INSTRUCTIONAL LEADERSHIP EFFECTIVENESS OF GENERAL SECONDARY SCHOOL PRINCIPALS IN METEKEL ZONE BENSHANGUL GUMUZ REGIONAL STATE

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DEPARTMENT OF EDUCATIONAL PLANNING AND ANAGEMENT

The under signed certify that we have read and here by recommended to Addis Ababa university to accept the submitted by Girma Abera entitled" instructional leadership effectiveness of general secondary school principals in Metekel Zone Benshangul Gumuz regional state" ,in partial fulfillment of requirements for award of a master degree in school leadership.

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Abbreviation and Acronyms

BA – Bachelor of Art

BED –Bachelor of Education

BSC- Bachelor of Science

FGDS- Focus Group Discussions

MA – Masters of Art

MED- Masters of Education

MOE- Ministry of Education

MSC- Masters of Science

SPSS-Statistical Package for Social Science

WEO- Woreda Education Office

Abstract

The main purpose of this study was to assess instructional leadership effectiveness of general secondary schools principals of Metekel Zone of Benshangul Gumuz Regional state. To accomplish this purpose a descriptive survey research design was used and both quantitative and qualitative research methods were applied in this study. The study was conducted in 4 sample woredas and 8 secondary schools). Among 170 teachers from the sampled schools, 119 teachers were selected.. All 8 principals, 8 Vice principals, and 4 Education office heads and 40 head departments were also involved in the study by availability sampling method. Questioners, interview and FGD were the instruments used for data collection. Quantitative data were analyzed using descriptive statics such as frequency, percentile mean score, standard deviation and t-test. Additionally, qualitative data were collected from school WEO and principals through interview, from department heads through FGDS .The research finding principal instructional leadership in setting school objective and goals, monitoring instructional process activities such as diagnosticians frequent class room observation was less effective. The study further revealed that school facilities such as laboratory equipments and chemicals, computers and heavy work load were such as engaged more in administrative activities, quite busy working in offices considered as school characteristics, lack of supervisory support, as education office characteristics and lack of flexibility and un able to make good decision as leadership skill are major influencing factor. Thus, it is possible to conclude that principals were less effective in their instructional leadership roles due to those factors as inadequacy of financial and material resources, heavy work load, school characteristics, education offices characteristics, and personal characteristics of principals.

Finally, it is recommended that principals should delegate some activities to the vice principals, head departments, unit leaders and other supportive worker in order to get sufficient time. Further the WEO provide close supervision and feed back to support principals in Metekel Zone finally, principals were recommended to compliance by setting specific bench marks of achievement without exceptions and excuses.

CHAPTER ONE

INTRODUCTION

In this chapter background of the study, statement of the problem, objectives of the study, significance of the study, delimitation, limitation of the study, definition of key terms and organization of the study were treated .

1.1 Background the study

Leadership is often viewed as major focus of efforts to pursue and achieve excellence in education In other words excellence or success of a school is influenced by effective principal leadership .Effectiveness of principal leadership has many theoretical explanations. Scholars do not have common understanding on what constitute effective principal leadership.

Harris et.al.(2003) confirm that there are a number of conceptual understanding about leadership which offers some insight into effective practices .Effectiveness of principals can be manifested by creating visions for success .demonstrating high expectation for students achievement. Building the capacity of leadership, demonstrating ethical and moral leadership, and involve staff members in decision making. Every school instructional leadership activities ultimately direct towards improving the quality of instruction taking place between teachers and students, and implementing school improvement activities Gamage,(2006).

According to Shepherd (1996), it is believed that if principals are interested to be effective leaders, their focus should be on improving pedagogical practices. In this case, the mission of principals as instructional leaders is to thing seriously that all their activities should contribute to the improvement of pedagogical practices and students learning.

However, this cannot be attained with adequate and proper provision of the school curriculum and instruction for each grade .the responsibility for proper and adequate provision of the school curriculum and instruction rests on the school instruction leader (Yenenew, 2012). In relation to the tasks expected from the school leaders for effective instructional leadership, different authors and researchers have developed different conceptual frame based on the characteristics of effective school and effective principal.

Snyder(1983) conceptualize instructional leadership in terms of planning ,staff and program development and evaluation activities using such organizational properties .However ,it may not

entirely capture the normative dimensions of school organization without which the instructional leadership role could not influence the quality of instruction as well as student achievement.

Considering such limitation of Snider's conceptual model ,Murphy (1987) developed three dimensional conceptual framework : define school mission, managing the instructional program and promoting appositive school learning environment. which in turn includes ten functional categories such as ,framing school goal ,communicating clearly these goals to the staff, supervising and evaluating instruction ,coordinating curriculum ,monitoring student progress ,promoting professional development ,high expectation and standard for student learning ,protecting instructional time ,providing incentive for teacher and student and maintain high visibility. As Musaazi (1988), inadequate leadership at the school level is the one that adversely affects the progress of education because any educational institution depends significantly on effective and sound leadership. In discussing leadership effectiveness Hughes (2006) state that good leadership makes a difference and it can be enhanced through greater awareness of the important factors influencing the leadership process.

According to MOE, (1994) Ethiopian education and training policy educational management should be democratic professionally coordinated and effective .In addition the management of teacher and other educational personnel Will be organized based on professional principle, professional code of ethics, working condition, incentives and professional growth and over all right and duties. This strategy ,implies that the management of each school will be decentralized and run with the participation of community ,the teacher, the student and other relevant government institution that need effective leadership in over all education system.

Even though principals are crucial(key) for school success, due to different problems they can't carry out their instructional leadership roles effectively .Research results concluded show that, Problems were mainly concentrated in the following areas: problems related to factors exist in the school/ school characteristics/, education office characteristics and the personal characteristics of the principals' themselves (Harris, 2004). Hence, could possibly say that principals fail to carry out instructional leadership..

In this regard, there is quite an array of studies that substantiate the failure of principals in practicing their role as instructional leaders. For instance, Blasé (2001) revealed that many school principals spend their daily working time for administrative duties, which are irrelevant to

teaching-learning. Blasé emphasized that the factors hindered are issues not related to teaching, lack of time management as well as principals' pessimistic(distrustful) behavior. Moreover, evidences from some empirical research have shown that roles of principals as instructional leader is generally limited due to few obstacles (Krajewaski, 1977). Among the obstacles identified are, pattern or types of work, problems related to stress & support, and principal's personal characteristics.

According to McEwan (2003), most principals do not put instructional leadership as their primary responsibility due to lack of skills & training, lack of support from the supervisors and the community as well as lack of commitment and enthusiasm. According to Taole (2013), workload, irregular daily disruptions and lack of parental support & cooperation and external support principals put less attention for instructional leadership.

1.2 Statement of the Problem

There are a local researches conducted on the instructional leadership effectiveness of general secondary school principals in secondary school of different region and zone of our country

Among these Yenenew(2012) quantitative and qualitative study in south Welo Zone of Amahara regional state focused on the effectiveness of principal's instructional leadership on five dimensions, namely, defining school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning environment. The result of the study indicated that, only the minorities of leaders were performing effectively (strongly) on these five dimensions. The study also investigated the factors affecting the instructional leadership effectiveness. There are two factors affecting it. As the study result revealed namely, the personal characteristics which have significant relationship with ILE. The other is administrative element, and the result showed that instructional leadership effectiveness is negatively influenced by financial and supply delivery problems and delayed substitute and deployment of teachers.

Furthermore, Wondimu's (2014) descriptive study, which was conducted in Addis Ababa city administration focused on principals role as instructional leader on defining school mission, managing curriculum and instruction, monitoring student progress and factors affecting instructional leadership effectiveness such as, organizational and personal characteristics and his major findings indicate that, principals perform weakly on these principal role and

organizational and personal characteristics are factors that affect instructional leadership effectiveness severely.

However, the current study differs in context and focus in that, role of principal in setting school objective and goals ,developing school environment ,the extent to which principals monitor ,compliance, diagnostics instructional output the others researches do not assess instructional leader explained by Hallinger and Murphy(1985). So, my study tries to assess the instructional leader role /function/ explained by Hallinger and Murphy (1985). Such as, framing school goals, communicating clearly the school goals to the staff, coordinate the curriculum, supervising and evaluating instruction, monitoring student progress, protect the instructional time, provide incentive for teacher, provide incentive for learning, promoting professional development, maintaining high visibility and ensuring the implementation of academic standards as the role of instructional leader MOE (2013) and the major hindering factors.

The main reason the researcher to conduct the study was that, the researcher has observed that while teaching in secondary schools in the Zone and from the feedback given on annual conference conducted at zone level, most of the secondary schools in Metekel Zone still encountered serious problems such as, the beginning time of the instructional process, problem of curriculum coverage, burden of makeup class around the end of the semester, as a result the students' academic achievement is low inefficient creating strong monitoring of instructional process and supervising and evaluating instructional output .

The researcher hypothesized that the problem can be generally attributed to the leader's limited skill and abilities in instructional leadership role because; instructional leadership is about creating learning opportunities for both teachers and students Hopkins (2003). Therefore, principal as instructional leader has responsibility for this; of course, there may be some contextual factors which influence principal instructional leadership function explained above. Such problems and influences seem to be prevalent in the study area.

In light of the above sensitive issues explained in the background and statement of the problem, the researcher was initiated to conduct research from own experience and review of literature to fill the gap and to conduct deep assessment of the problem with reference to secondary school of Metkel Zone Benshungul regional state.

Therefore, the need to have effective instructional leadership which provide quality education a study were assessed the effectiveness of secondary school principals in their instructional leadership role and to identify the major influencing factor affecting their role in Metkel Zone Benshngual Gumuz regional state.

In order to assess the effectiveness and major influencing factor affecting the role of instructional leadership of secondary school principals the following leading question were used.

1. To what extent do secondary school principals in instructional leadership?
2. To what extent do secondary school principals in compliance instruction?
3. What are the major factors that affect the effectiveness of instructional leadership of secondary school principals?

1.3 Objectives of the Study

1.3.1 General Objective.

The general objective of this research is to assess the effectiveness of principals in their instructional leadership role and to identify the major influencing factor affecting their role in secondary school of Metekel Zone Benshangul Gumuz regional state.

1.3.2 Specific Objectives

The specific objectives of the study are:

- To assess to what extent to secondary school principal engage in instructional leadership.
- To describe the extent to which secondary school principals monitor instructional roles.
- To find out factors that severely affected principals' instructional leadership effectiveness in secondary schools.

1.4 Significance of the Study

The study has the following significances:

- The finding of the research study may be significant for Metkel Zone secondary school in such way that the school may obtain evidence supported weakness that may all stake holders actively participate on solving process.
- It may help the Zone Education Office to understand the status of leadership practice and enable them to identify areas of weakness and find solution that may include preparing workshop and other alternative.
- It may serve to create awareness among General secondary school principals by indicating to what extent of instructional leadership role do the schools lack and how they take lesson from their short coming.
- It may serve to identify major factors and put them in order of significance so that responsible bodies could take necessary remedial(constructive) measure.
- To recommend possible solution for the main factors influencing instructional leadership effectiveness of secondary school principals so that teaching and learning could be facilitated.

1.5 Delimitation of the Study

The study was delimited to general secondary schools (9-10) that are found in Metekel Zone, Benishangul Gumuz region because of financially and time constraints. This study was delimited to the secondary school principal, vice principals, department heads , teachers and Woreda Education Office head.

1.6 Limitation of the Study

The limitation of this study could be the fact that the findings cannot be generalized for all schools in the zone, because the study focused only on (grade 9-10) secondary schools excluding the preparatory and primary schools. Finally, lack of transportation and the scattered location of most secondary schools in the zone were inescapable limitations. However, the researcher was also supported by assistant data collectors to overcome the problem pertained to the scattered location of sampled schools and to collect the data within the allowed time.

It clear that research work cannot be free from constraints for that matter limitation could observe in this study among the frequent problem the researcher faced; lack of transportation because the hilliness of the area, lack of finance and researcher limited knowledge and experience of the research could main limitations of the study.

1.7Opertional Definition of Key Terms

The following terms were defined in the context of the study:

1. **Effectiveness**: Concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment (Drucker, cited in Temesgen, 2011). In this study school leaders effectiveness is assessed in terms instructional leadership effectiveness.

2. **Instructional leadership** Refers to role behavior (or practices) of school principals in defining the school goals, managing curriculum and Instruction, supervising instruction, Monitoring student progress and promoting school learning, monitoring student progress and evaluating teachers (krug,1992,p.56).

3. **Principals**: administrative head and professional leader in charge of secondary school (Good, 1973).

4. **Secondary school**: refers to schools that provide secondary education include the secondary first cycle (9-10), preparatory (11-12) or both 9-12 (MOE).

5. **Leadership**: the behavior of an individual directing the activities of a group toward a shared vision (Hemphill & Coons, cited in yukl, 2008). But in this study secondary school leadership is emphasized.

1.8 Organization of the Study

This research study is organized into five chapters. In the first chapter, background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study and definition of key terms were included. In the second chapter, review of the related literature while third chapter, deals with the research methodology. The fourth chapter contains analysis, and interpretation of data. The last chapter is concerned with the summary of major findings, conclusion, and recommendation.

CHAPTER TWO

Review of Related Literature

This chapter mainly deals with reviewing literary works of various scholars on the instructional leadership roles and functions of secondary school principals, and problems that affect the instructional leadership effectiveness of secondary school principals. Primarily, concepts related to leadership theory, the concept, historical development and definition of instructional leadership, the role /function/ of instructional leadership, Factors affecting instructional leadership effectiveness and becoming an effective instructional leader are treated one after the other.

