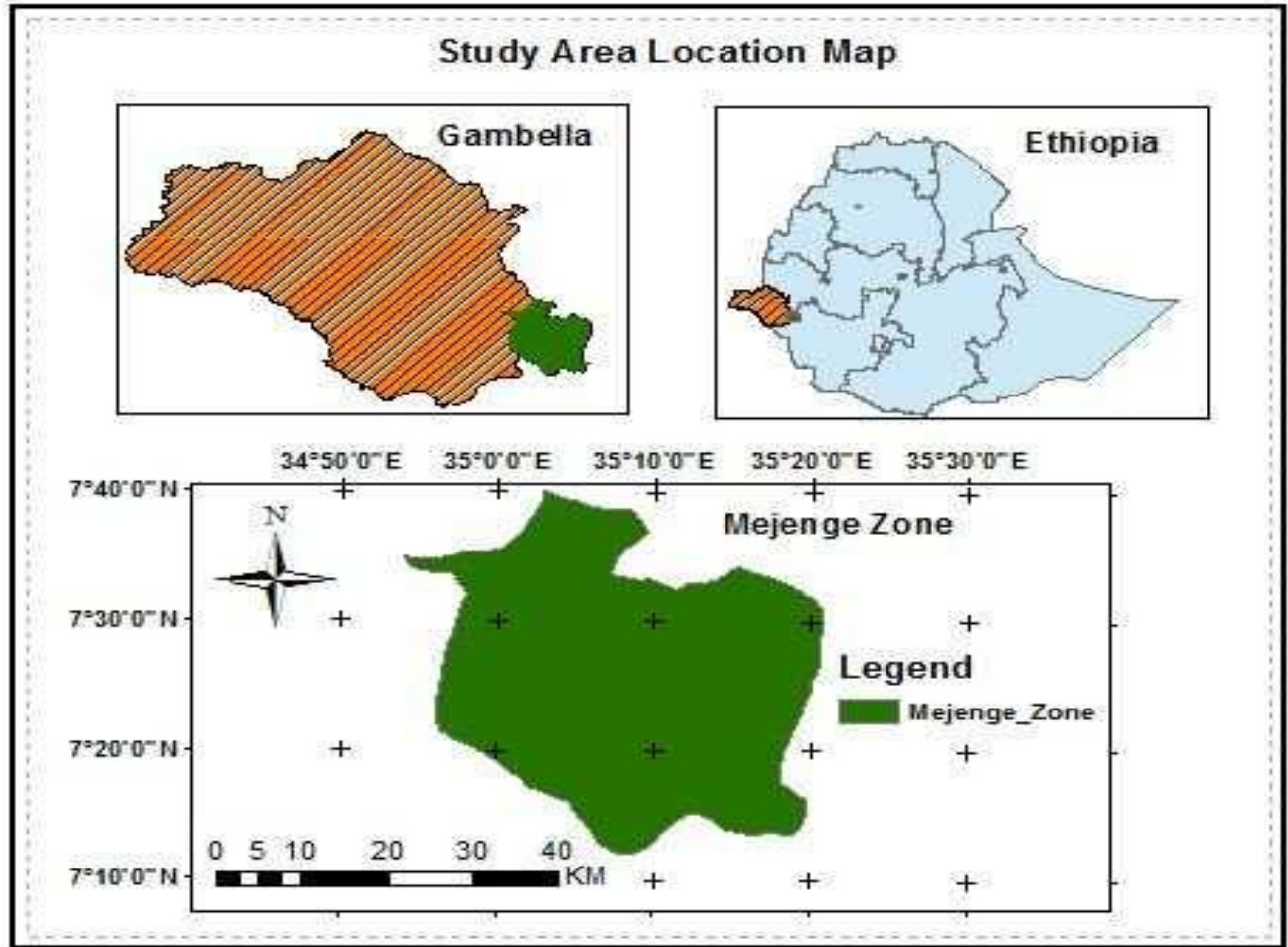


FIGURE 2 STUDY AREA MAP

3.3. Research Methods

The main objective of this study was to assess the current practices and challenges of instructional leadership and to explore the encountered challenges during the implementation of instructional leadership in government secondary school of Magang zone .

To this end ,in order to collect extensive data and to substantiate the finding from both quantitative and qualitative approach were employed with more on focusing quantitative method. The reason for focusing on using quantitative approach to assess the current practice of instructional leadership demand the collection of quantitative data. In relation to this ,a quantitative approach also generates statistics through the use of large scale survey research using method (lite,questionnaire ,(Dawsor ,2002).In addition as Daniel ,(2004) illustrates quantitative method is vital to describe and explain features of the reaction by collecting

numerical data on observable behavior ,of samples and by subjecting the data to statistical analysis .On the other hand ,the qualitative method that constituted interview, open-ended questionnaire and document analasis were used for qualitative data in order to substantiate and triangulate the quantitative ata.

3.4. Sources of data

In order to obtain reliable information about the practices of instructional leadership, both primary and secondary data sources employed. The primary sources of data were collected from principals, vice principals senior teachers, department heads, zone, and woreda education officers. The secondary sources of data collected were direct access to the education offices and record officers of the secondary schools to obtain information through document analysis, and interviews employed for zone and woreda education officers. Document analysis was particularly important, whether instructional leader checklists, written feedback, plans, and reports of classroom visits, guidelines, support, and training-related documents given to teachers.

3.5. Sample and Sampling Technique

There are six secondary schools under Majang zone education office. Therefore, due to manageable size of the school the researcher selected all the six secondary schools through available sampling technique for the study. As a result, it has been best chance to study in detail about the practices and challenges of instructional leadership in Majang zone of government secondary schools. Supervisors, teachers, zone and woreda education officers were identified. From the total 191 population, that included, 6 principals, 5 vice-principals, 2(two) supervisors 2(two) zone officers, 4(four) woreda education officers were selected though purposive sampling technique. Whereas 120(70%) Of teachers were selected as sample using simple random sampling technique particularly lottery method was provided .totally 139(72.77%) of samples were selected. In relation to this, the researcher believe that, (70%) of the sample were enough to secure the validity of the data obtained from teachers respondents .As indicated by the Ministry of Education (MOE, 2009), due to their responsibility to provide supervision activities for teachers and their direct and close relationship with schools, the zonal and woreda officers were selected by a simple random sampling technique.

The researcher also assumed that, the officers have greater value in the study .As a result, among two woreda found in the zone, two (2) zonal and four (4) woreda education officers were selected. Since, the school principal, and vice-principals are responsible to follow up the overall activities of and works of instructional leadership, all 11(100%) principals and vice principals and 2(100%) supervisors were seated through available sampling technique from sample schools. Therefore, to determine the sample size of teachers for each secondary school .The following stratified formula of William (1977) was used.

$$NH = \frac{Nhn}{M}, \text{ where } NH = \text{sample size of school } h$$

NH =population of school h N =total sample size

M = Total population sampled school

Based on the above-stratified formula, the sample size of teachers in each secondary school was computed.

