

Addis Ababa University

*School of Graduate Studies College of Education and Behavioral Studies
Department of Educational Planning and Management*

A Comparative Study on Instructional Leadership Practice of Principals in
Government and Private Secondary Schools in Arada Sub City of Addis
Ababa.

*By
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*May 2013
Addis Ababa*

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Ababa.

A Thesis submitted to the school of graduate studies Addis Ababa University
in partial fulfillment of the requirements for degree of Master of Arts in
Educational leadership, planning and management.

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Abbreviations

BA	Bachelor of Arts
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
CPD	Continuous Professional Development Program
df	degree of freedom
EdPM	Educational Planning and Management
FGD	Focus Group Discussion
MA	Master of Arts
MoE	Ministry of Education of Ethiopia
M.Sc	Master of Science
PSTA	Parents, Students and Teachers Association
SPSS	Statistical Package for Social Science
TDP	Teachers Development Program

ABSTRACT

This study was conducted to assess the current status of instructional leadership practices of principals in government and private secondary schools in Arada Sub City of Addis Ababa. Instructional leaders involvement in defining and communicating the school mission, managing curriculum and instruction, supervising instruction and promoting a positive school learning climate were taken as indicators to study instructional leadership practices of principals. Major factors that affect instructional leadership practices are also treated. For the study descriptive survey design was used. The simple random and purposive sampling techniques were employed to select the samples in the study. Based on this the study was conducted in 6 secondary schools, 3 government and the rest three were private schools. Principals, vice principals, supervisors, department heads, teachers and students were used as respondents of the study. Questionnaire, semi-structured interviews, focus group discussions, document analysis and observation check-list were used as data collection instruments. The data collected through the questionnaires were analyzed by using SPSS version 20 in terms of percentiles, mean score, standard deviation and t-test statistical analysis procedures. For the semi- structured interviews and open ended questions the data were analyzed by using the content analysis technique. Findings from the data analysis revealed that the role of females on instructional leadership position is below average in government schools and is negligible in private schools. Most of the principals of secondary schools do not fulfill the criterion set by MOE in their academic qualification and their area of specialization was other than fields of educational leadership and management. The extent to which principals exercise the different instructional leadership dimensions was found to be slightly moderate in both government and private schools. However in promoting a positive school learning climate and in managing curriculum and instruction private schools were rated for better performance in the questionnaires. On the other hand government school principals show better performance in defining and communicating school mission and in some activities of instructional supervision. Generally it can be concluded that, even though private schools were able to practice the different dimensions of instructional leadership both government and private school principals were not performing their task as they were supposed to do. For this lack of skill and knowledge, unable to empower others, wastage of instructional time, low motivation of teachers and students, lack of adequate instructional resources and lack of vision were some of the factors that affect the leadership activities of the principal. Following the findings and conclusion drawn, it is recommended that schools should be led by experienced and trained principals in educational leadership. Teachers and students should be highly motivated so as to develop interest and satisfaction on their jobs. Instructional leaders need to have personal vision for their schools aimed at high achievement of learners. Principals have to work to the maximum in preventing wastage of instructional time. Thus to improve the current instructional leadership practices of principals the school community, Woreda education bureau, Sub City Education Office and Addis Ababa Education bureau should work in collaboration with each other.

CHAPTER ONE

1. Introduction

This chapter deals with the problem and its approach. It begins with a brief background of the study stating the problem. It also contains basic questions of the study, its significance, limitations and delimitations. Research methods and procedures, definitions of terms and organization of the study are also included in this section of the thesis.

1.1 Background of the Study

Leadership is a projection of personality and combination of persuasion, and compulsion. It makes other people do what you want them to do. Leadership is an important aspect of managing. The essence of leadership is follower-ship. In other words, it is a willingness of people to follow that makes a person a leader (Haynes, 2005:74). This indicates people tend to follow those whom they see as providing a means of achieving their own desires, wants and needs. It may be directed towards the content of education as well as towards school organization strategy and results. As Ayalew (2003:3) states effective leadership is the art or process of influencing people that will strive willingly towards the achievement of group goals. This definition seems to be the most comprehensive one and viable for it indicates the willingness towards courage and confidence. That is, it makes people work near to their full capacity and it shows the facilitative part of the leader to attain group goals.

Education is recognized as a corner stone of development. It is a means of change and growth. One of the basic purposes of education is therefore to produce trained human resource which can overcome development impediments of a given country. Education has a unique role in society; no other institution or complex organization attends to the general aims of life in quite the same way (Hodgkinson, 1991).

Education is the process through which society transmits knowledge, abilities, skills and values accumulated over the years resulting from interaction with the social and physical environment. It is an all rounded development and life long process where society secures its existence by handing on its cultural acquisition to each succeeding generations (MOE, 2005).

Educational leadership entails awareness about developments in the education field, together with the wider social, economic and political environment with in which it is located. Leadership involves the capability to guarantee quality education in unstable circumstances, to evoke and sustain staff motivation, creativity and accountability, to promote staff and organizational development, and to act as a role model in terms of the values, which the institution regards as important (Davidoff and others, 1994).

The global notion for improved educational leadership has composed a form of accountability on the school function. High economic, social, political and technological advancement or demanding schools, to create a climate that shows a continuous change and improvement in the education system are essential. Therefore, to achieve the standards set, effective school leadership demonstrates high energy; set standards of excellence; establish goals; exhibits positive exemplary role; boosts creativity; motivates working environment and shares common values and shapes organizational culture all in collaboration of school members (Sergiovani 2001:74).