2.1 The Concept and Meaning of Leadership

There are dozens of definitions of leadership-some of which are banal, some controversial, but most of which are flawed by being incomplete or too complex. This made possible that many people can understand leadership in different ways. For example, Grint (2005) states the definition of leadership that "it is a process whereby an individual influence a group of individuals to achieve a common goal.'' Some of the several respective definitions according to Grint (2005) are: leadership is personal influence, directed through communication towards goal attainment. In relation to the above ideas, Grint elaborates that a major point above leadership is that it is not found only among people in high level positions. Leadership is needed at all level in an organization and can be practiced to some extent even by a person not assigned to a formal leadership position. Furthermore, Dubrine, (2007) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. This has to do with inspiration, change and motivation. It can be conclude that the leader's practice is to build followers' confidence in their job so as to be effective in their work.

Supporting the above idea, Yukl, (2006) describes that there are almost as many definition of leadership as there are persons who have attempted to define the concept. Leadership has been defined in terms of trait, behavior, influence, interaction pattern, role relationship, and occupation of administrative position.

2.2 Theories of Leadership

There are several distinct theoretical bases for leadership. This is because of the persisting interest over a period of years in the phenomenon of leadership that many leadership theories and models have been developed. Leadership theories have changed over the last decades: it has been transmitted from the traditional leadership to the new perspectives. The focus of all the theories on leadership was to determine organizational leadership effectiveness. A background discussion on some selected theories of leadership is presented here under.

2.2.1 Trait Theory of Leadership

The trait approach was one of the earliest theories for studying leadership. This approach emphasizes leaders' attributes such as personality, motives, values, and skills. According to Yukl (2006), underlying this approach was the assumption that some people are natural leaders, endowed with certain traits not possessed by other people. He further stated that early leadership theories attributed managerial success to extra ordinary abilities such as tireless energy, generating intuition, uncanny foresight, and irresistible persuasive powers. Hundreds of trait studies conducted during the 1930s and 1940s sought to discover these elusive qualities, but this massive research effort failed to find any traits that would guarantee leadership successful (Yukl, 2006). The basic premise of this early leadership theory is that leaders are 'born and not made'.

On the other hand, according to Hoy and Miskel (2001), even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it recognizes the influence of both traits and situation. According to Dubrin (2007), a full listing of every personal characteristic ever found to be associated with leadership would take several hundred pages; some major and consistently found characteristics related to leadership effectiveness could be discussed. According to him, characteristics associated with leadership are classified into the broad categories: personality traits, motive, and cognitive factors. General personality traits of effective leaders are: self-confidence, humility, trustworthiness, extraversion, assertiveness, emotional stability, enthusiasm, sense of humor and warmth, whereas leadership motives are power motives, tenacity, drive and achievement motive, and strong work ethics.

To this end, some of the cognitive factors of leadership are general mental ability, knowledge of the business, creativity, insight into people and situations, openness to experience and farsightedness and conceptual thinking.

Law and Glover (2000) concluded that trait theory is enormously important in education, where collaborative activity is traditionally part of the professional culture, where individuals in a department are able to influence colleagues work or where a particularly inspiring secondary school teacher, who is also curriculum coordinator, actually leads by example and inspiration. Although trait theory has an intuitive appeal, difficulties may arise in proving its tenets, and opponents frequently challenge this approach.

2.2.2 Behavioral Theories

In response to the criticism of the trait approach, theorists began to research leadership as a set of behaviors, evaluating the behavior of successful leaders, determining behavior taxonomy and identifying broad leadership styles. According to Mullins (2005), two of the limitations of trait theory are there is bound to be some subjective judgment in determining who is regarded as 'good' or successful leader and the lists of possible traits tend to be very long and there is not always agreement on the most important. Accordingly, the discontented researchers with the trait approach led them to examine the actual behavior of the leader, what the leader does and how he/she does it.

According to Dubrin (2007), this theory was initiated by Ohio State University, and the research result indicated two major dimensions of leadership behavior labeled as 'initiating structure' and 'consideration'. Initiating structure refers to the degree to which the leader organizes and defines relationships in the groups by engaging in such activities as assigning specific practices, specifying procedures to be followed, scheduling work and clarifying expectations for team members (Dubrin, 2007).

On the other hand, consideration is the degree to which the leader creates an environment of emotional support, warmth, friendliness, mutual trust, and respect (2007). Likert 1961 in Mullins (2005) summarized the findings of the university of Michigan studies and used the terms employee- centered and production centered. According to Mullins (2005), the initiating structure of Ohio state university was called "production – centered" while the consideration was called "employee – centered". Leaders who were employee- centered were described as

emphasizing interpersonal relations; they took a personal interest in the needs of their subordinates and accepted individual differences among members (Robbins, 2005).

Likert in Mullins (2005) and Robbins (2005) arrived at the conclusion that employee-centered leaders were associated with higher group productivity and higher job satisfaction where as production-centered leaders tended to be associated with low group productivity and law worker satisfaction. Thus it can be inferred that a leader's behavior has its most direct impact on the psychological reactions of individual followers and group followers. The major drawbacks of behavioral theory are that it doesn't consider the situational factors and influence of these factors on the leadership effectiveness. For leaders' leadership style effectiveness, other situational or contingency theories must be considered

2.2.3 Contingency Theories

This is an approach which emphasizes the importance of contextual factors that influence leadership processes. According to Yukl (2006), the major situational variables include the characteristics of followers, the nature of work performers by the leader's unit, the type of organization, and the nature of the external environment. In support of this, Dubrin (2007); Dym and Hutson (2005) stated that the essence of this theory is based on the belief that leadership effectiveness depends on the quality of match between leadership style and situational context. Similarly, Mullins (2005) contended that contingency theories are based on the belief that there is no single style of leadership which is appropriate to all situations. Thus, theorists defined the style of leadership appropriate to all situations which is sometimes classified as contingency theory.

2.2.4 Transformational Leadership

The idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass as well as others. Burns first introduced the concept of Transforming leadership in his descriptive research on political leaders (Bass 1990). According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns established two Concepts: transforming leadership and transactional leadership. According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the

transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community.

Burns theorized that transforming and transactional leadership was mutually exclusive styles. Burns underscores that leaders induce followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leaders and followers". Bernard Bass (1985), extended the work of Burns (1978),by explaining the psychological Mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent, to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel , admiration, loyalty and respect for the leader and because of the qualities of the transformational leader they are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self gain; they provide followers with an inspiring mission and vision and give them an identity.

The leader transforms and motivates followers through his or her idealized influence (often referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Bass believes that leaders behave in certain ways in order to raise the level of commitment from Followers.

All the above mentioned theories have a bearing with educational leadership. They affect training of leaders, reactions of leaders to their teachers, and in general knowledge of these theories affects the practice of educational leaders/instructional leaders/(MOE,2013)

2.3 Definition, Concept and Historical Development of Instructional Leadership

2.3.1 Definitions of Instructional Leadership

Most writers acknowledge there is no single definition of instructional leadership or specific guidelines or direction as to what an instructional leader does (Flath, 1989). However, they create their own definitions and, as a result, meanings vary considerably from one practitioner to another and from one researcher to another.

For instance, Murphy (1987) classified the definition of instructional leadership in to narrow and broad. The narrow definition focuses on instructional leadership as a separate entity from administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning. The broader view entails all leadership activities that affect students' learning. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum Sims,(2011).Jenkins (1991) also define instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

Instructional leadership refers to a series of behaviors designed to affect classroom instruction. Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom (Leithwood, 2005).

The National Association of Elementary School Principals (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community's support for school success.

Hopkins (2003) also declares that instructional leadership is about creating learning opportunities for both teachers and students. Blase and Blase, (2000) defines instructional leadership in specific behaviors such as making suggestions, giving feedback, modeling effective instruction,

soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching.

More recently, the definition of instructional leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning. As emphasis shifts from teaching to learning, some have proposed the term "learning leader" over "instructional leader" (DuFour, 2010). Instructional leadership is about guiding and inspiring the teachers in putting their school curriculum in to practice and improving it (Zulu, 2004).

2.3.2 The Concept of Instructional Leadership

The term "Instructional leadership" has been vague for decades as the desired model for educational leaders, especially for principals (Leithwood 2005). Yet the term is often more a slogan than a well defined set of leadership practices. It certainly conveys the importance of keeping teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process (Elliot and Capp, 2001).

The concept of 'instructional leadership' has had a long history. According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school effectiveness. During this period the concept has continued to evolve, although its definition remains somewhat confusing and the key responsibility of the principal was instructional leadership and curriculum improvement.

The concept that emerged in the early 1980s had changed the way how a school principal managed his or her school. In the 1980s, instruction leadership focused on the abilities of the principal to manage the school's operation i.e. principal centered. However, due to globalization in the 1990s, the focus of instructional leadership had shifted to a decentralized approach where school-based management or distributed leadership, creative leadership or facilitative leadership became topical (Lashway, 2002).

Different authors defined the concept of instructional leadership in different ways. For instance, Lue (2004) defined the concept of instructional leadership as consisting of direct and indirect behaviors that significantly affect teacher instructions and as a result, student learning. Hopkins (2003) pointed that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Research by Murphy (1987) indicated three instructional leadership processes undergird reform initiatives at the school level: (1) defining and sustaining educational purpose, (2) developing and nurturing educational community, and (3) fostering personal and organizational growth. Hallinger and Murphy (1985) states that instructional leadership comprises three broad categories as shown in the figure below:

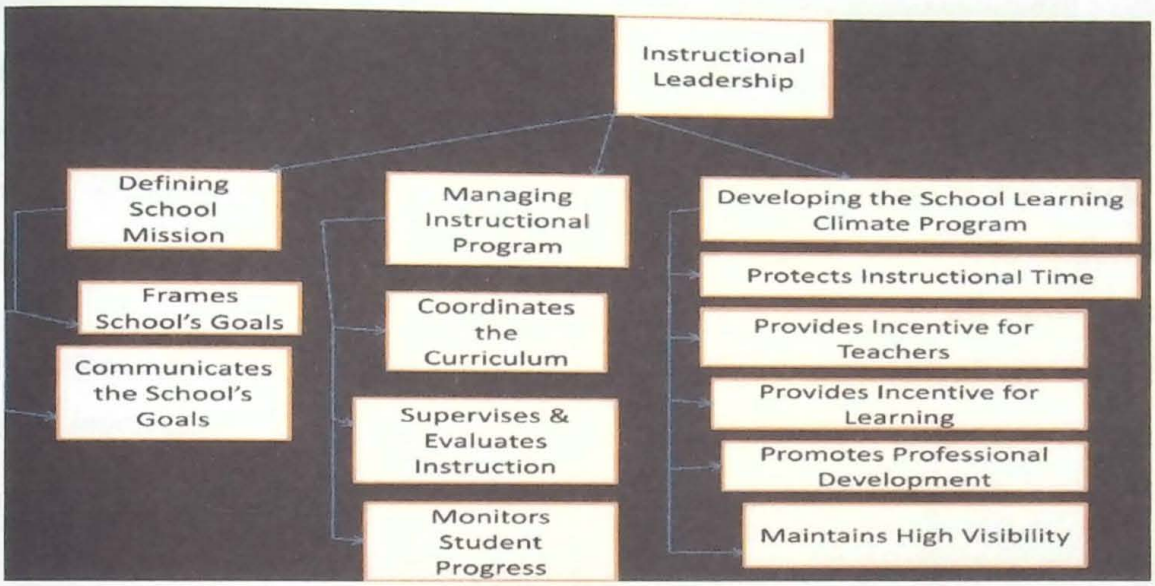


Figure 1: conceptual framework of instructional leadership: adopted from: Hallinger, P., & Murphy, J. (1985).

Blase and Blase's (1999) research of 800 principals in United States elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection.

Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a

principal takes to promote growth in student learning (Flath, 1989). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization.

2.3.3 Historical Development of Instructional Leadership

The historical context section of the literature review examined the emergence of the instructional leadership concept in the educational field, and its evolution from the principal being the sole instructional leader to instructional leadership being the shared responsibility of all staff members.

According to Mitchell and Castle (2005), instructional leadership emerged in the educational field during the 1970s as a factor of improving school effectiveness. The principal became the leader who shaped the organization into the instructional leadership model.

The historical role of instructional leadership has evolved from an individual responsibility, to an element as facilitator of the instructional leadership in the school, which is connected to the purpose of instructional leadership. The role of instructional leader is a relatively new concept that emerged in the early 1980s, influenced of leadership largely by research that found effective schools usually had principals who stressed the importance in this area Since the 1980s, instructional leadership has been considered the most acknowledge theme in educational leadership.

2.4 The Role of School Principal as an Instructional Leader

2.4.1The Role of School Principals in Defining & Communicating the School Mission

The following sections discuss the literature to the dimension of defining the school mission comprises of two main functions namely "framing school goals and communicating school goals of the instructional leadership formulated by Hallinger and Murphy (1985), McEwan (2003), Latip (2006), admitted that an important dimension of the principal's role as instructional leader is to define and communicate a mission or purpose for the school. Instructional leaders are often said to have a "vision "of what the school should be trying to accomplish. Defining a school mission involves communicating this vision to the staff and students in such a way that a sense of shared purpose exists, linking the various

activities that takes place in classrooms throughout the school. The principal's role in defining the mission involves framing school wide goals and communicating these goals in a persistent fashion to the entire school community (Hallinger & Murphy, 1985). Greenfield (1987), stated that operating without a clear mission is like beginning a journey without having a destination in mind.

Many authors like Greenfield (1987), Hallinger & Murphy (1987) and Latip (2006) stated that framing school goals refers to a principal's role in determining the areas on which the school staff will focus their attention and resources during a given school year. In line with this, McEwan (2003), and Glikman, Gordon, (2007) admitted that instructionally effective schools have clearly defined goals that focus on student achievement. The emphasis is on fewer goals around which staff energy and other school resources can be mobilized. A few coordinated objectives, each with manageable scope, appear to work best. And the goal should be incorporate data on past and current student performance and include staff responsibilities for achieving the goals. Staff and parent input during the development of the schools goals seem important. Performance goals should be expressed in measurable terms (Hallinger & Murphy, 1985). Activities that define the school goals are the most important function where the schools are need a vision to accomplish reform goals Unhiyama & Wolf, (2002).