1. Godere Mission secondary school (teacher population = 24)

$$N = \frac{24 \times 120}{172} = 17$$

2. Kumi secondary school (teacher population=14)

$$N = (14 \times 120) / (172) = 10$$

3. Jain secondary school (teacher population=29)

$$N = (29 \times 120) / (172) = 20$$

4. Tinishumetti secondary school (teacher population=77)

$$N = (77 \times 120) / (172) = 53$$

5. Dunchi secondary school (teacher population=11)

$$N = (11 \times 120) / (172) = 8$$

6. Gelesha secondary school (teacher population=17)

$$N = (17 \times 120) / (172) = 12$$

The sum of the above sample size of schools is $17+10+20+53+18+12=120$

TABLE 3.1 SUMMARIES OF SAMPLE SIZE AND SAMPLING TECHNIQUE

No	Sample school	Populatio n	Sample size		Sampling technique
			No	Percentage	
1	ZED officers	2	2	100	Purposive
2	WED Officers	4	4	100	Purposive
3	Supervisors	2	2	100	Purposive
4	Tinishumetti secondary school teachers	77	53	70	Simple random sampling
5	Dunchi secondary school teachers	11	8	70	Simple random sampling
6	Gelesha secondary school teachers	17	12	70	Simple random sampling
7	Jein secondary school teachers	29	20	70	Simple random sampling
8	Kumi secondary school teacher	14	10	70	Simple random sampling
9	Godere mission secondary school teachers	24	17	70	Simple random sampling

3.6. Data Collection Instrument

In order to collect relevant information for the study, the researchers was employed the following three instruments. Accordingly, the questionnaire, interview and document analysis were used. In fact, a questionnaire was used as the main data gathering instruments. Whereas, semi

structured interview and document analysis were used to enrich the data obtained through questionnaire.

3.6.1. Questionnaires

A questionnaire is a device consisting of series of questions dealing with some psychological, social, educational, etc.; topics sent or given to an individual or a group of individuals, with the objective of obtaining data with regard to some problems under investigation (Koul, 1984).

In order to gather the appropriate information about the current practices of instructional leadership in Majang zone, questionnaire was set for the teachers and instructional supervisors in light of the literature reviewed. Questionnaire was preferred as data gathering instrument due to the fact that, it is considered as the heart of survey operation because large samples can be made use of and, thus, the results can be made more dependable and reliable .In addition, collection of data through questionnaire enables researchers to collect information from a large size of residents within manageable time, and provides a wide coverage of data. (Audrey, 2004:92)

Besides, the questionnaire allows the respondents to respond the questions confidentially and enables the researcher was used representative samples as sources of data to avoid exposing to bias. Thus, the questionnaires was prepare in the English language, because, the researcher believes that the respondents could understand the questions that were developed. The questionnaires were consisted of two parts. The first part of the questionnaire was designed to gather information on respondents, demographics such as sex, age, academic qualification, and service years in the teaching task. On the other hand, the second part of the questionnaire was focus on the total number of closed and open-ended items that address the basic questions of the study. Accordingly, the questionnaires was prepare in terms of closed ended and open –ended question for the closed ended questionnaires: a liker type scale was utilized. This was due to the fact that, a liker scale enables the researcher to evaluate the extent to which a person agrees or disagrees with the questions. The open- ended questions were prepared with the assumption that, it was permit, allows the respondent to respond their answer in their own words, and gives them freedom in phrasing a reply.

The questionnaire in this study was aimed at acquiring necessary information about

female leaders” particularly secondary school principals. The content of the questionnaire item framed to this end (for details see appendix-IA). The questionnaire was identical for all the participants (for teachers, principals/vice principals, and supervisors) with 42 items. They contained six parts designed to address the variables of the study that relate the specific objectives of the study. The first part of the questionnaire designed to obtain information on personal characteristics of the respondents. The second part was set to obtain information on the Principal’s leadership uses of time. The respondents asked to indicate the extent of their engagement to a particular behavior or practice from a five-point scale ranging “strongly agree (5) strongly disagree (1)”. The third part deals with the extents of principals implement the dimensions of Instructional Leadership.

The fourth part included the extents of principal’s discharge their duties and responsibilities. Fifth part deals with Students’ academic performance. The six part deals with the Challenges for leadership in school. The group of participants that responded to the questionnaire was 120 teachers and 2 supervisors taken from six selected secondary schools. The total sample size was thus supposed to be 122. Teacher participants were taken by random sampling whereas for the supervisors and principals and zonal heads were chosen by using purposive sampling techniques.

3.6.2. Interview

According to Best and Kahn (1993:1999), the purpose of interviewing people is to find out what is in their mind what they think or how they feel about something, . Thus, semi structured interview was prepared for the interviewees because, the semi structured interview is flexible and allows for new questions to be brought during the interview for clarification as a result of what the interviewee says (Lind of and school principals to secure information concerning their experience of supervisory practices. The interview conducted in the Amharic language, and subsequently translated in to English.

3.6.3. Document Analysis

The documents that could be analyzed for this study was file containing supervision checklist, feedback given for teachers, plans of classroom visit, supervision guidelines and other recorded documents in relation to the practice of instructional leadership available at the sample school. In

order to get more information on the above contents the documents analyzed and enabled the researcher to enrich the information obtained through questionnaire and interview.

3.7. Procedure of Data Collection

Based on the basic questions and review of related literature both the questionnaire and interview were prepared. Thus, to obtain relevant information for the research questions raised the researcher was goes through services of data gathering procedures. Accordingly, before the actual study carried out, the data instruments critically checked and commented by Majang zone education experts; pilot testing instruments used. On the other hand, to obtain detailed information the researcher would made discussion with the interviews to arrange a suitable time, place .In addition to this, orientation program also held with interviews concerning the purpose of the interview, and all the necessary efforts made to establish proper rapport with the interviews. Thus, on the basis of the prepared schedule the zonal and woreda education officers will be interviewed .While interview was begin held ,to minimize loss of information and the data obtained was carefully recorded and handled in a notebook. Moreover, the data available in document forms related to instructional leadership will be gathered from the sample schools as well as zonal and woreda education offices. The data collected through various instruments from multiple sources were analyzed and interpreted.

3.8. Methods of Data Analysis

In the study, qualitative methods of data analysis were employed. In fact, the analysis of qualitative data was carried out concurrently and integrated.

3.8.1. Qualitative Data

The data gathered via interviews, open-ended questions, and available documents were evaluated and interpreted qualitatively. The analysis was conducted by employing narration to supplement the quantitative data. To examine the data, it was divided into manageable themes, and summary sheets were created and updated in English. As a result, the questionnaire and interview served as the foundation for analysis and interpretation.

3.9. Ethical Consideration

The researcher evaluated the ethical factors that were necessary for the successful collecting of data. As a result, before beginning data collecting and analysis, consent was obtained from Addis Ababa University's department of educational planning and management. Then, an application requesting authorization to conduct the survey and interviews was submitted to the Majang zone education office and the sampled secondary schools. As a result, all study participants were able to clearly comprehend the study's purpose. The school's data and information were kept confidential. Any communication with the relevant bodies was carried out without jeopardizing the personal or institutional well-being.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

In this chapter, the focus is on the analysis and interpretation of the data collected from sample schools, woreda head officials, supervisors, and zone education deputy heads through questionnaires, interviews, and document analysis. The questionnaire distributed to 120 teachers and 2 supervisors. The 11 principals and vice principals, woreda officials, and zone education office deputy heads did not take part in filling out the questionnaire because they participated in interviews. Given below are the findings and interpretation of the data. The chapter has two sections. The first section deals with respondents' demographic characteristics, such as their sex, educational background, and work experiences. The second section deals with issues related to practices and challenges instructional leadership in improving student's academic achievement. The responses for this section were measured based on the five-point Like-type scales (i.e., strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1).

4.2. Respondent Characteristics

According to the sampling technique mentioned in Chapter 3, the study included six locations and six schools. The total sample size of teachers was 120, as planned. However, it was difficult to obtain the needed number of responses using the sampling method, so the researcher had to send an excess number of questionnaires to each selected school. Consequently, 120 teachers participated. It was expected that all principals and vice principals would participate as a group of six principals and six vice principals for a total of twelve using the complete sampling technique, and all six principals and six vice principals were able to participate. The other parts of the respondents were supervisors and were represented by 2. Similarly, the number of interviews was not as planned. Even though it was intended to include a total of two education office heads and one deputy head (one from each woreda), only three of them were willing to be interviewed. The other one was not willing to be interviewed, even though they initially agreed to take part. Thus, the results reported based on data collected from the aforementioned

participants as well as some relevant documents. Even though information gathered from respondents' sex, educational background and work experience were not believed to be related directly with the research questions raised under this study, these data were collected with an aim of providing the overall profile of the research participants for further study.

TABLE 4. 2 RESPONDENTS' DEMOGRAPHIC CHARACTERISTICS

R.no	Items	Category	Teachers		Educational Leaders	
			No	%	No	%
1	Sex	Male	100	83.3	8	100
		Female	20	16.7	-	-
		Total	120	100	8	100
2	Age	20-25 yrs	10	8.3		
		26-30 yrs	36	30		
		31-40 yrs	60	50		
		41-50 yrs	12	10	8	100[
		Above 50 yrs	2	1.7	-	-
		Total	120	100	8	100
3	Educational qualification	Diploma	14	11.67		
		BA/B.Sc/B.Ed	91	75.83		
		MA/M.Sc	15	12.50	8	100
		Total	120	100	8	100
4	Field of specialization	EDPM	-	-	8	100
		N. science	49	40.83		
		S. science	71	59.17		
		Others	-	-	-	-
		Total	120	100	8	100
5	Work experience	5 yrs and below	25	20.83		
		6-10 yrs	15	12.50		
		11-15 yrs	20	16.67		
		Above 15 yrs	60	50	8	100
		Total	120	100	8	100

As to the sex of the respondents (item 1 of Table 4.1.1), 100(83.3%) were male teachers 20(16.7%) were female teachers. This implied that the number of female teachers found in Majang zone secondary schools were less as compared to male counter parts. Similarly, two (100%) of supervisors were males. As to the age of the respondents (item 2 of Table 4.1.1), 10(8.3%) were from 20-25 years old, 36(30%) were from 26-31 years old, 60(50%)were from 31-40 years old,12(10%) were from 41-50 years old and 2(1.7%) were are above 50 years old.

Regarding to educational background of teacher respondents (item 3 of Table 4.1.1), 14(11.67%) were diploma holders while 91(75.83%) had first degree 15(12.5%) were MA and M.Sc. degree. This revealed that teachers of Majang zone secondary schools relatively fulfill the requirements as per the standard of MoE. This demands teachers of secondary schools to be degree holders in their professional carriers. Similarly, of the two (100%) of supervisor respondents were MA.

Regarding to field specialization of teacher respondents (item 4 of Table 4.1.1), 49(40.83%) were natural science teachers and 71(59.17%) of respondents were social science teachers.

With regard to teaching experience (item 5 of Table 4.1.1), 60(50%) teachers had above 15 years of work experience while 20(16.67%) of them had 11-15 years, 15(12.50%) of them had 6-10 years, and 25(20.83%) of them had five and year of work experience respectively.

This data revealed that almost all teachers and supervisors had well acquired work experience to understand the values of instructional leadership.

4.3. The extent of time spends by principals

TABLE 4.3 RESPONDENTS VIEW ON THE EXTENT TO PRINCIPALS SPENT THEIR TIME

R. no	Items	Respondents	Responses										Total		Mean	SD V
			SD(1)		DA(2)		UD(3)		A(4)		SA(5)		No	%		
			N o	%	N o	%	N o	%	N o	%	N o	%				
1	Principal spends his/her time to managing the students discipline	Teachers	5	4.167	5	4.167	12	10	60	50	38	31.66	120	100	3.925	0.982
		Supervisors					1	50	1	50			2	100	3.5	0.5
2	Principal spends his/her time to paper work	Teachers	20	16.66	18	15	48	40	24	20	10	8.333	120	100	3.183	0.997
		Supervisors	1	50	1	50								100	1.5	0.5
3	Principal spends his/her time to instructional activities	Teachers	60	50	20	16.667	21	17.5	17	14.166	2	1.667	120	100	2.008	1.179
		Supervisors			2	100							2	100	2	0.5
4	Principal spends his/her time to administrative activities	Teachers	8	6.667	8	6.667	10	8.333	56	46.667	38	31.666	120	100	3.233	1.304
		Supervisors							1	50	1	50	2	100	4.5	0.5

5	Principal spends his/her time to helping teachers	Teachers	20	16.667	25	20.833	28	23.333	27	22.5	20	16.667	120	100	3.016	1.24
		Supervisors					1	50	1	50			2	100	3.5	0.5

Key, SA=5 A=4 UD=3 DA=2 SD=1

With regard to item 1 of Table 4.2.1. The respondents were asked to rate the extent to which school principals spend their time to manage student discipline. Of the 122 responders, 100 (98.36%) were teachers and one (1.64%) were supervisors. 10 (8.333%) of respondents disagreed or strongly disagreed, 12 (10%) of teachers and 1 (50%) supervisor were reported as undecided, 60 (50%) of teachers and 1 (50%) supervisor were reported as agreeing, and 38 (31.66%) of teachers reported that principals spend their time disciplining students.

Item 2 in table 4.2.1, shows respondents' view regarding concerning Principal spends his/her time to paper work, the two groups were asked to rate its level of effect. The result obtained from the respondents were 38(31.66%) teachers, and 2(100%) supervisors were disagree or strongly disagree, 48(40%) teachers were Undecided, 34(28.333%) teachers were agree or strongly agree.

Regarding item 3 in table 4.2.1, Principal spends his/teachers and supervisors also rated her time to instructional activities. The responses indicated 60(50%) of teachers were strongly disagreed, 20(16.667%) teachers, and 2(100%) supervisors were disagreed, 21(17.5%), 17(14.1667%), 2(1.667%) of teachers were responded Undecided, agree and strongly agree respectively.

Regarding item 4 in table 4.2.1, Principal spends his/teachers and supervisors also rated her time to administrative activities. The responses indicated 8 (6.667%), 8(6.667%) and 10(8.333%) of teachers were strongly disagreed, disagreed and Undecided, 56(46.667%) teachers, and 1 (50%) supervisors were agreed, 38(31.667%) of teachers and 1 (50%) supervisors were strongly agree.

With regard to item 5 of Table 4.2.1, the respondents were asked to rate the extent of school principals spend their time to helping teachers. 27(22.5%) teachers, and 1(50%) of supervisors reported that agree and 20(16.667%) of teachers reported that strongly agree on principals spend their time to helping teachers. While 28(23.333%) teachers, and 1(50%) supervisors were reported that Undecided, The responses indicated 20(16.667%), 25(20.833%) of teachers were strongly disagreed, disagree respectively.

All interviewed principals and the also supported the above respondents' view. Besides, result from computed mean scores for each respondent group indicated that principals were not spent their time to help teachers .From this, the researcher can conclude that school principals in Majang zone secondary schools were not spent their instructional time to helping teachers.