Instructional leaders are responsible for giving guidance while defining school goals McEwan (2003). Therefore, when framing school goals, it is better to involve staff and teachers because their experience creates as a foundation for determining school goals. Moreover, involving staff will also give other important information which refers to their experience in defining school goals.

Effective school leaders involve staff, students and parents in determining and defining school goals and objectives to be implemented and evaluated at the end of the year (Quinn, 2002). This condition increases their commitment to cooperate in achieving the schools goals. Therefore, each school would be confident of being a success if it has a clear vision and mission as well as teacher commitment.

After defining school goals, principals expected to communicate those school goals to the school community. Because communicating and explaining school goals are one of the crucial roles of the principal as an instructional leader (Aregawi2014). Clear goals and high expectations

commonly share among the school community are one of characteristics of an effective school (Wildy & Dimmock, 1993). Common sense, if nothing else, indicates that a clearly defined purpose is necessary for any Endeavour hoping for success. Within the limits imposed by the common public school philosophy, schools need to focus on these tasks they deem most important. This allows the school to direct its resources and shape its functioning towards the realization of the goals (Purkey & Smith, 1983).

Cotton (2003) stressed that this function is concerned with the ways in which the principal communicates the schools important goals to teachers, parents, and students. Principals can ensure that the importance of school goals is understood by discussing and reviewing them with staff periodically during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both the formal communication (e.g. goal statements, staff bulletins, articles in the principal or cite-council news letter, curricular and meetings, parent and teacher conferences, school handbook, assemblies) and informal interaction (e.g. conversation with staff) can be used to communicate the school's mission (Hallinger & Murphy, 1985; Hoy & How, 2006). Therefore, all school communities, especially staff and students need to understand the school goals to enable them to contribute to developing school achievement and achieving the school mission.

2.4.2 The Role of Principals in managing instructional program, Supervisors, Monitoring Student Progress and Protecting Instructional time

The school principals need to be knowledgeable about and provide guidance in curriculum and instruction. According to Daresh (2002) "effective instructional leader actively promotes more effective practice in the teaching and learning processes in his/her school. The key to instructional leadership is in the principal defining his/her role in terms of recognizing instructional priorities rather than by serving as a school manager also have noted that principals' focus is to be knowledgeable about professional educational issues, rather than the management of the day-to-day functioning of the school.

They also further stated that the school principal has to have the knowledge of curriculum design, implementation, evaluation and refinement. Principal must be knowledgeable about each of the content areas included in a school's course of study, its scope sequence and expected outcome. The school principal is a key granter of success full implementation. He can

also play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems.

On the other hand, numerous educationalists felt that the principal's role to the betterment of the curriculum is high (Zulu, 2004). mentioned the principal's role in curriculum improvement as follows;1) Arrange and persuade the conduct of continual meetings to arrive at remedies to problems,2) Facilitate the provision of in-service training to teachers,3) Ascertain that teachers often receive the recognition due them,4) Make sure that the suggested improvements are pertinent,5) Identify the values, spirits, and performance passed by teachers before they put the improved curriculum into practice, and 6) Check the presence of enough amounts of appropriate materials and supplies in the classroom.

Supervision, although has common features shared by all, is defined differently by different organizations. Supervision is defined as a service provided to teachers for the purpose of improving instruction, with the student as the ultimate beneficiary (Lunenburg and Orenstein, 2004).

McNamera (2003), on the other hand, defines supervision as: a working alliance between the supervisors and supervisee individually and collectively to achieve their roles and ensure standards of practice. The aim is to enable the supervisee to maximize competence in service delivery. Therefore, supervision is a professional activity and a core function of educational leaders. It plays a key role in the improvement of learning through monitoring and guidance of instruction (Sergiovanni, 2001). In support of this, Mohanan and Hengst (1982) also suggest that the quality of the supervision at the school level will in large determine the degree of success the school is able to achieve.

Thus, making effective supervision is crucial to improve the teaching learning process at the spot. Whatever attempts are made at the various levels, it is meaningless unless supervisory services or activities are strengthened at the school level by the principal.

According to Hallinger (2003), the principal's function in a school is a complex one consisting of "Managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". Therefore, the principal's role as instructional leader is one of the many duties a Principal has. Instructional leadership role is the premeditated process to improve the quality of

teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching. It has often been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning. One aspect of leadership that is unique to principals is that of instructional leader The role of 'instructional leader' by school leaders is a relatively new concept that emerged in the early1980's which called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders.

The work of Jane Stallings and others on allocated learning time initially called attention to the importance of providing teachers with blocks of uninterrupted work time. Improved classroom management and instructional skills are not used to the greatest effect if teachers are frequently interrupted by announcements, tardy students, and requests from the office. The principal has influence over this area through the development and enforcement of school-wide policies related to the interruption of classroom learning time (Bossert, S Dwyer, D., Rowan, B., & Lee, G, 1980).

2.4.3 Principals as Evaluators of Educational Activities,

There are many definitions offered to the concept of evaluation in education for example, Aspin wall et al (1992) defines evaluation as part of decision making process. It involves making judgment about the worth of an activity through systematically and openly collecting and analyzing information about it and relating this to explicit objective criteria and value. According to Mohanan and Hengest, (1982), evaluation is the process of ascertaining or judging the value or amount of something by use of standards of appraisal. From this definition, there is a common understanding in that it is the process of determining to what extent the educational objectives are actually being reached on instructional improvement. Successful implementation of instructional program depends largely on the individual's leadership of the school and

commitment of teaching staff. Hence, monitoring teachers for the improvement of teaching and learning is what is expected from the principal during the processes of evaluation.

2.4.4 Principals as Establishing Staff Development

According to Elliott and Capp (2001), staff development is defined as any experience that expands teachers' skills, understanding and knowledge. Staff development for teachers must be on going and systematic, and supported by the school principals (Lunenburg and Ornestein, 2004).

On the other hand, Dimmock (1993) states that staff development is a continuous professional development that takes place in order to promote teachers' professional expertise through involving teachers in problem solving activities. The principal, therefore, is responsible for helping teachers to grow and develop in their understanding of teaching and classroom life, in improving basic teaching skills and in expanding their knowledge and use of teaching repertoires (Sergiovanni, 2001). Moreover, a principal plays an important role in doing the development of the teachers' profession. To do so, the principal should discover the specific needs of the teachers (Dimmock, 1993). The principal should fairly be a head of the teachers whom he/she as to help by example, by attending seminars, workshops, conferences, etc (Lunenburg and Ornestein, 2004).

2.4.5 The Role of Principals in ensuring the implementation of academic standards in teaching and learning process

According to MOE (2013) academic standards are the benchmarks of quality and excellence in education. The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. Principal must establish a culture that promotes excellence, equality and high expectations of all pupils

To enhance academic performance by maintaining a culture of teaching and learning, school principals as instructional leaders should ensure that their schools develop and sustain the facilitating of a learning community.

2.5 Factors Affecting Instructional Leadership Effectiveness

2.5.1 School Characteristics /Factors Exist in the School/

The school is one of the most important institutions that provide services for the society, especially for the younger generation. Schools are different from the other social institutions and perhaps are the most complex organizations. In relation to this, Hanson (1996) states that unlike most other formal organizations, the school has a human product that gives raise to unique organization and management problems. This is because the main participants in the school system are parents, students, teachers, principals, and other non-teaching staff of different backgrounds and interests. Thus, the interaction of these groups and individuals in the dynamic school context may not always be harmonious and conflicts may be some of the outcomes that makes the process of school governance exceedingly complex (Gamage, 2006).

Another organizational/school/ factor that hinders effective instructional leadership is role diversity to which most school leaders complain. According to Gorton, (1983), instructional leadership role of the principal is always dwarfed by the long list of administrative duties such as staff conflict management, students' disciplinary decisions and measures, discussions with parents on student learning, office management and reporting to different educational hierarchies.

Professional norm and school size are other organizational factors that influence the instructional leadership effectiveness of principals. In support of this Hallinger and Murphy (in Hoy, 2002) states that teachers do not always recognize the principals as instructional leaders because of the fact that they consider him/her as not having necessary expertise regarding the actual teaching and learning process.

However, studies have revealed that in schools where student achievement is higher than might be expected, principals provide a strong leadership and support, and such leadership is necessary if schools are to be successful. Resources are the means to the end. They matter in-terms of school improvement and long term effectiveness. In research synthesis about practices in high performing schools, finings that relate to resources is evident (Ubben and Hughes, 1997). In other words, a lack of resources (human, financial, and material) can be a serious obstacle to the principals.

According to Gamage (2006), the existence of sound material and financial management which facilitate the smooth running of teaching – learning process is very essential. Nowadays, as the number of school functions increase, there should be organized and managed system of financial and material resources so that the schools fulfill their objectives efficiently and effectively. He also added that if the resources necessary to implement his/her leadership are inadequate, the principals will face a significant impede.

2.5.2 Education Office Characteristics

District or Zonal education offices are other factors that influence the leadership effectiveness of the schools. According to Lunenburg and Ornstein (1991), education offices are the basic administration units in the education hierarchy which starts at the federal level and works its way to the state and then to local levels.

One of the variables according to this administrative hierarchy is the expectations of the higher administrative officials. Hallinger and Murphy (1985) stated that the expectations set by the administration of higher officers and the administrative elements like rules, regulations, and policies, financial and supply delivery problems, numerous reporting requirements, untimely teacher transfer and delay in employment of teaches are suggested as constraining elements in principals' instructional leadership process.

However, it should be noted that the extent of the factors can vary from school to school or from woreda to woreda or zone and also from situation to situation. Thus, principals should approach the apparent obstacles by seeking more information about the nature and extent of the problems in order to diagnose and find possible solutions.

2.5.3 Personal Characteristics/Factors Related To Principal Leadership/

Another impediment of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership. Sims (2011) noted that it is evident that the principal brings something to his/her principal ship position. His/her energy, devotion, loyalty and many other personal attributes such as originality, adaptability ,and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school

Another factors related personal characteristics of principal which affect instructional leadership effectiveness is lack of Flexibility:-School district policies and union contracts place limits on the autonomy, flexibility and capacity of the principal to act as a change agent. Principals in Victoria, Australia cite the incapacity to select teachers who match priorities for the learning needs of the school. Absence of Rigorous Evaluation, Recognition, and Incentives:-Principal performance evaluations often lack rigor and are frequently based on evidence of smooth running buildings and compliance with directives than on students' academic progress or Governor's Commission, reward structures are not designed to motivate principals to focus on instructional practices and student learning. Across jurisdictions generally, remuneration for principals was deemed to be out of synch with other sectors and workload responsibilities, with an inadequate differential from the teacher.

2.6 Becoming Effective Instructional Leaders

Principals may be categorized as effective and ineffective depending on their character or role to their school. Glickman (1990) has much to say about how to become an effective instructional leader. Using his works as the base, and including the research findings of others, effective instructional leadership is comprised of the following three major categories and subcategories. Knowledge Base-Effective schools literature, research on effective speaking, awareness of your own educational philosophy and beliefs, administrative development, change theory, and knowledge of curriculum theory/core curriculum; Tasks-Supervision/evaluation of instruction, staff development, curriculum development, group development, action research, positive school climate, and school and community and Skills-Interpersonal, communication, people, decision making, application, problem solving/conflict management. When a principal is an effective instructional leader, he or she develops an environment that fosters a direct influence on the three concepts. In turn, the principal's leadership creates a school environment based on trust, collaboration, shared leadership, and empowerment. Supervision and staff development become useful tools for teachers to use to work together to develop their abilities and skills through collaboration (Poirier, 2009).

Blasé and Blasé (2001) also found that the characteristics of effective instructional leaders fell under three major themes: talk with teachers; promote teachers' professional growth; and foster teacher reflection. Principals in the regional summit identified several items which spoke to one

of these themes: promoting teachers' professional growth. Although the questions and purposes of these two activities were different, it is interesting to compare what teachers and principals say about promoting teachers' professional growth.

Andrews (1991) also noted that to be an effective instructional leader, one must: Have a vision for the organization that is clearly focused upon desired outcome (i.e., "ensuring academic excellence") secondly Communicate that vision to everyone connected with the organization to obtain support for it thirdly Provide and/or obtain the resources needed to accomplish the vision (i.e., materials, information, or opportunity) as well as Manage one so the above can occur. Their research on effective schools strongly suggests that instructionally effective schools have principals who are viewed by their teachers as the primary instructional leader in the school. They developed an operational definition of instructional leadership behavior. Smith and Andrews (1989) conclude that principals who are effective instructional leaders usually have the following characteristics: Places priority on curriculum and instructional issues is dedicated to the goals of the school; is able to rally and mobilize resources to accomplish these goals; Creates a climate of high expectations in the school; characterized by a tone of respect for teachers, students, parents and community; Continually monitors student progress towards school achievement and teacher effectiveness in meeting those goals; Effectively hold consultation sessions with faculty and other groups in school decision processes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Under this chapter the following titles were treated: design of the study, source of data, population and sampling technique, data collection instrument ,validity and reliability of data , data collecting instruments, procedure of data collection and method of data analyses were treated .

3.1 The Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). In this study a descriptive survey was employed with the intention to get the general picture of the current status of school principal's effectiveness in instructional leadership. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting.

3.2 The Research Method

The method employed in this research was both quantitative and qualitative methods. Since the research is survey design, it more emphasizes on quantitative research approach. A descriptive survey describes and interprets what is there currently .This is because the intention of the study is to assess principal in their instructional leadership effectiveness role and to identify the major influencing factor in general secondary school of Metkel Zone Benshangul Gumuz regional state. In the same line of argument, Best and kahn,(2003) have argued that descriptive study is concerned with conditions or relationship that exist opinions that are held ,process that are going on ,effects that are evident or trends that are developing .Thus ,the method is preferred on the ground that it enables to collect reliable and tangible information on instructional leadership effectiveness of principal from the opinion survey of school leaders(principal, vice principals)and staff members .