4.4. The extents to which principals implement the dimensions of instructional leadership

TABLE 4. 4 RESPONDENTS VIEW ON THE EXTENTS TO WHICH PRINCIPALS IMPLEMENT THE DIMENSIONS OF INSTRUCTIONAL LEADERSHIP TO DEFINING SCHOOL'S MISSION

R. no	Items	Respondents	Responses										Total		Mean	SDV
			SD		DA		UD		A		SA		No	%		
			No	%	No	%	No	%	No	%	No	%				
.1	The principal frames school goals	Teachers	50	41.667	35	29.167	10	8.33	15	12.5	10	8.33	120	100	2.166	1.31
		Supervisors			1	50	1	50					2	100	2.5	0.5
.2	The principal communicates the school goals	Teachers	52	43.33	41	34.167	5	4.167	16	13.33	6	5	120	100	2.025	1.196
		Supervisors	1	50	1	50			-	-			2	100	1.5	0.5
3	Principal communicates the school goals to teachers	Teachers	29	24.167	25	20.833	18	15	22	18.33	26	21.667	120	100	2.925	1.489
		Supervisors							2	100			2	100	4	0
4	Principal communicate school goals to school community	Teachers	60	50	25	20.833	15	12.5	8	6.667	12	10	120	100	2.058	1.337
		Supervisors									2	100	2	100	5	0

With regard to item 1 of Table 4.3.1, the respondents were asked to rate extent of school principals frames school goals. Of the total 122 respondents, 50(41.667%) teachers, reported that strongly disagree, 35(29.167%) teachers, and 1(50%) of supervisor reported that disagree, 10(8.33%) teachers, and 1(50%) of supervisor reported that Undecided, while 15(12.5%) and

10(8.33%) teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 85 (71.834%) respondents reported that principals were not frame school goals.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not frame school goals. (i.e. all the mean scores are closer to 2 point along the rating scale or disagree). From this, the researcher can conclude that school principals in Majang zone secondary schools were not frame school goals.

With regard to item 2 of Table 4.3.1, the respondents were asked to rate the extent to which the principal communicates the school goals. Of the total 122 respondents, 52 (43.33%) teachers and 1 (50%) of supervisors reported strongly disagreeing, 41 (34.167%) teachers and 1 (50%) of supervisors reported disagreeing, 5 (4.167%) teachers reported being undecided, and 16 (13.33%) and 6 (5%) teachers said agreeing or strongly agreeing, respectively. This revealed that a relatively large proportion of respondents, 93 (77.497%), reported that principals were not communicating the school goals.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not frame school goals. From this, the researcher can conclude that school principals in Majang zone secondary schools were that principals were not communicates the school goals.

With regard to item 3 of Table 4.3.1., the respondents were asked to rate extent of school Principal communicates the school goals to teacher. Of the total 122 respondents, 29 (24.167%), 25(20. 83%) and 18 (15%) teachers, reported that strongly disagree, disagree and Undecided respectively. 22(18. 33%) teachers, and 2(100%) of supervisor reported that agree, while 26(21. 667%) teachers said strongly agree.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not frame school goals. From this, the researcher can conclude that school principals in Majang zone secondary schools were not frame school goals.

Concerning item 4 of Table 4.3.1, the respondents were asked to rate extent of school Principal communicate school goals to school community. Of the total 122 respondents, 50 (41.667%) teachers, reported that strongly disagree, 35(29.167 %) teachers, and 1(50%) of supervisors reported that disagree, 10(8.33 %) teachers, and 1(50%) of supervisors reported that Undecided respectively. 15(12.5%) teachers reported that agree, while 10(8.33 %) teachers said strongly agree.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were did no frame the school goals. From this, the researcher can conclude that school principals in Majang zone secondary schools were not communicate school goals to school community.

TABLE 4. 5 RESPONDENTS VIEW ON PRINCIPALS IN MANAGING THE INSTRUCTIONAL PROGRAM

R.n o	Items	Responden ts	Responses										Total		Mea n	SDV
			SD		DA		UD		A		SA		No	%		
			N o	%	N o	%	N o	%	N o	%	N o	%				
1	Principal supervises and the evaluate instruction	Teachers	51	42.5	23	19.1667	11	9.1667	16	13.33	19	15.83	120	100	2.408	1.51
		Supervisor s	1	50	1	50								100	100	1.5
2	Principal coordinates the curriculum	Teachers	53	44.1667	18	15	15	12.5	21	17.5	13	10.83	120	100	2.358	1.45
		Supervisor s	1	50					1	50				100	100	2.5
3	Principal monitors students' progress	Teachers	55	45.8333	13	10.83	22	18.33	9	7.5	20	16.66	120	100	2.341	1.51
		Supervisor s			1	50					1	50		100	100	3
4	Principal sets standard for students' progress	Teachers	39	32.5	27	22.5	31	25.83	13	10.83	10	8.33	120	100	2.4	1.267
		Supervisor s	1	50					1	50				100	100	2.5

Key, SA=5 A=4 UD=3 DA=2 SD=1

With regard to item 1 of Table 4. 3.2, the respondents were asked to rate extent of school Principal supervises and evaluate the instruction. Of the total 122 respondents, 51(42.5%) teachers, and 1(50%) of supervisor reported that strongly disagree, 23(19.167%) teachers, and 1(50%) of supervisor reported that disagree, 11(9.1667%) teachers reported that Undecided, while 16(13.33%), 19(15.83%) teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 51 (42.5%) respondents reported that principals were not supervises and evaluate the instruction.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not supervises and evaluate the instruction.

With regard to item 2 of Table 4. 3.2, the respondents were asked to rate extent of school Principal supervises and evaluate the instruction. Of the total 122 respondents, 53(44.166%) teachers, and 1(50%) of supervisor reported that strongly disagree, 18(15%) teachers reported that disagree, 15(12.5%) teachers reported that Undecided, while 21(17.5%) teachers and 1(50%) supervisors, and 13 (10.83%) teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 53 (44.1667%) respondents reported that principals were not coordinates the curriculum.

With regard to item 3 of Table 4. 3.2, the respondents were asked to rate extent of Principals monitors students' progress. Of the total 122 respondents, 55(45. 83%) teachers reported that strongly disagree, 13(10.83%) teachers, and 1(50%) of supervisor reported that disagree, 22(18.33%) teachers reported that Undecided, while 9(7.5%) teachers, 20(16.66%) teachers and 1(50%) of supervisors said agree or strongly agree respectively. This revealed that relatively large proportion, 55 (45. 83%) respondents reported that principals were not monitors students' progress.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not monitors students' progress.

With regard to item 4 of Table 4. 3.2, the respondents were asked to rate extent of school Principal s sets standard for students' progress. Of the total 122 respondents, 39(32.5%) teachers,

and 1(50%) of supervisor reported that strongly disagree, 27(22.5%) teachers, and 2(100%) reported that disagree, 31(25.83%) teachers reported that Undecided, while 13(10.83%) teachers and 1(50%) supervisors, 10(8.33%) teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total 39(32.5%) respondents reported that principals were not sets standard for students' progress.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not sets standard for students' progress.

TABLE 4. 6 RESPONDENTS VIEW ON THE EXTENT OF PRINCIPALS PROMOTING POSITIVE WORKING ENVIRONMENT

R.n o	Items	Respondent s	Responses										Total		Mea n	SDV
			SD		DA		UD		A		SA					
			No	%	No	%	No	%	No	%	No	%	No	%		
1	Principal controls wastge of instructional time	Teachers	37	30.83	55	45.83	11	9.1667	8	6.667	9	7.5	120	100	2.14	1.148
		Supervisors			1	50					1	50	2	100	3.5	1.5
2	Principal promotes professional development of teachers	Teachers	50	41.667	11	9.1667	15	12.5	23	19.1667	21	17.5	120	100	2.61	1.582
		Supervisors	1	50	1	50							2	100	1.5	0.5
3	Principal maintains high visibility of the school	Teachers	14	11.667	9	7.5	16	13.33	39	32.5	42	35	120	100	3.71	1.324
		Supervisors							1	50	1	50	2	100	3.5	1.118
4	Principal provides high incentive for teachers	Teachers	33	27.5	47	39.1667	7	5.83	17	14.1667	16	13.33	120	100	2.46	1.371
		Supervisors	1	50	1	50							2	100	1.5	0.5
5	Principal develops high expectation and standard	Teachers	51	42.5	22	18.3	13	10.83	18	15	16	13.33	120	100	2.38	1.478
		Supervisors	1	50					1	50			2	100	2.5	1.5

With regard to item 1 of Table 4.3.3, the respondents were asked to rate extent of school principals frames school goals. Of the total 122 respondents, 37(30.83%) teachers reported that strongly disagree, 55(45.883%) teachers, and 1(50%) of supervisors reported that disagree, 11(9.1667%) teachers reported that Undecided, while 8(6.667%) teachers, 9(7.5%) of teachers and 1(50%) of supervisors said agree or strongly agree respectively. This revealed that relatively large proportion, a total of 92 (76.66%) respondents reported that principals were not controls wastage of instructional time

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not controls wastage of instructional time.