3.3 Source of Data

In order to realize the objective of the study and adequately answer the research Questions, data were gathered from both primary and secondary sources of information.

3.3.1 Primary sources

The primary data was collected from sample respondents through survey questionnaire, Interview and focus group discussions (FGDs)

3.3.2 Secondary sources

The secondary data were collected by reviewing relevant literature and pertinent documents that are published and unpublished works or materials, journals, books and articles which were related to principals' effectiveness and associated factors in secondary schools.

3.4 Population, Sample Size and Sampling Technique

3.4.1 Population

The seven woredas of Metkel Zone namely: Guba, Mamubuic, pawi ,mandura ,Debatei, Bullen, Wombera were the place where this research was conducted. The study population was taken from 26 general secondary schools (26 principals, 26 vice principals, 130 department heads 7 woreda education offices 324 general secondary school teachers, a total of 513. source of data is Metekel Zone Education Department Office.

3.4.2 Sample size and Sample Techniques

Out of three zones in the region one these zone was selected purposively because of reason that the researcher believed the sample size were help to manage the work of study in terms of time and minimized cost. There are seven Woredas in the Zone of these 4 Woredas are (Buell ,Wombera, Pawi and Mambuic) were selected in simple random sampling technique. The total schools in selected Woredas were 14 secondary schools. Of these two general secondary schools were selected from each Woreda by using simple random sampling techniques and eight (8) general secondary school was included.

Total respondents in selected area were selected using two types of sampling. Since WEO, head principals vice principals department heads were responsible to facilitate instructional leadership activities all of them were included into the study by using availability sampling Accordingly 60 respondent 8

Vice principals, 40 department heads were member of Educational leader included into the study and 8 principals, 4 WEO were the interview participants. Because they provide more information

about the school instructional leadership activities in their school than others as close relation with over all activates. Out of 170 (100%) teachers in the sample secondary schools 119 (70%) 0f them were included in the study. The researcher believed that the sample 70% of teachers is sufficient to secure the data from teacher respondents the respondent teachers from 8 secondary schools.

Table 1: summary sample of population and sampling techniques

	Woreda's selected	Schools	Teachers		
			Population	Sample	%
Population and sample size	Wombera	Wombera	40	28	70
		Bolle	13	9	69
	Buellen	Dobi	14	10	71
		Buellen	24	17	71
	Pawi	Alimu	21	15	71
		Pawi ketna -2	20	14	70
	Mambuic	Mabuic	13	9	69
		Gublak	25	17	69
	Total		170	119	70
Sample Techniques	Simple random sampling	Simple random sampling	Multi stage		

3.5 Data Collection Instruments

Three data collecting instrument, i.e. questionnaire, interview and focus group discussions (FGDs) were developed and used to obtain the required quantitative and qualitative data. Both questionnaire and interview questions were prepared in English language because all selected respondents are capable of using English.

Questionnaire

Questionnaires were used to gather quantitative data for the study (Appendix A). Questionnaire is comprised of items using a 5 - point – likert i.e. very low ,low, moderate ,high, very high scale to measure the extent to which roles of principal 'sin instructional leader effectiveness in the selected eight secondary schools were practiced. The items were close ended.

Interview

It is clear that interview conducted well, can be used to obtain rich data which would never be secured with a questionnaire. Moreover, researcher conducted interview with principals and WEO so that more extended data were obtained. For the purpose of interview, triggering questions were developed and employed. Interview items were utilized to make the interviewees free in providing the data.

The Focus Group Discussion

FGD guides was prepared and used to obtain relevant information. Focus group discussion are efficient ways of gaining insight into ways in which people share their knowledge and argue their different point of view (Best and James,2004).They give reflections of participants on the problems of principal's instructional leadership effectiveness and factors that affect their leadership effectiveness. The FGDs was held among 8 groups of department heads having member more than 4-5

3.6. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data very important before researchers administer the actual study. To ensure validity of instruments, the instruments were developed under close guidance of advisor and a pilot study was carried out to pre-test the instruments. Therefore, the researcher conducted a pilot test on total numbers of 15 teachers and 4 members'

educational leader's in Kitar Gocher secondary schools, which were not included in the main study. The pilot study helped to determine whether the questionnaire was easily understandable by the respondents and the feedback provides an indication to modify some of the items and remove some of them. The pilot test not only provides opportunity to identify confusing and ambiguous language, but also to obtains information about possible pattern of results.

The pilot test was used to accesses the reliability and consistency of the questionnaire. Based on the result of the pilot test, the reliability coefficient of the instrument was found to be 0.892 and, therefore reliable. As explained by Drost(2004), if the result of Cronbach□s coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

3.7. Procedures of Data Collection

The researcher also discussed the purpose with teachers. And educational leaders cooperate with the researcher by providing all necessary information and the researcher explained the respondents about the purpose of questionnaire. The respondents were informed about the purpose the study and their responses would only be used for the fulfillment of second degree in schools leadership and academic purpose and they have been assured that their response were kept confidential. After orientation, the questionnaire were distributed to teachers and education leaders (vice principals, department heads) and convenient time were chosen for respondents to filled and submitted the questionnaire

3.8. Method of Data Analysis

Respondents were identified according to their age, sex, educational qualification and service year. Next respondents were identified; the raw data obtained from questionnaire was checked repeatedly to minimize errors. To analyze the collected data, descriptive statistics were used. Independent sample t-test was used to test at t-critical (1.96) whether or not there is a significant difference between the response of teachers and educational leaders of school or not and the mean derived from the data were used as a basis for interpretation of the data as well as to summarize the data in simple and understandable manner with five point Likert scales to identify to what extent the respondents agree or disagree in instructional leadership effectiveness of principals in General secondary school. The scales were interpreted as 5=very high, 4=high,

3=moderate 2=low and 1= very low The data collected through interview and focus group discussion were organized according to the research questions and analyzed qualitative.

3.9 Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the student researcher has communicated all general secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents was kept confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data based on the information obtained from the questionnaires, interviews and Focus Group Discussions (FGDS). The chapter consists of two parts. The first part discusses characteristics of the respondents. The second part presents analysis and interpretation of the findings.

4.1 Background information of the Respondents

Based on the sampling technique described in chapter three, a total of 179 respondents were participated in the study, (i.e. 119 teachers and 48 educational leaders (8 secondary school vice principals and 40 department heads) .Again 4 WEO head, 8 secondary school principals were interviewed. In addition to this, the department head were included to give responses by participating on the Focus Group Discussion. The Focus Group Discussions held with department heads were used as supplementary information to triangulate the quantitative data.

To this end, a total of 167 of questionnaires were distributed to 119 teachers and 48 educational leaders the returned questionnaires were 167 (100%). Moreover, 8 school principals, 4 WEO head were interviewed.

To describe the back ground information of respondents, percentage and frequency were used

Table 1 Background information of respondents by sex, age, qualification, and experience

Variables	Category	Respondents			
		Teachers (N=119)		Educational leaders (N=48)	
		F	%	F	%
Sex	Male	101	84.87	47	97.91
	Female	18	15.13	1	2.09
	Total	119	100	48	100
Age	≤ 25 years	12	10.08		
	26-35 years	60	50.42	41	85.42
	36-45 years	41	34.45	7	14.58
	46-55 years	5	4.20	-	
	> 56 years	1	0.85	-	
	Total	119	100	48	100
Educational qualification	MA/MSc/MED	3	2.53	2	4.17
	BA/BSc/BED	116	97.47	46	95.83
	Total	119	100	48	100
Work experience	1-5 years	14	11.76	-	-
	6-10 years	48	40.33	35	72.92
	11-15 years	46	38.65	13	27.71
	16-20 years	11	9.26	-	-
	Total	119	100	48	100

The result of the study in Table 1 revealed that 101 (84.87%) and18 (15.13%) of the teachers were males and females respectively. On the other hand, 47(97.91%) and1 (2.9%) of the educational leaders were males and females respectively .Hence, this indicates that the participation of both sexes teaching and educational leadership activities in the sample secondary schools were not proportional.

Regarding the age of the respondents, 12(10.08%) of the teachers were 25 years and below, 60 (50.42%) of the teachers were found in the age range 26 - 35 years, 41(34.45%) of were between 36 -45 years teachers, 5(4.20%) and 1(0.85%) were between, 46 - 55 years and 56 years and above respectively. In the case of the educational leaders, 41(85.42%) of them were between 26 - 35 years and similarly 7(14.58%) of them were between 36 and 45year.The show that large number of teachers and educational leaders were found at their young age. Thus, those teacher have good opportunity to share experience from their senior teacher as well as department heads to implement the school work effectively .

With Regard age of interviewed participants, 3(37.5%) of the principals and1 (25%) 0f education offices head were found in the age range of 26-35 where as 5(62.5%) of principals and 3(75%) education office head were within the range age 36-45 years which implies that majority of them are with adult age .thus they have better experience to help teacher in improving their knowledge and professional growth.

With regard to the educational qualification of the respondents, 116 (97.47%) of the teachers were first degree holders and 3 (2.53%) of them were qualified with second degree. This shows that the vast majority of teachers were first degree holders as per the policy of MOE, that indicate teachers of secondary schools are expected to be at least first degree holders in Ethiopian secondary schools. So the qualification was good opportunity for the academic performance.

With regard to the educational leaders 46(95.83%) had first degree qualification and the rest 2(4.17%) had MA degree. It may infer that all most all of the educational leaders did not satisfy the standard set by MOE (1996) which requires MA degree .and 3 (37.5%) of principals and 2(50%) of education office head had second degree and 5(75%) of principals and 2(50%) education office head had first degree It was safe to say that, this have an influence on the instructional leadership effectiveness of secondary school principals.

As to the work experience of the respondents, 14 (11.76%) teachers had work experience of five years and below, 48(40.33%) of them had work experience were found in the range 6 - 10 years, 46(38.65%), of them had work experience of between 11 and 15 years, on the same manner, 11(9.26%) of them had work experience of between 16and 20 years.

In case of the educational leaders, majority of them 35 (72.92%) had work experience ranging from 6 years to 10 years, and the rest 13 (27.71%) had work experience of 11 years to 15years. It can, therefore, be inferred that the vast majority of the teachers and educational leaders had relatively little work experience that needs additional time and effort of the principals for supervision and professional development.

With respect to years experiences of interviewed ,most of principals and education offices head had served 11-15years there for principals had better experience to help teachers in improving their professional competence that would contribute to improve the implementation of school activities in secondary school.

4.2 The Perception from Respondents

The second part was concerned with the analysis and interpretation of the data. This part was devoted to the discussion of the data gathered from respondents on instructional leadership effectiveness of principal in general secondary school. (i.e. to what extent principals' effective in developing learning environment, monitoring instructional process monitoring diagnostic instructional output and factors hindering them. Quantitative data were analyzed using descriptive statics such as frequency, percentile mean score, standard deviation and t-test. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49, were low, from 2:50 to 3:49, were moderate and from 3:50 to 5:00 were high. The qualitative data were summarized and used to support the finding from the likert scale type i.e. data from interviews, focus group discussions and were triangulated to validate the finding.

Concerning t-test, at significant level (1.96).Thus if t-value is less than significant at t-critical= (1.96), then there is no significant difference between the responses of these two groups of respondents. But if t-value is greater than significant at t-critical (1.96), there is a significant difference between the responses of these two groups of respondents. The t-value is used to identify weather there is significant difference between the responses of these two groups of respondents or not.

Table 2 responses on the role of principals in setting school objective and the school goal

No	Item	Respondent	Low		Moderate		High		total		X	SD	T –value
			F	%	F	%	F	%	F	%			
1	The principals and the staff define educational goals and objective	T	94	79	18	15.1	7	5.9	119	100	2.20	.632	0.544
		EL	39	81.3	4	8.3	5	10.4	48	100	2.27	.676	
2	The principals communicate the school objective and goals to all stake holder	T	92	77.3	24	20.2	3	2.5	119	100	2.18	.592	.244
		EL	44	91.7	3	6.3	1	2.1	48	100	2.08	.404	
3	Encourage the use of innovate teaching methods	T	96	80.6	15	12.9	8	6.7	119	100	2.19	.655	0.006
		EL	46	95.8	1	2.1	1	2.1	48	100	1.94	.48	
4	Delegates some of his instructional leadership tasks to teachers	T	99	83.2	17	14.3	3	2.5	119	100	2.11	.564	.955
		EL	41	85.5	17	14.3	1	2.1	48	100	2.10	.515	
5	Sets direction to words the achievement of the expected goals	T	86	72.3	27	22.7	6	5	119	100	2,24	.676	.305
		EL	42	87.5	2	4.2	6	8.3	48	100	2.13	.672	

Key T=Teacher EL= Educational Leader X=mean SD=standard deviation significant at –critical =1.96 degrees of freedom =165

N.B In this research for the sake of making the analysis simple the researcher tries to combined the likert scale in to three i.e. low, moderate and high by considering that there is no criteria to differentiate very and very high, low and very low.

With regard to item 1of table 2 teachers and educational leaders were asked to reflect the agreement on extent to which principal define educational goals and objective. Accordingly, the majority 94 (79%) and 39 (81.3%) respectively revealed that the extent defining educational goals and objective with staff was at low level and the rest 18 (15.1%), 7 (5.9%) of teachers and

4 (8.3%), 5(10.4%) educational leaders agreed that defining educational goals and objective with staff moderate and high level respectively.

The mean scores and standard deviation of the teachers and the educational leaders were (X=2.20, SD=.632 and X=2.27, SD= .676) respectively. Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.544which is less than significant at t-critical= (1.96) the two groups don't have statistically significant difference in their average agreement towards the item. The interview with principals and WEO also showed that there was low efficiency in defining educational goals and objective with staff.