With regard to item 2 of Table 4.3.3, the respondents were asked to rate extent of school principals promotes professional development of teachers. Of the total 122 respondents, 50(41.667%) teachers and 1(50%) of supervisors reported that strongly disagree, 11(9.1667%) teachers, and 1(50%) of supervisor reported that disagree, 15(12.5%) teachers reported that Undecided, while 23(19.1667%) of teachers; and 21(17.5%) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total of 50(41.667%) respondents reported that principals were not promotes professional development of teachers

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not promotes professional development of teachers.

With regard to item 3 of Table 4.3.3, the respondents were asked to rate extent of school principals frames school goals. Of the total 122 respondents, 14(11.667%) teachers reported that strongly disagree, 9(7.5%) teachers reported that disagree, 16(13.33%) teachers reported that Undecided, while 39(32.5%) teachers and 1(50%) of supervisor, 42(35%) of teachers and 1(50%) of supervisor said agree or strongly agree respectively. This revealed that relatively large proportion, a total 122 of 81(67%) respondents reported that principals are properly maintains high visibility of the school.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals are properly maintains high visibility of the schools.

With regard to item 4 of Table 4.3.3, the respondents were asked to rate extent of school principals provides high incentive for teachers. Of the total 122 respondents, 33 (27.5%) teachers and 1(50%) supervisor reported that strongly disagree, 47(39.1667%) teachers, and 1(50%) of supervisor reported that disagree, 7(5.833%) teachers, reported that Undecided, while 17(14.1667%) teachers said agree and 16(13.33%)of teachers and 1(50%) strongly agree . This revealed that relatively large proportion, a total 122 of 80 (66.6667%) respondents reported that principals were not provides high incentive for teachers.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not Provides high incentive for teachers.

With regard to item 5 of Table 4.3.3, the respondents were asked to rate extent of school principals Principal develops high expectation and standard. Of the total 122 respondents,51 (42.5%) teachers and 1(50%) supervisors reported that strongly disagree, 22(18.3%) teachers reported that disagree, 13(10.83%) teachers reported that Undecided, while 18(15%) teachers and 1(50%)of supervisor, 16(13.33)of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 73 (60.8%) respondents reported that principals were not controls wastage of instructional time.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not controls wastage of instructional time.

4.5. The extents of principal's discharge their duties and responsibilities

TABLE 4.7 RESPONDENTS VIEW ON THE EXTENTS OF PRINCIPAL'S DISCHARGE THEIR DUTIES AND RESPONSIBILITIES

R. no	Items	Respondents	Responses										Total		Mean	SD V
			SD No	%	DA No	%	UD No	%	A No	%	SA No	%	No	%		
1	Principal facilitates training for teachers	Teachers	27	22.5	40	33.33	9	7.5	25	20.83	19	15.83	120	100	2.74	1.417
		Supervisors			1	50			1	50			2	100	3	1
2	Principal provides support for teachers	Teachers	31	25.83	38	31.667	11	9.1667	17	14.1667	23	19.1667	120	100	2.69	1.477
		Supervisors			1	50					1	50	2	100	3.5	1.118
3	Principal provides motivation for teachers	Teachers	49	40.83	29	24.1667	21	17.5	12	10	9	7.5	120	100	2.19	1.229
		Supervisors	1	50			1	50					2	100	2	1
4	Principal provides instructional resource for teachers	Teachers	50	41.667	32	26.667	10	8.33	11	9.1667	17	14.1667	120	100	2.275	1.437
		Supervisors	1	50	1	50							2	100	1.5	0.5
5	Principal creates good working culture in the school	Teachers	41	34.1667	17	14.1667	8	6.667	27	22.5	27	22.5	120	100	2.85	1.614
		Supervisors	1	50							1	50	2	100	3	1.581
6	Principal develops trust among teachers	Teachers	51	42.5	33	27.5	13	10.83	11	9.1667	12	10	120	100	2	1.341
		Supervisors	1	50	1	50							2	100	1.5	0.5

With regard to item 1 of Table 4.4.1, the respondents were asked to rate extent of school principals facilitates training for teachers. Of the total 122 respondents, 27(22.5%) teachers reported that strongly disagree, 40(33.33%) teachers, and 1(50%) of supervisor reported that disagree, 9(7.5%) teachers reported that Undecided, while 25(20.83%) teachers and 1(50%) of supervisors, 19(15.83) of teachers said agree and strongly agree respectively. This revealed that relatively large proportion, a total 122 of 67(55.83%) respondents reported that principals were not facilitates training for teachers.

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not facilitates training for teachers. .

With regard to item 2 of Table 4. 4. 1, the respondents were asked to rate extent of school principals facilitates training for teachers. Of the total 122 respondents, 31(25.83%) teachers reported that strongly disagree, 38(31.667%) teachers, and 1(50%) of supervisor reported that disagree, 11(9.1667%) teachers reported that Undecided, while 17(14.1667%) teachers and 1(50%)of supervisor, 23(19.1667)of teachers said agree and strongly agree respectively. This revealed that relatively large proportion, a total 122 of 69(57.497%) respondents reported that principals were not facilitates training for teachers.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not facilitates training for teachers.

With regard to item 3 of Table 4. 4. 1, the respondents were asked to rate extent of school principals provides motivation for teachers. Of the total 122 respondents, 49(40.83%) teachers and 1(50%) supervisor reported that strongly disagree, 29(24.1667%) teachers reported that disagree, 21(17.5%) teachers reported that Undecided, while 12(10%) teachers and 1(50%)of supervisor, while 9(7.5)of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 78 (64.9967%) respondents reported that principals were not provides motivation for teachers.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not provides motivation for teachers.

With regard to item 4 of Table 4. 4. 1, the respondents were asked to rate extent of school principals provides instructional resource for teachers. Of the total 122 respondents, 50(41.667%) teachers and 1(50%) supervisor reported that strongly disagree, 32(2.667%) teachers, and 1(50%) of supervisor reported that disagree, 10(8.33%) teachers reported that Undecided, while 11(9.1667%) teachers, 17(14.1667%) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 82 (68.334%) of respondents reported that principals were not provides instructional resource for teachers.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not provides instructional resource for teachers.

With regard to item 5 of Table 4. 4 .1, the respondents were asked to rate extent of school principals creates good working culture in the school. Of the total 122 respondents,41(34.1667%) teachers and 1(50%) supervisor reported that strongly disagree, 17(14.166%) teachers reported that disagree, 8(6.667%) teachers, and 2(100%) of supervisor reported that Undecided, while 27(22.5%) teachers, while 27(22.5%)of teachers and 1(50%)of supervisors said agree or strongly agree respectively. This revealed that relatively large proportion, a of 58(48.333%) respondents reported that principals were not creates good working culture in the school.

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not creates good working culture in the school.

With regard to item 6 of Table 4. 4. 1, the respondents were asked to rate extent of school principals develops trust among teachers. Of the total 122 respondents, 51 (42.5%) teachers and 1(50%) supervisors reported that strongly disagree, 33(27.5%) teachers, and 1(50%) of supervisor reported that disagree, 13(10.83%) teachers, and reported that Undecided, while 11(9.1667%) teachers, while 12(10%) of teachers said agree or strongly agree respectively. This

revealed that relatively large proportion, 84 (70%) respondents reported that principals were not develops trust among teachers.