As depicted in item 2 item of table 2 majority of 92 (77.3%) and 44 (91.7%) teacher and educational leaders respectively revealed that at low level of agreement two wards principals communicate the school objective and goals to all stake holder The mean score value of teachers and educational leader X=2.18, SD= .592 and X=2.08, SD=.404 respectively. To compare the average level of agreements of two groups of respondents, an independent sample t-test was computed. The t-test result with t-value = 0.244 which is less than significant level (1.96) which indicate that the two groups don't have statistically significant difference in their average agreement towards the item The interview with WEO showed that there was low participation of all stake holders to communicate the school objective and goals "school principals were trying to invite parents and the community to schools, but most of them was not willing to come to the school". And also interview with4secondary principals they answered for similarly question concerning frame school objective and goals is not based on responsibility of staff and teachers it simply revising previous year . Furthermore, the data obtained from FGDs 1,3,5,6,8 held among the head departments revealed that educational goals and objectives were developed on the basis of the goals and objectives formulated at the center. However, these respondents admitted that the level at which this goals communicated to the teachers, the students and parent was low. According to their idea, the principals were working in office all the daylong due to work load, so they do not have enough time in communicating and setting direction for the achievement of school goal already develop.

As indicated in Table 2 item 3 above, the majority 96 (80.6%)and 46(95.8) of teachers agreed the school principals were able to Encourage the use of innovate teaching methods at low level and

the rest15 (12.9%) , 1(2.1%) of teachers and 8(6.7%),1(2.1%) educational leaders believed that school principal were able to Encourage the use of innovate teaching methods at moderate and high level respectively. The mean scores and standard deviation of the teachers and educational leaders respondents(X=2.19, SD=.655 and X= 1.94, SD=0.480) respectively reveal that principals were less effective in their performances in encouraging the use of innovate teaching methods. In comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value =0.006 which is less than at t-critical (1.96) indicates that the two groups do have significantly vary in their average agreement towards the item.

Regarding to item 4 of the table 99(83.2%) of the teacher and 41(85.5%) of the educational leaders agreed at low level the statement which states "Delegates some of his instructional leadership tasks to teachers". And the rest 17 (14.3%), 3 (2.5%) of teachers and 6 (12.5%),1(2.1%) educational leaders agreed at moderate and high level respectively. The respondents' agreement or disagreement to the extent to which principals delegates some of his instructional leadership tasks to teachers. Hence, the mean scores and standard deviation of the teachers and educational leaders respondents(X=2.11, SD=.564 and X= 2.10, SD=.515 respectively tell that principals were less effective in delegating some instructional leadership tasks to teacher. In comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value =0.955 which is less than t-critical (1.96) indicates that the two groups do not significantly vary in their average agreement towards the item.

With regard to item 5 in table 86(72.3%) of the teachers and 42(87.5%) of educational leaders agreed at low level of towards the statement "Sets direction to words the achievement of the expected goals" And the rest 27 (22.7%), 6 (8.3%) of teachers and6 (5%),4(8.3%) educational leaders agreed at moderate and high level respectively mean scores and standard deviation of the teachers and educational leaders respondents(X=2.24, SD=.676 and X= 2.13 SD=0.672) respectively reveal that principals were less effective in their performances in setting direction towards the achievement of the expected goal. In comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value =0.305 which is less than the (1.96) indicates that the two groups do not significantly vary in their average agreement towards the item. Furthermore, the data obtained from interview

WEO. According to their idea, the principals were working in office all the daylong due to work load, so they do not have enough time in communicating and setting direction for the achievement of school goal already develop.

Table3: Responses on the principal's roles developing learning environment

No	Item	Respondent	low		Moderate		High		total		X	SD	T –value
			f	%	F	%	F	%	F	%			
1	Maintain each class that conducive to teaching and learning	T	10	8.4	18	15.1	91	76.5	119	100	4.12	.71	0.530
		EL	1	2.1	7	14.6	40	83.4	48	100	4.01	.67	
2	Create conducive school climate for continuous collaboration	T	2	2.5	24	20.2	92	77.3	119	100	4.37	.72	.653
		EL	1	2.1	3	6.3	44	91.7	48	100	4.27	.92	
3	Encourage teachers to use instructional time for teaching learning and practicing new skill development	T	96	80.6	15	12.9	8	6.7	119	100	2.14	.655	0.109
		EL	43	89.6	3	6.3	2	4.2	48	100	2.00	.413	
4	Recognizes and reward teachers for their productive work	T	97	81.5	18	15.1	4	3.3	119	100	2.11	.716	.783
		EL	46	95.8	1	2.1	1	2.1	48	100	2.08	.432	
5	Provides appropriate supports for new teachers.	T	93	78.1	17	14.3	9	7.6	119	100	2.17	.740	.432
		EL	43	89.6	5	10.4	-	-	48	100	2.10	.309	
6	Motivate all the staff members to participate in school instructional issue.	T	103	85.7	13	10.9	4	3.3	119	100	2.08	.627	.869
		EL	43	89.6	5	10.4	-	-	48	100	2.06	.381	

Key T=Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

As indicated in table 3of item 1, regarding whether or not school principals maintain each class that conducive to teaching and learning. Accordingly, 91(76.5%) of the teachers and 40(83.4%) of the Educational leaders agreed at high level And the rest 18 (15.1%), 10 (8.4%) of teachers and 7 (14.6%),1(2.1%) educational leaders agreed at moderate and low level respectively the mean scores and standard deviations of both the teachers and educational leaders(X= 4.22,SD=.97 and X= 4.23,SD=.88) respectively confirm that the principals were highly effective in maintaining each class conducive to teaching and learning. The independent sample t-test result with t -value=0.530 which is less than the t-critical (1.96) indicates that this groups do not significantly differ in their average.

In item 2 of table 3, respondents were asked the extent to which principals Create conducive school climate for continuous collaboration. Accordingly, 92 (77.3%) of the teachers and 44(91.7%) of educational leaders agreed at high level the rest22 (18.5%), 4 (3.4%) of teachers (14.6%), 1(2.1%) agreed at moderate and low level respectively and 5(10.4%) of educational leaders moderate level. The calculated mean value and standard deviation of the teachers, i.e. (X=4.37, SD=.72) and that of the educational leaders=4.27, SD=.92. The t-test result with t - value= 0.653, which is less than the t- critical (01.96) proves that the respondents do not have significant difference in perception of rating the task.

By supporting the idea the interview obtained form WEO the performance of secondary school principals I developing learning environment in better position because they allocate more of school grant budget on developing learning environment rather than teaching learning.

In item 3 of table 3, respondents were rating the extent to which principals Encourage teachers to use instructional time for teaching learning and practicing new skill development. Accordingly, 96 (80.6%) of the teachers and 43 (89.6%) of educational leaders agreed at low level the rest15 (12.6%), 8 (6.7%) of teachers 3 (6.3%), 2(4.2%) educational leaders agreed at moderate and high level. As it can be seen from the table, the mean scores and standard deviation of the teachers and the educational leaders(X= 2.14, SD= .716 and X=2.00, SD= .413) respectively show that the activities of the principals were less effective. Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed.

The t-test result with t-value=0.109, which is less than the t-critical (1.96) indicates that the two groups don't have statistically significant difference in their average agreement towards the item

In item 4 of table 3, respondents were asked to what extent principals Recognized and reward teachers for their productive work. Majority of 97 (81.5%) of the teachers and 46 (95.8%) of educational leaders agreed at low level and the rest18 (15.1%), 4 (3.4%) of teachers and1 (2.1%), 1(2.1%) educational leaders agreed at moderate and high level. As it can be seen from the table, the mean scores and standard deviation of the teachers and the educational leaders(X= 2.11, SD= .716 and X=2.08, SD= .413) respectively show that the activities of the principals were less effective. Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.783, which is less than the t-critical (1.96) indicates that the two groups don't have statistically significant difference in their average agreement towards the item Shows that there is no statistically significant difference between the two groups towards item. By supporting the above idea one of the interviewed principal asked do you reward your teachers and staff members with high performance? So that principals argued that:

> Rewarding and recognizing teachers, student and other supportive workers for their productive work have great contribution in developing school learning environment. However, our rewarding system lacks sustainability. Mainly it was conducted once in a year due to the financial and material supply problem.

In the same way, data obtained FGDs 2 made with the head departments a show that, the principals were maintain high visibility without absence in the school, but they were less effective in rewarding teachers for their special contribution to student academic achievement and rewarding students for their best academic achievement and FGDS 4 also argued principals not interested in rewarding teachers because of scarcity of budget.

In item 5 of table 3, respondents were asked to what extent school principals Provides appropriate supports for new teachers. Majority of 93 (78.1%) of the teachers and 43 (89.6%) of educational leaders agreed at low level and the rest17 (14.3%), 9 (7.6%) of teachers agreed at moderate and high level respectively and 5(10.4%) educational leaders agreed at moderate level.

As it can be seen from the table, the mean scores and standard deviation of the teachers and the educational leaders(X= 2.17, SD= .740 and X=2.10, SD= .309) respectively show that the

principals were less effective in supporting new teachers. . Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.432, which is less than the t-critical (1.96) indicates that the two groups don't have statistically significant difference in their average agreement towards the item.

In item 6 of table 3, respondents were asked to what extent school principals motivate all the staff members to participate in school instructional issue. Majority of 103 (85.7%) of the teachers and 43 (89.6%) of educational leaders agreed at low level and the rest13 (10.9%), 4(3.4%) of teachers and agreed at moderate and high level respectively and 5(10.4%) educational leaders agreed at moderate level. As it can be seen from the table, the mean scores and standard deviation of the teachers and the educational leaders(X= 2.08, SD= .627 and X=2.06, SD= .381) respectively show that principals were less effective in participating staff members towards instructional issue.

Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.869, which is less than the t-critical (1.96) indicates that the two groups don't have statistically significant difference in their average agreement towards the item.

Table 4: Responses on principal's roles monitoring compliance

No	Item	Respondent	Low		Moderate		High		total		X	SD	T –value
			F	%	F	%	F	%	F	%			
1	Ensure that their schools are environments that provide a high performance and customer-friendly workplace	T	111	93.3	8	6.7	'	'	119	100	1.68	.596	0.773
		EL	46	95.8	2	4.2	'	'	48	100	1.71	.544	
2	Should apply the same standards to all students	T	104	87.4	12	10.1	3	2.5	119	100	2.04	.558	.188
		EL	42	87.5	5	10.4	1	2.1	48	100	2.15	412	
3	Link professional development for all staff to the goals for student 'out comes	T	12	10.1	103	87.5	4	3.4	119	100	2.06	.586	0.266
		EL	2	4.2	46	95.8	'	'	48	100	1.98	.325	
4	Ensures all student should reach the bench marked standard of achievement without exceptions and excuses	T	102	85.7	15	12.6	4	3.4	119	100	2.03	.623	.931
		EL	46	95.8	1	2.1	1	2.1	48	100	2.04	.504	
5	Takes the contribution of student achievement as the only criterion for judging the merit of any educational activity.	T	5	4.2	100	84	14	11.8	119	100	2.87	.599	.443
		EL	2	4.2	44	91.7	2	4.2	48	100	2.29	.320	

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

As indicated in table 5 item1 respondents were asked to what extent principals Ensure that their schools are environments that provide a high performance and customer-friendly workplace. All most all of 111(93.3%) of the teachers and 46 (95.8%) of educational leaders agreed at low level and the rest 8(6.7%), 2(4.2%) of teachers and of educational leaders were agreed at moderate level respectively. the mean scores and standard deviation of the teacher and educational leader respondents(X= 1.68, SD=.596 and X= 1.71, SD=0.544) respectively reveal that principals were less effective compliance Ensuring that their schools are environments that provide a high performance and customer-friendly workplace . In comparing the average level of

agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.773which is less than the t-critical (1.96) indicates that the two groups do not significantly vary in their average agreement towards the item.

As shown in table 5 item2 respondents were asked to what extent principals should apply the same standards to all students. Majority of 104(87.4%) of the teachers and 42 (87.5 %) of educational leaders agreed at low level and the rest12 (10.1%), 3(2.5%) of teachers and 5(10.4%), 1(2.1%) of educational leaders were agreed at moderate and high level respectively. mean scores and standard deviation of the two groups of respondents(X=2.04, SD=0.558 and X=2.15, SD=.412) respectively showed that the principals were less effective in applying the same standards to all students. This is because the mean values rated by the groups of respondents are lower than the moderate level of agreement. The t-test result with t-value 0.188which is less than the t-critical (1.96) indicates that there is no statistically significant difference between the responses of the two groups.

As it can be seen from the table5item3, respondents were asked to what extent principals Link professional development for all staff to the goals for student 'out comes. Majority of 103(87.4%) of the teachers and 46 (95.8 %) of educational leaders agreed at low level and the rest12 (10.1%), 4(3.4%) of teachers were agreed at moderate high level respectively and 2(4.2%) of educational leaders were agreed at moderate high level the calculated mean scores and standard deviation of the teachers, (X=2.06, SD=.586) and that of the educational leaders, (X=1.98, SD=.325) which are lower than the moderate value showed that the principals were less effective in Linking professional development for all staff to the goals for student 'out comes The computed t-test result with t-value=0.266 which is less than the t-critical (1.96) shows that the teacher respondents and educational leaders do not significantly differ in their average ratings.

As it can be seen from the table5item4, respondents were asked to what extent principals Ensures all students should reach the bench marked standard of achievement without exceptions and excuse. Majority of 102(85.7%) of the teachers and 46 (95.8 %) of educational leaders agreed at low level and the rest15 (12.6%), 4(3.4%) of teachers and1 (2.1%),1(2.1%) of educational leaders were agreed at moderate high level the calculated mean scores and standard deviation of the teachers, (X=2.03, SD=.623) and that of the educational leaders, (X=2.04, SD=.504)respectively.

This indicates that the principals were less effective in their instructional leadership roles in Ensuring all student should reach the bench marked standard of achievement without exceptions and excuse. The computed t-test result with t-value=0.931 which is less than the t-critical (1.96) shows that the teacher and educational leaders do not significantly differ in their average ratings.

Table 5 items 5 indicate, respondents were answered the item principals Takes the contribution of student achievement as the only criterion for judging the merit of any educational activity. Majority of 100(84%) of the teachers and 44 (91.7 %) of educational leaders agreed at moderate level and the rest14(11.8%), 5(4.2%) of teachers and2(4.2%),2(4.2%) of educational leaders were agreed at high and low level respectively the calculated mean scores and standard deviation of the teachers, (X=2.87 SD=.599) and that of the educational leaders, (X=2.92, SD=.320) which are lower than the moderate value showed that the principals were less effective in their leadership roles in Taking the contribution of student achievement as the only criterion for judging the merit of any educational activity. The computed t-test result with t-value=0.443 which is less than the t-critical (1.96) shows that the respondents teacher and educational leaders do not have significance difference in their average rating.

Table5: Responses on the role of principals in monitoring diagnostic instructional out put

No	Item	Respondent	Low		Moderate		High		Total		X	SD	T –value
			F	%	F	%	F	%	F	%			
1	Providing guidance to teacher on curriculum and pedagogy	T	4	3.4	97	81.5	18	15.1	119	100	3.98	.701	0.11
		EL	1	2.1	45	93.8	2	4.2	48	100	3.94	.325	
2	Establish procedures for evaluating the effectiveness of school instructional output.	T	21	17.6	96	80.6	2	1.7	119	100	2.06	.628	.749
		EL	5	10.4	42	87.5	1	2.1	48	100	2.08	.347	
3	Organize experience sharing among teacher at school and cluster level	T	95	79.8	16	13.4	8	6.7	119	100	2.11	.608	.437
		EL	44	91.7	2	4.2	2	4.2	48	100	2.04	.459	
4	Monitor the curriculum to see that it covers the schools curricular objectives	T	85	71.5	28	23.5	6	5	119	100	2.09	.567	.169
		EL	45	93.8	2	4.2	1	2.1	48	100	2.00	.292	
5	Conduct planned and frequent class room observation	T	86	72.3	23	19.3	10	8.4	119	100	2.15	.633	.353
		EL	41	85.4	5	10.4	2	4.2	48	100	2.06	.522	
6	Providing specific needs for teachers such as attending seminars ,workshops, conferences, etc	T	95	79.8	12	10.1	12	10.1	119	100	2.10	.588	.142
		EL	42	87.5	3	6.3	3	6.3	48	100	2.00	.357	

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

Regarding to item 1 of table 5, respondents were asked to what extent principals Providing guidance to teacher on curriculum and pedagogy s. Majority of 97 (81.5%) of the teachers and 45 (93.8%) of educational leaders agreed at moderate level and the rest18 (15.1%), 4 (3.4%) of teachers and2 (4.2%), 1(2.1%) educational leaders agreed at high and low level respectively.

As it can be seen from the table, the mean scores and standard deviation of the teachers and the educational leaders(X= 3.98, SD= .701 and X=3.94, SD= .325) respectively show that the principals were less effective. Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.11, which is less than the t-critical (1.96) indicates that the two groups don't have statistically significant difference in their average agreement towards providing guidance to teachers..

As indicated in table 5 item2 respondents were asked to what extent principals establish procedures for evaluating the effectiveness of school instructional process. Majority of 96(80.6%) of the teachers and 42 (87.5%) of educational leaders agreed at low level and the rest21 (17.6%), 2(3.4%) of teachers moderate high level respectively and 5(10.4%) educational leaders agreed at moderate level. The calculated mean scores and standard deviation of the two groups of respondents(X= 2.06, SD=.628 and X=2.08, SD=.347) respectively revealed that the principals were less effective principals Establish procedures for evaluating the effectiveness of school instructional process. Comparing the average level of agreement of the teacher respondents and that of educational leaders, the computed t-test result with t-value 0.749 is less than the t-critical (1.96) indicates that there is no statistically significant difference between the perceptions of the two groups over establishing procedures for evaluating the effectiveness of school instructional process.

As indicated in table 5 item3 respondents were asked to what extent principals Organize experience sharing among teacher at school and cluster level. Majority of 95(79.8%) of the teachers and 44 (91.7%) of educational leaders agreed at low level and the rest16 (13.4%), 8(6.7%) of teachers and 2(4.2%),2(4.2%) of educational leaders were agreed at moderate high level respectively. , the mean scores and standard deviation of both the teachers and educational leaders(X= 2.11 ,SD= .608 and X=2.04 ,SD=.459) respectively confirm that the principals were less effective in Organize experience sharing among teacher at school and cluster level. The t-test result with t-value=0.437 which is less than the t-critical (1.96) indicates that the two groups do not significantly differ in their average agreement towards less effectiveness in Organize experience sharing among teacher at school and cluster level. Interview form WEO also indicate that there gap to in Organize experience sharing among teacher at school and cluster level.

As indicated in table 5 item4 respondents were asked to what extent principals Monitor the curriculum to see that it covers the schools curricular objectives Majority of 85(71.5%) of the teachers and 45 (93.8 %) of educational leaders agreed at low level and the rest28 (23.5%), 6(5%) of teachers and 2(4.2%),1(2.1%) of educational leaders were agreed at moderate high level respectively, the mean scores and standard deviation of both the teachers and educational leaders(X= 2.11, SD=. 608 and X=2.00, SD=.357) respectively

Verify that the principals were less effective The two groups of respondents showed low level of agreement. The t-test result with t-value=0.832 which is less than the t-critical (1.96) indicates that the two groups do not significantly differ in their average agreement towards the role of principals in reviewing student work when evaluating class room instruction.

As indicated in table 5 item5 respondents were asked to what extent principals Conduct planned and frequent class room observation Majority of 86(72.3%) of the teachers and 41 (85.4 %) of educational leaders agreed at low level and the rest23 (19.3%), 10(8.4%) of teachers and 5(10.4%),2(4.2%) of educational leaders were agreed at moderate high level respectively. the mean scores and standard deviation of both the teachers and educational leaders(X= 2.15 ,SD= .633 and X=2.06,SD=.522) respectively confirm that the principals were less effective in Conducting planned and frequent class room observation. The t-test result with t-value=0.353which is less than the t-critical (1.96) indicates that the two groups do not significantly differ in their average agreement over Conducting planned and frequent class room observation.

As indicated in table 5 item6 respondents were asked to what extent principals Providing specific needs for teachers such as attending seminars ,workshops, conferences, etc Majority of 95(79.8%) of the teachers and 42(87.6%) of educational leaders agreed at low level and the rest12 (10.1%), 12(10.1%) of teachers and 3(6.3%),3(6.3%) of educational leaders were agreed at moderate high level respectively. , the mean scores and standard deviation of both the teachers and educational leaders(X= 2.10 ,SD= .588 and X=2.00 ,SD=.292) respectively confirm that the principals were less effective in Point out specific strength and weakness in teachers instructional practice in post class observation conference in written feedback. The two groups of respondents showed their low level of agreement. The t-test result with t-value=0.142 which is less than the t-critical (1.96) indicates that the two groups do not significantly differ in their

average agreement over Providing specific needs for teachers such as attending seminars ,workshops, conferences.

Table 6: responses on school facilities as school factor affecting instructional leadership effectiveness

No	Item	Respondent	Low		Moderate		High		Total		X	SD	T –value
			F	%	F	%	F	%	f	%			
1	There are adequate reference materials in the school library	T	98	82.4	15	12.6	6	5	119	100	2.08	.684	0.782
		EL	44	91.7	4	8.3			48	100	2.06	.324	
2	The school is equipped with enough laboratory equipments and chemicals	T	108	90.7	9	7.6	2	1.7	119	100	1.62	.701	.000
		EL	47	97.9	1	2.1			48	100	1.19	.445	
3	There are enough ICT materials and computers	T	100	84	13	10.9	6	5	119	100	2.08	.658	0.993
		EL	44	91.7	3	6.3	1	2.1	48	100	2.08	.404	
4	Enough teaching materials(text book, teacher's guide chalk, and paper etc) are provided for teacher	T	12	10.1	107	89.9			119	100	3.97	.53	.458
		EL	5	10.4	43	89.6			48	100	3.93	.73	

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom.

As shown in Table 6 items1above, respondents were answered the question There are adequate reference materials in the school library Majority of 98(82.4%) of the teachers and 44 (91.7 %) of educational leaders agreed at low level and the rest15 (12.6%), 6(5%) of teachers agreed at moderate and high level respectively and4 (8.3%) of educational leaders were agreed at moderate level. The mean scores and standard deviation of the teachers (X=2.08, SD=2.06) and that of the educational leaders (X= 2.06, SD=.684) clearly showed that, it implies very serious problems towards adequate reference materials in the school library. The computed t-test result with t-

value= 0.782which is less than the t- critical (1.96) shows that the teacher respondents and educational leaders do not significantly differ in their average ratings.

Concerning item 2 in table 6, respondents were answered the question the school is equipped with enough laboratory equipments and chemicals Majority of 108(90.7%) of the teachers and 47 (97.9 %) of educational leaders agreed at low level and the rest9 (7.6%), 2(1.7%) of teachers agreed at moderate and high level respectively and1 (2.1%) of educational leaders were agreed at moderate level. The mean scores and standard deviation of the teachers and the educational leaders(X= 1.62, SD=.701) and(X= 1.19, SD=0.445) respectively show that the school inadequate with enough laboratory equipments and chemicals. Comparing the average level of agreement of the two groups of respondents, an independent sample t-test was computed. The t-test result with t-value=0.000which is less than the t-critical (1.96) indicates that the two groups don't have statistically significant difference in their average agreement towards the item by supporting the above idea the data obtained from WEO it serious problem in secondary school of our area low budget allocation and the principals do not generate other means income.

Concerning item 3 in table 6, respondents were answered the question There are enough ICT materials and computers. Majority of 100(84%) of the teachers and 44 (91.7 %) of educational leaders agreed at low level and the rest13 (10.9%), 6(5%) of teachers and educational leaders agreed at moderate and high level respectively.

The mean scores and standard deviation of teachers and education leader was (X= 2.08, SD= .658 and X=2.08, SD=404) respectively revealed that the There is no enough ICT materials and computer. The t-test result with t-value= 0.993 which is less than the t-critical (1.96) shows that there is no statistically significant difference between the groups of respondents in their ratings towards enough ICT materials and computers.

Concerning item 4 in table 6, respondents were answered the question there enough teaching materials (text book, teacher's guide chalk, and paper etc). Majority of 107(89.9%) of the teachers and 43 (89.6 %) of educational leaders agreed at high level and the rest12 (10.1%),and 5(10.4%) of teachers and educational leaders agreed at moderate respectively. the mean scores and standard deviation of teachers and education leader was (X= 3.97,SD= .53 and X=3.93,SD=.73) respectively revealed that providing enough teaching materials(text book,

teacher's guide chalk, and paper etc were less. The t-test result with t-value= 0.458 which is less than the t-critical (1.96) shows that there is no statistically significant difference between the groups of respondents in their agreement level in enough teaching materials (text book, teacher's guide chalk, and paper.

Table 7: Responses on heavy work load on principals as factor affect instructional leadership effectiveness.

No	Item	Respondent	Low		Moderate		high		Total		X	SD
			F	%	F	%	F	%	F	%		
1	Principals are engaged more in administrative activities than instructional activities.	T	20	16.9	6	5	93	78.1	119	100	3.63	.929
		EL	3	6.3	1	2.1	44	91.7	48	100	3.96	.617
2	The principal is quite busy working in office and out all day long	T	24	27.3	11	9.2	84	70.5	119	100	4.20	.991
		EL	3	6.3	3	6.3	42	87.5	48	100	4.01	.627

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

As shown in table7item1, respondents were asked to rated the extent to which Principals are engaged more in administrative activities than instructional activities. Majority of 89(74.7%) of the teachers and 44 (91.7 %) of educational leaders agreed at high level and the rest6 (5%), 24(27.3%) of teachers and1 (2.1%), 3(6.3%) 0f educational leaders agreed at moderate and low level respectively. The mean scores and standard deviation (x= 3.63, SD=.929) and that of educational leaders mean score and standard deviation (X=3.96,SD=.617) respectively show that principals' are engaged more in administrative activities than instructional activities is high . The t-test result with t-value=0.009 which is less than the t-critical (1.96) confirms that the two groups do not significantly differ in their average agreement towards the item.

Similarly, item 2 in the same table above, Majority or 84(70.5%) of the teachers and 42 (87.5%) The principal is quite busy working in office rated high by both teachers and educational leaders

and the rest 11 (9.2%), 24(27.3%) of teachers and3 (6.3%),3(6.3%)0f educational leaders agreed at moderate and low level respectively. The mean score and standard deviation ratings of (X=3.62, SD=.991 and X=3.90, SD=.627) respectively. These scores imply that the principal is quite busy working in office . The t-test result with t-value=0.034which is less than the t-critical (1.96) confirms that the two groups do not significantly differ in their average agreement their principal is quite busy working in office.

According to the data obtained from the FGDs1and 2, held among head departments, it was known that workload was one of the major problems of principals in the school which hindered them give more attention to the instructional processes. The principals confessed that majority of their time and effort went to the routine administrative tasks and that they gave little attention to the actual classroom teaching and learning process. As a result of this press of duty, they couldn't provide professional support for teachers and follow up students' academic performances and also FGDS 5 and 6 discussed principal spent more their time on conflict resolution between teacher and student .The principals participated on interview also confirmed the opinion forwarded by the head departments. Most of the interviewers principals states that.