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not develops trust among teachers.

4.6. Students' academic achievement and leadership

Table 4.5.1. Respondents view on academic performance and leadership

TABLE 4. 8 RESPONDENTS VIEW ON ACADEMIC PERFORMANCE AND LEADERSHIP

No	Item	Respondents	SD		DA		UD		A		SA		Total		Mean	SDV
			No	%	No	%	No	%	No	%	No	%	No	%		
1	Students' academic performance is the result of school leader	Teachers	21	17.5	8	6.667	9	7.5	49	40.83	33	27.5	120	100	3.125	1.468
		Supervisors	1	50					1	50			2	100	2.5	
2	Students' academic performance is dependent on leadership style	Teachers	24	22.5	14	11.667	7	5.833	61	50.833	14	11.667	120	100	3.225	1.356
		Supervisors			1	50			1	50			2	100	3	1
3	School leader work to ensure students' academic success	Teachers	54	45	33	27.5	11	9.1667	7	5.833	15	12.5	120	100	2.13	1.371
		Supervisors	1	50	1	50							2	100	1.5	0.707

Key, SA=5 A=4 UD=3 DA=2 SD=1

With regard to item 1 of Table 4.5.1. The respondents were asked to rate extent of Students' academic performance is the Result of school leader. Of the total 122 respondents, 21(17.5%) teachers and 1(5%) of supervisor reported that strongly disagree, 8(6.667%) teachers reported that disagree, 9(7.5%) teachers reported that Undecided, while 49(40.83%) teachers and 1(50%) of supervisors, 23(27.5) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 49 (40.83%) respondents reported that principals were Students' academic performance is the Result of school leader.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were Students' academic performance is the Result of school leader.

With regard to item 2 of Table 4.5.1. The respondents were asked to rate extent of Students' academic performance is dependent on leadership style. Of the total 122 respondents, 24(22.5%) teachers reported that strongly disagree, 14(11.667%) teachers, and 1(50%) of supervisor reported that disagree, 7(5.83%) teachers reported that Undecided, while 61(50.83%) teachers and 1(50%)of supervisor, 14(11.667%)of teachers said agree and strongly agree respectively. This revealed that relatively large proportion, a total 122 of 61(50.83%) respondents reported that principals were Students' academic performance is dependent on leadership style.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were academic performance is dependent on leadership style.

With regard to item 3 of Table 4.5.1. The respondents were asked to rate extent of School leader work to ensure students' academic success. Of the total 122 respondents, 54(45%) teachers and 1(50%) supervisor reported that strongly disagree, 33(27.5%) teachers1 (50%) supervisor reported that disagree, 11(9.1667%) teachers reported that Undecided, while 7(5.83%) teachers , 15(12.5)of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total of 54(45%) respondents reported that School leader work not ensure students' academic success.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that School leader work not ensure students'

TABLE 4. 9 RESPONDENTS VIEW ON STUDENTS’ ACADEMIC PERFORMANCE RATING

In this table 5=excellent 4=very good 3=Good 2=fair 1=poor

No	Item	Respondents	Excellent		V. good		Good		Fair		Poor		Total		Mean	SD
			No	%	No	%	No	%	No	%	No	%	No	%		
1	Rating students’ performance in the school	Teachers	7	5.83	13	10.83	22	18.33	33	27.5	45	37.5	120	100	2.2	1.212
		Supervisors					1	50			1	50	2	100	2	1
2	Rating students promotion from class to class	Teachers	11	9.1667	22	18.33	19	15.83	47	39.1667	21	17.5	120	100	2.625	1.225
		Supervisors			1	50					1	50	2	100	2.5	1.5
3	performance of students in school examinations and tests	Teachers	13	10.83	14	11.667	21	17.5	31	25.83	41	34.1667	120	100	2.39	1.343
		Supervisors							1	50	1	50	2	100	1.5	0.5
4	Rating students activities in the school	Teachers	10	8.33	11	9.1667	19	15.83	65	54.1667	15	12.5	120	100	2.46	1.087
		Supervisors	1	50			1	50					2	100	4	1.581
5	Nature of students in performing their tasks	Teachers	7	5.33	5	4.1667	15	12.5	63	52	30	25	120	100	2.13	1.04
		Supervisors							1	50	1	50	2	100	1.5	0.5

With regard to item 1 of Table 4.5.2, the respondents were asked to rate extent of Rating of students’ performance in the school. Of the total 122 respondents,7(5.83%) teachers reported that Excellent , 13(10.83%) teachers reported that V. good , 22(18.33%) teachers and 1(50%)of supervisors, reported that Good , while 33(27.5%) teachers , 45(37.5)of teachers said Fair or Poor respectively. This revealed that relatively large proportion, a total of 45(37.5) respondents reported that principals Rating students’ performance in the school is Poor. .

All interviewed were also supported the above respondents’ view. Besides, result from computed mean scores for each respondent group also indicated that principals were Rating students’ performance in the school is Poor.

With regard to item 2 of Table 4.5.2., the respondents were asked to rate extent Of Rating student’s promotion from class to class. Of the total 122 respondents, 11(9.1667%) teachers reported that Excellent, 22(18.3%) teachers, and 1(50%) of supervisor reported that V. good,

19(15.83%) teachers reported that Good, while 47(39.1667%) teachers 21(17.5%) of teachers and 1(50%) of supervisor, said Fair and Poor respectively. This revealed that relatively large proportion, 47 (39.1667%) of respondents reported that Rating students promotion from class to class were Fair.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that Rating students promotion from class to class were Fair

With regard to item 3 of Table 4.5.2, the respondents were asked to rate extent Of Rating student's promotion from class to class. Of the total 122 respondents, 13(10.83%) teachers reported that Excellent, 14(11.667%) teachers reported that V. good, 21(17.5%) teachers reported that Good , while 31(25.83%) teachers and 1(50%)of supervisor, 41(34.1667%)of teachers , and 1(50%) of supervisor said Fair and Poor respectively. This revealed that relatively large proportion, 41 (34.1667%) of respondents reported that rating students' promotion from class to class is Poor

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that that rating students' promotion from class to class is Poor

With regard to item 4 of Table 4.5.2, the respondents were asked to rate extent of rating student's activities in the school. Of the total 122 respondents, 10(8.3%) teachers reported that Excellent, 11(9.1667%) teachers, reported that V. good, 19(15.83%) teachers and 1(50%) of supervisor reported that reported that Good, while 65(54.1667%) teachers and 1(50%) of supervisor, 15(12.5%) of teachers said Fair and Poor respectively. This revealed that relatively large proportion, 65 (54.1667%) respondents reported that student's activities in the school are fair.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were academic performance is dependent on leadership style.

With regard to item 5 of Table 4.5.2, the respondents were asked to rate extent of nature of students in performing their tasks. Of the total 122 respondents, 7(5.83%) teachers reported that Excellent, 5(4.1667%) teachers reported that V. good, 15(12.5%) teachers reported that Good ,

while 63(52.%) teachers and 1(50%)of supervisor, 30(25%)of teachers and 1(50%)of supervisor Said fair and poor respectively. This revealed that relatively large proportion, a total 122 of 63(52. %) Respondents reported that Fair

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that Nature of students in performing their tasks Fair.

4.7. Challenges for instructional leadership

TABLE 4.10 RESPONDENTS VIEW ON CHALLENGES FOR INSTRUCTIONAL LEADERSHIP

R. No	Items	Respondents	Responses										Total		Mean	SD
			SD		DA		UD		A		SA		No	%		
			No	%	No	%	No	%	No	%	No	%				
1	Lack of vision	Teachers	15	12.5	21	17.7	12	10	43	35.8	29	24.167	120	100	3.25	1.361
		Supervisors			1	50			1	50			2	100	3	1
2	Teachers turn over	Teachers	7	5.8	9	7.5	5	4.167	62	51.67	37	30.83	120	100	3.1	1.371
		Supervisors							1	50	1	50	2	100	4.5	0.5
3	Refusal of teachers to accept constructive feedback	Teachers	13	10.83	11	9.167	12	10	51	42.5	33	27.5	120	100	3.66	1.307
		Supervisors							1	50	1	50	2	100	4.5	0.5
4	Fail to delegate sufficiently on the part of school principals	Teachers	10	8.3	13	10.83	11	9.167	45	37.5	41	34.167	120	100	3.78	1.248
		Supervisors			1	50					1	50	2	100	3.5	1.5
5	Lack of trust among teachers and between teachers and principals	Teachers	21	17.5	10	8.3	13	10.83	37	30.83	39	32.5	120	100	3.52	1.454
		Supervisors							1	50	1	50	2	100	4.5	0.5
6	Unwilling to support and praise teachers	Teachers	35	29.16	27	1.16	17	14.16	22	18.3	19	15.8	120	100	2.69	1.456
		Supervisors	1	50	1	50							2	100	1.5	0.5
7	Lack of staff Cohesion	Teachers	6	5	17	14.167	19	15.83	42	35	36	30	120	100	3.7	1.179
		Supervisors			1	50			1	50			2	100	3	1.5
8	The principal is overloaded by so many tasks (lack of time)	Teachers	16	13.33	12	10	21	17.5	36	30	35	29.1667	120	100	3.51	1.353
		Supervisors							1	50	1	50	2	100	4.5	0.5
9	Staff Ineffectiveness	Teachers	9	7.5	17	14.1667	10	8.3	45	37.5	39	32.5	120	100	3.73	1.256
		Supervisors			1	50			1	50			2	100	3	1
10	Incompetency of school leaders	Teachers	11	9.1667	20	16.6667	15	12.5	38	31.6667	36	30	120	100	3.56	1.314
		Supervisors			1	50	1	50					2	100	2.5	0.5

With regard to item 1 of Table 4.6.1, the respondents were asked to rate extent of Lack of vision. Of the total 122 respondents, 15(12.5%) teachers reported that strongly disagree, 21(17.5%) teachers, and 1(50%) reported that disagree, 12(10%) teachers reported that Undecided, while 43(35.5%) teachers and 1(50%) of supervisor, 29(24.55) teacher said agree or strongly agree respectively. This revealed that relatively large proportion, 43 (35.5%) respondents reported that school principal's frames school goals.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that school principal's frames school goals.

With regard to item 2 of Table 4.6.1, the respondents were asked to rate extent of Teachers turn over. Of the total 122 respondents, 7(7.8%) teachers reported that strongly disagree, 9(7.5%) teachers reported that disagree, 5(4.167%) teachers reported that Undecided, while 62(51.67%) teachers and 1(50%) of supervisor; 37(30.83) of teachers said agree or strongly agree respectively. this revealed that relatively large proportion, a total of 62(51.67%) respondents reported that school principals promote professional development of teachers.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that a school principal promotes professional development of teachers.

With regard to item 3 of Table 4.6.1, the respondents were asked to rate extent of Refusal of teachers to accept constructive feedback. Of the total 122 respondents, 13(10'83%) teachers reported that strongly disagree, 11(9.167%) teachers reported that disagree, 12(10%) teachers and 1 (50%) of supervisor reported that Undecided, while 51(42%) teachers and 1(50%)of supervisor, 33(27.5%)of teacher said agree or strongly agree respectively. This revealed that relatively large proportion, 51 (42%) of respondents reported that school principals frames school goals.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals are properly school principals frames school goals..

With regard to item 4 of Table 4.6.1, the respondents were asked to rate extent of Fail to delegate sufficiently on the part of school principals. Of the total 122 respondents, 39(32.5%) teachers reported that strongly disagree, 13(10.83%) teachers, and 1(50%) of supervisor reported that disagree, 13(10.83%) teachers, and 1(50%) of supervisor reported that Undecided, while 37(30.83%) teachers; 10(8.3%) of teachers said agree and strongly agree. This revealed that relatively large proportion, 39 (32.5%) of respondents reported that principals were not provides high incentive for teachers.

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not provides high incentive for teachers.

With regard to item 5 of Table 4.6.1, the respondents were asked to rate extent of Lack of trust among teachers and between teachers and principals. Of the total 122 respondents, 21(17.5%) teachers and 1(50%) supervisors reported that strongly disagree, 39(32.5%) teachers reported that disagree, 13(10.83%) teachers reported that Undecided, while 37(30.83%) teachers and 1(50%) of supervisor, 10(8.3) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, 39 (32.5%) respondents reported that principals were not Lack of trust among teachers and between teachers and principals.

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that principals were not Lack of trust among teachers and between teachers and principals..

With regard to item 6 of Table 4.6.1, the respondents were asked to rate extent Of Unwilling to Support and praise teachers. Of the total 122 respondents, 35(29.167%) teachers and 1(50%) supervisor reported that strongly disagree, 27(22.5%) teachers1 (50%) supervisor reported that disagree, 17(14.167%) teachers reported that Undecided, while 22(18.3%) teachers, 19(15.8) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total of 35(29.167%) respondents reported that Unwilling to Support and praise teachers.

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that Unwilling to Support and praise teachers.

With regard to item 7 of Table 4.6.1, the respondents were asked to rate extent of Lack of staff Cohesion. Of the total 122 respondents, 6(5%) teachers reported that strongly disagree, 17(14.1667%) teachers and 1(50%) of supervisors reported that disagree, 19(15.83%) teachers reported that Undecided, while 42(35%) teachers and 1(50%)of supervisors , 36(30%) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total of 42(35%) respondents reported that Lack of staff Cohesion.

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated Lack of staff Cohesion.

With regard to item 8 of Table 4.6.1, the respondents were asked to rate extent of the principal is overloaded by so many tasks (lack of time). Of the total 122 respondents, 16(13.33%) teachers reported that strongly disagree, 12(10%) teachers, reported that disagree, 21(17.5%) teachers reported that Undecided, while 36(30%) teachers and 1(50%) of supervisor, 35(29.1667%) of teachers and 1 (50%) of supervisor said agree and strongly agree respectively. This revealed that relatively large proportion, a total 36(30%) of respondents reported that the principal is overloaded by so many tasks (Lack of time).

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that the principal is overloaded by so many tasks (lack of time).

With regard to item 9 of Table 4.6.1, the respondents were asked to rate extent of Staff Ineffectiveness. Of the total 122 respondents, 9(7.5%) teachers reported that strongly disagree, 17(14.166%) teachers and 1(50%) supervisor reported that disagree, 10(8.33%) teachers reported that Undecided, while 45(37.5%) teachers and 1(50%) supervisor, 39(32.5%) of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total 45(37.5%) of respondents reported that Staff Ineffectiveness. .

All interviewed principals and the woreda and zonal officers also supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that Staff Ineffectiveness.

With regard to item 10 of Table 4.6.1, the respondents were asked to rate extent of School leader work to ensure students' academic success. Of the total 122 respondents, 11(9.1667%) teachers and 1(50%) supervisor reported that strongly disagree, 20(16.667%) teachers and 1(50%) supervisor

reported that disagree, 15(12.5%) teachers and 1(50%) supervisor reported that Undecided, while 38(31.667%) teachers , 36(30%)of teachers said agree or strongly agree respectively. This revealed that relatively large proportion, a total 38(31.667%) of respondents reported that Staff Ineffectiveness

All interviewed principals and the woreda and zonal officers supported the above respondents' view. Besides, result from computed mean scores for each respondent group also indicated that Staff Ineffectiveness

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises a summary of major findings, conclusions, and recommendations that student researchers propose and assume to assess the practice and challenges of instructional leadership in improving the academic achievements of government secondary schools in Majang Zone.