The principals were occupied with routine tasks as leading meetings, handling conflicts among students and teachers, managing office works, writing reports.

Table 8 Personal Characteristics of principals as Factors affecting the Instructional Leadership Effectiveness

No	Item	Respondent	Low		Moderate		High		Total		X	SD	T –value
			F	%	F	%	F	%	f	%			
1	Teachers positively accept their principals and other school officials as good leaders	T	95	79.7	17	14.3	7	5.9	119	100	2.11	.70	.396
		EL	45	93.8	1	4.2	1	2.1	48	100	2.01	.81	
2	Many teachers are compliant of works they are assigned to	T	7	5.9	16	13.4	96	80.7	119	100	4.23	.88	.035
		EL			4	8.3	44	91.7	48	100	4.04	.79	
3	Conflicts usually arise among teachers and between teachers and students	T	95	79.7	18	15.1	6	5	119	100	2.18	.672	0.006
		EL	47	98	1	2.1			48	100	1.98	.252	

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

As shown in table 8 item1, respondents were asked to rated the extent to which Teachers positively accept their principals and other school officials as good leaders. Majority of 95(79.7%) of the teachers and 45(93.8 %) of educational leaders agreed at low level and the rest17 (14.3%), 7(5.9%) of teachers and2 (4.2%), 1(2.1%) 0f educational leaders agreed at moderate and high level respectively.

The mean scores and standard deviation of the two groups of respondents(X=2.11, SD=.70 and X= 2.01, SD=.81) respectively showed that Teachers are not positively accept their principals and other school officials as good leaders. This is because the mean values and standard deviation rated by the groups of respondents were less than the moderate level of agreement. The t-test result with t-value= 0.396 which is less than the t-critical (1.96) indicates that there is no statistically significant difference between the responses of the two groups in table 8 item1.

As shown in table8item 2, respondents were asked to rated the extent to which Many teachers are compliant of works they are assigned to .Majority of 96(80.7%) of the teachers and 44(91.7 %) of educational leaders agreed at high level and the rest 16(13.4%), 7(5.9%) of teachers agreed at moderate and low level and 4(8.3%)0f educational leaders agreed at moderate level. the mean scores and standard deviation of the two groups of respondents(X=4.23, SD=.88and X= 4.04, SD=.79) respectively showed that Teachers are not positively accept their principals and other school officials as good leaders. This is because the mean values and standard deviation rated by the groups of respondents were less than the moderate level of agreement. The t-test result with t-value= 0.396 which is less than the t-critical (1.96) indicates that there is no statistically significant difference between the responses of the two groups in teachers are compliant of works they are assigned to.

Further the data from FGDS1,3,6,7 and were discuss to what extent secondary school teachers do have commitment the activities they assigned to they stated that teachers were resist every activities rather than differentiate their duties or not.

As shown in table8item3, respondents were asked to rated the extent to which Conflicts usually arise among teachers and between teachers and students. Majority of 95(79.7%) of the teachers and 47(98%) of educational leaders agreed at low level and the rest 18(15.1%), 6(5%) of teachers agreed at moderate and low level and 1(2.1%)0f educational leaders agreed at moderate level The mean scores and standard deviation of the teacher respondents and educational leaders (X=2.18, SD=.672 and X= 1.98, SD=.252) respectively show that Conflicts arise among teachers and between teachers and students were low so it is not serious problem .Similarly, the t-test result with t-value=0.006which is less than the t-critical (1.96) shows that there is no statistically significant difference between the two groups in table8item.

Table 9 Responses on education Office Characteristics as Factor Affecting the Instructional Leadership Effectiveness

No	Item	Respondent	Low		Moderate		High		Total		X	SD	T –value
			F	%	F	%	F	%	f	%			
1	There is lack of supervisory support to the school from Woreda /WEO/ or Zone Education office	T	4	3.4	15	12.6	100	84.1	119	100	3.94	.683	.241
		EL	1	2.1	1	2.1	46	95.9	48	100	3.46	.531	
2	There is lack of financial and material support from WEO	T	3	2.5	105	83.3	11	9.2	119	100	3.23	.689	.007
		EL	3	6.3	45	93.8			48	100	3.04	.543	
3	There are no numerous reporting requirements by the WEO	T	3	2.5	11	9.2	105	88.3	119	100	3.78	.628	0.564
		EL			6	12.5	42	87.5	48	100	3.93	.459	

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

As shown in table9item1, respondents were asked to rated the extent to which There is lack of supervisory support to the school from Woreda /WEO/ or Zone Education office Majority of 100(84%) of the teachers and 46(95.9 %) of educational leaders agreed at high level and the rest15(12.6%), 4(3.4%) of teachers and 1(2.1%), 1(2.1%) 0f educational leaders agreed at moderate and low level respectively.

This shows lack of supervisory support to the school from Woreda /WEO/ or Zone Education office was also rated by each group of respondents. The mean scores and standard deviation of the teacher respondents and educational leaders (X=3.94, SD=.683 and X=3.89, SD=0.531) respectively show that the respondent agreement level high towards the statement there is lack of supervisory support to the school from Woreda /WEO/ or Zone Education office .Similarly, the t-test result with t-value=0.241 which is less than the t-critical (1.96) shows that there is no statistically significant difference between the two groups towards item. Similarly the data

obtained from interview WEO there no enough planned frequent supervision it is simply filled the prepared check list for reporting purpose rater than deeply supporting.

Regarding table 9 item 2, respondents were asked to rated the extent to which lack of financial and material support from WEO. Majority of 103(86.5%) of the teachers and 45(93.8 %) of educational leaders agreed at moderate level and the rest15 (12.6%), 1(0.8%) of teachers agreed at low and high level respectively. and 3(6.3%) 0f educational leaders agreed at high level the calculated mean scores and standard deviation of the teachers, (X= 3.04, SD=.689) and that of the educational leaders, (X= 3.23, SD=.543) respectively shows that the respondent agreement is moderate concerning the support of financial and material support . The computed t-test result with t-value=0.007 which is less than the t-critical (1.96) shows that the teacher respondents and educational leaders do not significantly differ in their average ratings.

Regarding table9item 3, respondents were asked to rated the extent to which There are no numerous reporting requirements by the WEO Majority of 105(88.3%) of the teachers and 42(87.5%) of educational leaders agreed at high level and the rest11 (9.2%), 3(2.5%) of teachers agreed at moderate low level respectively. and 6(12.5%) 0f educational leaders agreed at moderate level the mean scores and standard deviation of the teachers(X= 3.78, SD=.628) and that of the educational leaders(X= 3.93, SD=0.459) clearly showed that the respondent agreement high towards the statement There are no numerous reporting requirements by the WEO . The computed t-test result with t-value= 0.564which is less than the t- critical (1.96) shows that the teacher respondents and educational leaders do not significantly differ in their average ratings.

Table 10: Responses on the factors related principal leadership skills

No	Item	Respondent	Low		Moderate		High		Total		X	SD	T –value
			F	%	F	%	F	%	f	%			
1	Your school Principal is educational decisions maker	T	107	89.9	11	9.2	1	.8	119	100	1.90	.573	.012
		EL	41	85.5	6	12.5	1	2.1	48	100	2.13	.489	
2	Your school Principal takes initiative in consulting teachers about instructional mater	T	96	80.6	22	18.5	1	.8	119	100	2.01	.644	.339
		EL	39	81.3	5	10.4	4	8.3	48	100	2.00	.565	
3	Your principal has willingness to accept other idea / flexible in accepting other's idea	T	95	79.8	15	12.6	9	7.6	119	100	1.92	.619	0.902
		EL	37	77.1	4	8.3	7	14.6	48	100	2.00	.461	

Key T= Teacher EL= Educational Leader X=mean SD=standard deviation significant at – critical =1.96 degrees of freedom =165

As shown in table10 item1, respondents were asked to rated the extent to which Your school Principal is educational decisions maker Majority of 107(89.9%) of the teachers and 41(85.5 %) of educational leaders agreed at low level and the rest11(9.2%), 1(0.8%) of teachers and 6(12.5%), 1(2.1%) 0f educational leaders agreed at moderate and high level respectively. ,

With a five level Likert scale agreement.

Both respondents average level of agreement with mean score and standard deviation of(X=1.90, SD=0.573 and X= 2.13, SD=0.489) respectively show that the respondents' rating is low level of agreement. When we compare the average level of agreement of the two groups, the t-test result with t-value=0.012 which is less than the t-critical (1.96) indicates that there is no statistically significant difference between the responses of the two groups.

Regarding table10item2, respondents were asked to rated the extent to which Your school Principal takes initiative in consulting teachers about instructional mater. Majority of 96(80.6%) of the teachers and 42(87.5%) of educational leaders agreed at low level and the rest 22(18.5%), 1(0.8%) of teachers agreed at moderate and high level respectively. and 5(10.4%) 0f educational leaders agreed at moderate level. the mean values and standard deviation of the teacher

respondents(X= 2.01, SD=.644) and mean value and standard deviation of educational leaders(X= 2.02, SD=0.565) indicate that both respondents' average level of agreement is lower. This low mean value towards the item shows that the school Principal s takes low initiative in consulting teachers about instructional matter To see the difference between the responses of the two groups, an independent sample t-test was computed. The t-test result with t-value=0.502 which is less than the t- critical (1.96) indicates that there is no statistically significant difference between the two groups of respondents.

As shown in table10 item3, respondents were asked to rated the extent to which Your principal has willingness to accept other idea / flexible in accepting other's idea Majority of 103(86.6%) of the teachers and 45(93.7%) of educational leaders agreed at low level and the rest15(12.6%), 1(0.8%) of teachers and 2(4.2%), 1(2.1%) 0f educational leaders agreed at moderate and high level respectively. the mean values and standard deviation of the two groups of respondents, i.e., teachers and educational leaders are (X=1.92, SD=0.619 and X=2.00, SD=0.461) respectively. This shows that the mean values are low level of agreement revealing that principals have low willingness to accept other idea / flexible in accepting other's idea. The t-test result with t-value= 0.902which is less than the t-critical (1.96) proves that there is no statistically significant difference between the responses of the two groups.

In the same way, the data obtained from and the result of FGDs held among head departments also revealed that most principals in their leadership lack flexibility, were less effective in making decision on instructional issues. This is because, principals, vice principals and other school officials did not have respective training in educational leadership. But, it is true that professional knowledge, skills and attitudes have great impact on the achievement of organizational goals and objectives; and lack of the skills will create an impediment to principals.

The findings of the study clearly indicate that, personal characteristics such as lack of flexibility, unable to make decision and counseling teachers on instructional issue were found unsatisfactory.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions and the recommendations forwarded on the basis of findings.

5.1 Summary of the findings

The main objective of this study was to assess the effectiveness of principals in their instructional leadership role and to identify the major influencing factor affecting their role, such as factors related with school facilities, education office characteristics, and personal characteristics and principal instructional leadership skill/. Prior to this, the extent to which principals performed all instructional leadership roles i.e. setting school objective and goals allocating input for instruction /developing learning climate ,monitoring the process of instruction , supervising and evaluating instructional output and communicating clearly the school goals to the stuff, coordinate the curriculum, supervising and evaluating instruction, monitoring student progress, protecting instructional time, provide incentive for teacher, provide incentive for learning, promoting professional development, maintaining high visibility and ensuring the implementation of academic standards in teaching and learning process were assessed.

To achieve this aim, the following basic research questions were raised:

1. To what extent do secondary school principals engage in instructional leadership?
2. To what extent do secondary school principals engage in compliance, diagnostic compliance monitoring instructional output?
3. What are the major factors that affect the effectiveness of instructional leadership of secondary school principals?

To answer these questions mixed research design (quantitative and qualitative) was employed. To this effect the study was conducted in 8 secondary school of Metekel Zone Benshangual Gumuz regional states. A total of 119 teachers were included through multi stage sampling. Furthermore, 8 principals, educational leaders (8 vice principal's 40 department heads), 4 Woreda Education Office heads and 8vice principals were include in the sample through availability sampling. To gather necessary information on the issue questionnaires were

distributed and properly filled and returned. Interview was conducted with 8 principals' and 4 woreda education office and FGDS were conducted with department heads.

The data collected through closed ended questionnaire/quantitative data/ were entered to SPSS software and analyzed using various statistical tools: frequency, percentage, mean value and standard deviation. The t-test was utilized to check the statistical significance difference between the two groups of respondents: namely teachers and educational leaders. The data obtained from interview, and FGDS were analyzed qualitatively by using narration to support the result obtained from quantitative analysis.

Hence, the findings of the study were summarized as follows:

1. Background information of the respondents

Majority of teachers and educational leaders were males, 101(84.87%) and 47(97.91%) respectively. On the other hand, 18(15.13%) teachers and1 (2.09%) educational leaders were female. This implies that the participation of both sexes in teaching and educational leader activities in sample secondary school was not proportional in opposite of the need of government policies which tried to empower females.

Regarding the age of the respondents majority 41(85.42 %) of the educational leaders and 60(50.42%) teachers were 26-35 years which show that half of the teachers in the schools were relatively new in the career.

Regarding educational qualification of the teacher and educational leaders, all most all them had first degree holders. Whereas the rest 3(2.53%) teachers and educational leaders 2(4.17%) had master's degree which show that they lacked appropriate qualification (master's degree).

Concerning work experience, majority of the teachers and educational leaders respondents were at 6-10 years and above so that they can properly practice instructional leadership roles.

Based on the results of quantitative and qualitative data analysis, the major findings were summarized as follows:

1. Extent to which secondary school principals engage in instructional leadership:

School principals in Metkel Zone were highly worked in maintaining each class that conducive to teaching and learning, creating conducive school climate for continuous collaboration. But poorly played their instructional leadership activities

2. Extent to which secondary school principals engage in compliance, diagnostic compliance monitoring instructional output:

Monitoring compliance by Principal's as instructional leader complying with roles for Taking the contribution of student achievement as the only criterion for judging the merit of any educational activity was in better position. But applying the same standards to all students, Linking professional development for all staff to the goals for student 'out comes, Ensuring all student should reach the bench marked standard of achievement without exceptions and excuses were not done effectively.