5.1. Summary of major findings

The main purpose of this study was to assess the practice and challenges of instructional leadership in improving the academic achievements of government secondary schools in Majang Zone. From four basic research questions that were raised by this study, the following answer were achieved:

1. Leaders did not spend their time to improve students' performance rather routine administration
2. Less commitment of school leaders to implement dimensions of their leadership
3. Poor achievements of students in education
4. According to the study's findings, instructional leadership in Majang Zone secondary schools was hampered by a lack of vision, teacher's commitment, refusal of constructive feedback, lack of trust among teachers.

5.2. Recommendations

From the findings and conclusions made, the following recommendations were forwarded hoping that it would be remedial and of some help to any endeavor interested in making improving students' academic achievement effective. Therefore, the researcher recommends that:-

- ➔ buildup leadership capacity,
- ➔ School leadership should use more time for academic purpose rather than administration activity.
- ➔ Principals must follow the concerned line, adjust the complex, and make the focus of schools through instructional process.

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Appendix-A

ADDIS ABEBA UNIVERSITY

College of Education And behavioral science

Department of Educational Planning and Management

Questionnaire to be filled by teachers and supervisors

General Direction

Dear respondents

This questionnaire is designed to assess current practice of instructional leadership performance and to investigate some of the factors that affect instructional leadership roles. Information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest responses determine the success of the study and the researchers as well. Thus you are kindly requested to complete the questionnaire carefully and honestly your responses will be kept confidential.

Please read the instructions and each item in the questionnaire carefully before you give response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note

- No need of writing name Each question has its own instruction to follow.

You have to return the questionnaire to the person for which you received as soon as possible after completion.

Thank you in advance to your kind cooperation

Section one: Personal characteristics

Direction: Indicate your response by putting this mark(x) on the space provide.

1. Name of the school:----- 2. Sex: a) Male -- b) Female----
3. Age a) below 20 ---- b) 21-30--- c) 31-40---- d) 41-50---- e) 51 and above-----
4. Educational qualification: a) Diploma---- b) (BA/B.Sc./B.Ed.) Degree-
c) MA/M.sc Degree-
5. Field of specialization
a) Educational Planning and Management----- c) Social Science-----

b) Natural Science-----d) Other Specify-----

6. Work experience: 6.1 In teaching:- a) 5 years and below--- b) 6 – 10--- c) 11 – 15----
d) above 15years---

6.2 In administration before your present position. Please use the above intervals and
write the letter representing the interval for our experience (if any) as

a) A unite leader ____ b) A department head ____ c) School Supervisor ____
d) Other specify _____

6.3 In your present position:- a) 3 years and below ____ b)4 – 6 ____c) 7 – 9 ____
d) above 9 years _____

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire filled by teachers and supervisors

Part I. Principal's uses of time

The following questions are designed to assess how school principals use of their time for instructional activities as school leaders. Please show the extent to which principals did these functions in your school by putting 'X' mark in the box against the choices.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

R.no	Items	5	4	3	2	1
1.1	Principal spends his/her time to managing the students discipline					
1.2	Principal spends his/her time to paper work					
1.3	Principal spends his/her time to instructional activities					
1.4	Principal spends his/her time to administrative activities					
1.5	Principal spends his/her time to helping teachers					

If other explain in the space provided-----

Part II. The extents of principals implement the dimensions of Instructional Leadership

The following items are designed to assess the extent to which principals implement the dimensions of Instructional leadership in your school. You are kindly requested to indicate your level of agreement by putting 'X' mark in the box.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

A. Defining school's mission

R.no	Items	5	4	3	2	1
1	The principal frames school goals					
2	The principal communicates the school goals					
3	Principal communicates the school goals to teachers					
4	Principal communicate school goals to school community					

B. Managing the instructional program

R.no	Items	5	4	3	2	1
1	Principal supervises and evaluate the instruction					
2	Principal coordinates the curriculum					
3	Principal monitors students' progress					
4	Principal sets standard for students' progress					

C. promoting positive working environment

R.no	Items	5	4	3	2	1
1	Principal controls wastage of instructional time					
2	Principal promotes professional development of teachers					
3	Principal maintains high visibility of the school					
4	Principal provides high incentive for teachers					
5	Principal develops high expectation and standard					

Part III. The extents of principals discharge their duties and responsibilities.

The following items are designed to assess the extents of principals' discharge duties and responsibilities of Instructional leadership of the school. You are kindly requested to indicate your level of agreement by putting 'X' mark in the box.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

R.no	Items	5	4	3	2	1
1	Principal facilitates training for teachers					
2	Principal provides support for teachers					
3	Principal provides motivation for teachers					
4	Principal provides instructional resource for teachers					
5	Principal creates good working culture in the school					
6	Principal develops trust among teachers					

If other explain in the space provided-----

Part VI . Students' academic performance

The following items are designed to assess the students' academic performance of the school.

You are kindly requested to indicate your level of agreement by putting 'X' mark in the box.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

A. Academic performance and leadership

No	Item	5	4	3	2	1
1	Students' academic performance is the result of school leader					
2	Students' academic performance is dependent on leadership style					
3	School leader work to ensure students' academic success					

B. Students' academic performance rating

5=excellent 4=very good 3=Good 2=fair 1=poor

No	Item	5	4	3	2	1
1	Rating students' performance in the school					
2	Rating students promotion from class to class					
3	Rating performance of students in school examinations and tests					
4	Rating students activities in the school					
5	Nature of students in performing their tasks					

Part V. Challenges for leadership in school

The following are factors that may impede role of Instructional leadership in school. Please show to what extent the following in-school factors have affected leadership practice in your school.

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Item	5	4	3	2	1
1	Lack of vision					
2	Teachers turn over					
3	Unwillingness of teachers to accept constructive feedback					
4	Failing to delegate sufficiently on the part of school principal					
5	Lack of trust in others/teachers/					
6	Unwilling to support and praise teachers					
7	Lack of staff cohesion					
8	The principal is overloaded by so many tasks (lack of time)					
9	Staff ineffectiveness					
10	Incompetence of school leaders					

15. If others specify, _____

APPENDEX-B

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORA SCEINCE

DEPARTMENTS OF EDUCATIONALPLANNINGAND MANAGMENT

Interview questions for supervisors and woreda and zone officers

- 1 Do school principals spend their time for instructional activities in your school/woreda?
- 2 Do school principals implement the dimensions of instructional leadership in your school/woreda?
- 3 How do you evaluate school principals in discharging their instructional duties and responsibilities in your school/woreda?
- 4 What are the factors that affect the practice of instructional leadership in you school/woreda?
- 5 What do you suggest to alleviate those encounter challenges?

APPENDIX-C

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENTS OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Questions for principals and vice principals

1. What is your understanding about leadership?
2. How do you see the effectiveness of Instructional leadership in improving students' academic performance?
3. What major roles do you think school leaders have to the development of curriculums, staff and Instruction of students?
4. What leadership procedures and techniques do the school instructional leaders should follow in creating favorable environment for students learning?
5. What leadership approaches (strategies) do you employ in exercising instructional leadership service to teachers and students in your school?
6. What are your opinions regarding the overall instructional leadership practice challenges in promoting students' academic performance?

APPENDIX-D

ADDIS ABEBA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENTS OF EDUCATIONAL PLANNING AND MANAGEMENT

A Guide for Document Analysis

1. Does the schools have strategic plan to influence student success?
2. Does the school record and rate students' academic progress in using regular checklist in each class?
3. Does the school have documents of principals' help, such as, supports, feedbacks and comments given for teachers?