Monitoring diagnostic such as Providing guidance to teacher on curriculum and pedagogy, establish procedures for evaluating the effectiveness of school instructional output were to some extent in better position(moderately effective). But Organizing experience sharing among teacher at school and cluster level Conducting planned and frequent class room observation Providing specific needs for teachers such as attending seminars ,workshops, conferences, etc reviewing student work when evaluating class room instruction were poorly performed.

3. Major factors that affect the effectiveness of instructional leadership of secondary school principals

School facility

Even though there were student text book, teacher's guide chalk and paper provided for teacher There were no enough reference materials in Metekel Zone secondary school there was serious problem of instructional equipment like laboratory materials, chemicals and computers .

Work load

Principal in Metekel Zone secondary school were repeated spent most of their time in administrative routine activities than instructional leadership role and quite busy working in office and out all day long.

Personal characteristics

There was no conflict usually arise among teachers and between teachers and students but many teachers were not positively accepting their principals and other school officials as a good leader and many teachers compliant over work load they were assigned to.

Education offices support

There was moderately financial and material support from WEO but there were lack of supervision from WEO, there were no numerous reporting requirements by WEO.

Principal leadership skill

Principals in Metekel Zone of secondary school low had skill in making educational decision, taking initiative in consulting about instructional matter and the skill willing to accepting other idea.

5.2 Conclusions

Based on the major findings, the following conclusions were drawn:

The study indicated school principal of Metekel Zone was less effective in their instructional role of setting school objective and goals.

As indicated in research finding school principals in Metekel zone were in better position by developing school environment such as maintaining each class that conducive to teaching and learning, creating conducive school climate for continuous collaboration. But, less effective in encouraging teachers to use instructional time for teaching learning and practicing new skill development, recognizing, and reward teachers for their productive work, and providing appropriate supports for newly employed, motivating all the staff members to participate in school instructional issue.

As the research finding indicated taking the contribution of student achievement as the only criterion for judging the merit of any educational activity moderately performed. But applying the same standards to all students, linking professional development for all staff to the goals for student 'out comes, ensuring all student should reach the bench marked standard of achievement without exceptions and excuses were not in compliance by Metekel zone secondary school principals.

Concerning monitoring diagnostic such as providing guidance to teacher on curriculum and pedagogy Establish procedures for evaluating the effectiveness of school instructional output were moderately effective but. organize experience sharing among teacher at school and cluster level conduct planned and frequent class room observation providing specific needs for teachers such as attending seminars ,workshops, conferences, etc monitoring curriculum to see that it covers the school's curriculum objectives were less effective in Metekel zone secondary school principals

This study clearly reveal that, Education offices characteristics like numerous reporting requirements, lack of supervisory support to schools and lack of financial and material supply from WEO to the schools greatly contributed to the instructional leadership in effectiveness of the principals.

The findings of the study clearly indicate that, personal characteristics of principals such as lack of flexibility, unable to make decision and counseling teachers on instructional issue were found unsatisfactory.

Thus, it is possible to conclude that principals were less effective in their instructional leadership roles due to those factors as inadequacy of financial and material resources, heavy work load, ,lack of education offices support, and personal characteristics of principals.

5.3 Recommendation

Based on the major findings and conclusion drawn, the following recommendations are forwarded.

1. As indicted in the research findings school principals of the study area were in poor position of communicating the school objective and goals to all stake holders.

   Therefore it is recommended that each secondary school principals of the study area should communicate it on parent teacher meeting using bulletins, on conference and work with teachers

2. As it can be seen from the research finding, the study area were low compliance in applying the same standards to all students, linking professional development for all staff to the goals for student 'out comes, ensuring all student should reach the bench marked standard of

achievement without exceptions and excuses. So that the researcher recommended each secondary school principals should discuss with teachers, students to ensure that their schools develop and sustain the facilitating of learning community.

3. As research findings has shown monitoring diagnostic not had been highly worked so the principal of Metekel Zone secondary school help teachers to grow and develop their understanding of teaching of class room through specific need such as attending seminars ,workshops, conferences, at school level.
4. As research findings showed secondary school in Metekel Zone serious problem reference materials in library, equipment like laboratory materials, chemicals and computers so recommended that it is better to use Blok grant budget to full fill.
5. As research findings showed secondary school principals in Metekel Zone spent were engaged more of their time in administrative activities than instructional activities and busy working in offices so that it is better to delegate instructional leader ship activities to other teachers.
6. Regarding leadership skill of principals in the study area lack the skill having making educational decision, taking initiative in consulting about instructional matter and the skill willing to accepting other idea. So it is recommended that the regional education bureau should arrange adequate leadership /management course for those first degree holder and it is better if the WEO provide them close supervision and feed back to improve leadership skill of principals in Metekel Zone.
7. The researcher is interested to recommend that school principals and woreda education offices should support school principals by providing deep supervision.

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APPENDX A

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for teachers department heads, vice principals of the school

Dear teacher,

The purpose of this questionnaire is to collect relevant data to the study entitled: **''Instructional Leadership Effectiveness of General Secondary School Principals**: in Case of Metekel Zone of Benshagul Gmuz Regional state. This questionnaire asks for information about the effectiveness of secondary school principals on instructional leadership. It is divided in to three parts with open a ended items. The first part asks for information about your personal back ground. The second part scrutinizes the effectiveness of secondary school principal on instructional leadership role and the third section asks for factors affecting instructional leadership effectiveness.

Your participation in this study is voluntary. You will remain unidentified and your answer will be kept strictly confidential. Your honest responses will be used only for academic purpose. So, you are kindly requested to fill the questionnaire with genuine response. Once you have completed the questionnaire, please return to responsible body.

Please note the following points before you start filling the questionnaires

1 You do not need to write your name on the questionnaire
2. Read on the instructions before attempting to answer the questions.
3. You can consult the data collector whenever necessary;
4. Please provide appropriate response by using a tick mark''√''to choose one of the suggested **likert scale questions**
5. Please do not leave the question not answered

Thank you for your patience and dedication to fill the questionnaire!

Girma Abera

Mobile; no-0917424042

General direction: Please put a tick mark (√) in your choice among the possible responses in the box provided for each close ended question.

Name of the school_____

Part One: Background Information

1.1 Sex Male □ Female □

1.2 Educational Qualification: Diploma □ BA/BSc /BED □ MA/MSc/MED □ Other (Specify) ----

1.3 work experience 1-5 years □ 6-10 years□ 11-15 years □16-20 years □21-25 years □ >25years

1.4 age < 25years □ 25__35 years □ 36___45years □ 46___55 years □ >56years □

1.5 responsibility teachers □ department heads □ vice principals □ other specify --

Part two

I Questions regarding the role of School Principals as an Instructional Leadership

Direction: Read each statement carefully and then make a tick mark "√" to choose one of the suggested likert scale for the following.

Very high=5 high=4 moderate = 3 low = 4 very low =1

No	Item	Very high	High	Moderate	Low	Very low
	Setting school objective and goals					
1	The principals and the staff define educational goals and objectives.					
2	The principals communicate the school objective and goals to all stake holder					
3	Encourage the use of innovate teaching methods					
4	Delegates some of his instructional leadership tasks to teachers					
5	Sets direction to words the achievement of the expected goals					
	developing learning environment					
2	Create conducive school climate for continuous collaboration					

3	Encourage teachers to use instructional time for teaching learning and practicing new skill development					
4	Recognizes and reward teachers for their productive work or special contributions to student achievement					
5	Provides appropriate supports for newly employed teachers in the course of attending their induction programs					
6	Motivate all the staff members to participate in school instructional issue.					
	Monitoring compliance					
1	Ensure that their schools are environments that provide a high performance and customer-friendly workplace					
2	Should apply the same standards to all students					
3	Link professional development for all staff to the goals for student 'out comes					
4	Ensures all student should reach the bench marked standard of achievement without exceptions and excuses					
5	Takes the contribution of student achievement as the only criterion for judging the merit of any educational activity.					

II Question regarding monitoring diagnostic

No	Item	**Very high**	**High**	**moderate**	**Low**	**Very low**
1	Providing guidance to teacher on curriculum and pedagogy					
2	Establish procedures for evaluating the effectiveness of school instructional output.					
3	Organize experience sharing among teacher at school and cluster level					
4	Monitor the curriculum to see that it covers the schools curricular objectives					
5	Conduct planned and frequent class room observation					
6	Providing specific needs for teachers such as attending seminars ,workshops, conferences, etc					

Part three: question regarding the major factors affecting the effectiveness instructional leadership of principal

No.	Items	Very high	High	Moderate	Low	Very low
	factor related with school facilities					
1	There are adequate reference materials in the school library					
2	The school is equipped with enough laboratory equipments and chemicals					
3	There are enough ICT materials and computers					
4	Enough teaching materials(text book, teacher's guide chalk, and paper etc) are provided for teacher					
	Work load factors					
1	Principals are engaged more in administrative activities than instructional activities.					
2	The principal is quite busy working in office and out all day long					
	Personal characteristics factor					
1	Teachers positively accept their principals and other school officials as good leaders					
2	Many teachers are compliant of works they are assigned to					
3	Conflicts usually arise among teachers and between teachers and students					

No.	Item	Very high	High	Moderate	low	Very low
	Education offices factors					
1	There is lack of supervisory support to the school from Woreda /WEO/ or Zone Education office					
2	There is lack of financial and material support from WEO					
3	There are no numerous reporting requirements by the WEO					

Rate principal leadership skill/ on the following

No.	Item	Very high	High	moderate	Low	Very low
1	Your school Principal is educational decisions maker					
2	Your school Principal takes initiative in consulting teachers about instructional mater					
3	Your principal has willingness to accept other idea / flexible in accepting other's idea/					

APPENDX B

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Question for School Principal

The purpose of this interview is to collect data to the study entitled as "the instructional leadership effectiveness of general secondary school principals: incase of Metekel Zone secondary school of Benshangul regional state''.

Your responses are vital for the success of the study. So you are kindly requested listen to all of the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a principal in your school. All the questions are about you, your education and instructional leadership roles.

Part One: Background Information

1.1 Sex: Male □ Female □

1.2 Educational Qualification: Diploma □ BA/BSc □ MA/MSc □

Other (Specify) ----------

1.3 Work experience: 1-5 years □ 6-10 years □ 11-15 years □ 16-20 years □

>20 year□

1.4 Age <25 25___35 □36___45 □46___55 □ > 55 □

Part Two: Questions regarding the role of principals as instructional leader.

2.1 Do you outline your school goals? If so, based on what? I.e. based on staff responsibility& student performance or other?

2.2 Do you set direction for the achievement of your school goal? Do you think that you have been successful in setting your school goals? How?

2.3 To what extent you develop teacher's profession

2.4 Do you reward your teachers and staff members with high performance?

2.5 Do you encourage teachers to use instructional time for teaching and practice of new skill and development?

2.6 Do you ensure that all students should reach marked academic standard without exception and excuse? If so how? If not why?

Part Three: Questions on factors affecting the instructional leadership effectiveness' of secondary school principals

3.1 What are your roles in supporting teachers in the school to promote the instructional processes?

3.2 As principal of this school, on average throughout the school year, how do you spend on the following tasks?

a) Internal administrative tasks

b) Curriculum and teaching-related tasks

c) Responding to requests from other education officials

3.4 What are the challenges that hinder effective practice of your instructional leadership?

3.5 What opportunities and supports do you get from the different concerned bodies to enhance your role as instructional leader?

THANK YOU FOR YOUR COOPERATION

APPENDX C

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Question for woreda education office

The purpose of this interview is to collect data to the study entitled as "the instructional leadership effectiveness of general secondary school principals: incase of Metekel Zone secondary school of Benshangul regional state''.

Your responses are vital for the success of the study. So you are kindly requested listen to all of the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on a principal role in school. All the questions are about principal's role concerning instructional leadership.

Part One: Background Information

1.1 Sex: Male □ Female □

1.2 Educational Qualification: Diploma □ BA/BSc □ MA/MSc □

Other (Specify) ----------

1.3 Work experience: 1-5 years □ 6-10 years □ 11-15 years □ 16-20 years □ >20 year□

1.4 Age <25 years 25___35years □36___45years □46___55 years □ > 55 □

Part two: Questions regarding the role of principals as instructional leader.

1. To what extent do secondary school principal perform tasks
   - ※ Developing school objective and goal
   - ※ Developing learning environment for instruction
   - ※ Implementation of the curriculum
   - ※ Organize experience sharing among teachers at school cluster level

Part Three: Questions on factors affecting the instructional leadership effectiveness' of secondary school principals

2. As education office head how to see the availability of resources in general secondary school concerning: Reference book in library, Laboratory equipments and computers

3. To what extent do you support school principals by providing planned supervision?

4. How do you evaluate the performance school principals?

APPENDX D

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Focus group discussion Guide lines for department heads

1. To what extent principal communicate the school objective and goals to the stake holder
2. How do you school principals promote class room supervision
3. How the school principals monitor the process of instruction in relation to student's achievements
4. Is there reward to teacher with high performance?
5. To what extent do secondary school principals have commitment perform the activities the assigned to
6. What is the problems school principals face to be effective in instructional leadership roles

DECLARATION

I, the under signed declare that this thesis entitled"instructional leadership effectiveness of principals in Metekel Zone Benshangul Gumuz regional state''. My original work and has not been presented for a degree requirement by any other individual; and that all the resource materials used for thesis have been duly acknowledged.

Name Girma Abera

Signature ----------

Date 03/07/2009

Confirmed by Thesis Advisor

Name Kenenissa Dabi (PhD)

Signature ----------

Date 03/07/2017