In the Ethiopian context, education is highly expected to continue overall national development. The education and training policy of 1994 state: education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability skill and attitudes. To achieve the goals and objectives of education effectively, the importance of educational leadership is a major concern for it is considered as a vehicle for change and educational development (Mussaazi, 1998).

Schools in developing countries including Ethiopia (Lock heed and verspoor,1991) which manifest limited concern for instructional leadership activities have as a result been criticized for wastage of instructional time when teachers leave classes due to various reasons and for minimum participation of parents in following up students' learning progress.

Learning being the core activity of schooling, it can be argued that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. According to Adesina (1990), in adequate leadership at school level is the one that adversely affects the progress of education, because success in many educational institutions depends significantly on effective and sound leadership. In other words, of the forces affecting the school systems probably none is more important than school leaders who have the responsibility for recommending change in educational activities and facilitating learning.

Today's educational leaders must lead their schools to high achievement for all students. They will need to work collaboratively with all parts of the community (Students, teachers, parents and policy makers) to create structures, policies and producers that will facilitate schools, to be places where all individuals learn and reach their full potential (MOE, 1998). Leaders can set the foundation to foster growth in schools by practicing strong instructional leadership. Hence instructional leadership is about creating opportunity for both students and teachers. In relation to the impact of instructional leadership for school success, Ubbens and Hughes (1997:19) have asserted that "demonstrating high energy, setting standards of excellence, establishing goals, being a positive example, creating a motivating work environment all within the context of collaboration, so that a high performance learning community exists these are the manifests in instructional leadership above all else. "The focus on instructional leadership is however not exclusive of a range of other leadership models. This does not imply that other leadership acts are unimportant, but rather to emphasize the centrality of instruction to the main business of the schools' student growth and development (Ubbens and Hughes, 1997:19).

According to Hopkins (2005:59) instructional leadership is actively and visibly involved in the planning and implementation of change. It emphasizes the quality of teaching and learning with high expectation for all staff and all students whilst recognizing that support and encouragement are needed for everyone to give their best.

Instructional leaders focus on ways of improvement to obtain the shared goals of the school promoting, school wide professional development embraces activities that encourage long learning. The educational field consistently evolves and changes as research on learning and child development emerges. It is a paramount importance that educators continue to learn and keep abreast of advance and issues in education. Instructional leaders play an essential role, as they can either stifle or enhance professional development of staff members. Leaders enhance professional growth of staff members by building a culture and climate of collaboration and learning (Glickman, (1990).

Hallinger & Heck, 1996, where (1996) Blasé and Blasé, (1999) however, reframed the conceptual frame work of instructional leadership into five dimensions based on Hallingers and Murphy's functional categories and other similar studies. These dimensions are; defining the school mission, managing curriculum and instruction, supervision instruction, monitoring student progress and promoting school learning climate (Krug and other cited in Krug, 1992). These researchers and authors believed that the five dimensions are "structurally more tenable, simpler to work with and not appreciably less precise" (1992).

The instructional leadership construct is defined in terms of principal behaviors that lead the school to educate all students to high student achievement. Instructional leadership incorporate, behaviors which define and communicate shared goals, monitor and provide feedback on the teaching and learning process and promote school wide professional development. Refining and communicating shared goals encompasses activities that focus attention to the technical core of schools.

Leaders committed to instructional excellence and educational quality; create a learning centered organization where every member of the school would be engaged in collaborative learning activity (Frasev, 2005). Schools, whose instructional leaders' practice a shared vision and collaborative learning as Bush and Bell (2003) stated, the whole organization collectively and consciously learns how to become more effective as an institution, then the school can be deemed to be learning center. Principals, supervisors, senior teachers and department heads are responsible of leadership of instruction as owns states are expected to show their commitment in supporting, collegiality, shared decision making and changing the norm of the school culture from traditional hierarchical authority to more collaborative leadership (1998). Gutherie and Reed (1991:17) also argued individual school and school system effectiveness is a function of leadership. Quality leadership enables an individual with in a given setting to establish an organization vision to motivate and maintain organizational goals. These goals increase the effort exerted by school members, increase persistence and increase the development of strategies (Locke and Latham, 1990). Instructional leaders consistently make decisions with these goals in mind and the shared goals foster group unity and help provide for a climate characterized by high achievable academic goals, trusty and commitment.

School principals play pivotal role in making education work. Among other members in the school, quality principals are crucial for school success. This is because school administration holds a key position and power in accomplishing the intended education goals through effective leadership (Kootz et.al 1984:507).Moreover MOE (1999) suggest that instructional leaders are the key person to build positive school climate by participating stake holders.

Instructional leadership typically assumes that the critical focus of attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students. Instructional leadership is vital to ensure a continuing focus on teaching and learning but this stresses the direction rather than the process of influence (Leith wood

et. al 1999:8). Different authorities try to conceptualize instructional leadership in different frame works.

Weber (1989:32) for instance identified five main functions of instructional leadership; these are defining school mission, promoting conducive learning climate, observing and giving feed back to teacher, managing curriculum and instruction and assessing the instructional program. Snyder (1983) identifies instructional leadership functions, as planning staffing, program developing and evaluating. Hollinger and Murphy (1985:56) on the other hand, have developed three dimensions which covers the following ten functional categories: training goals, knowledge of curriculum development and instruction, coordinating curriculum, supervising and evaluation of instruction, monitoring progress, setting standards, setting expectations, protecting time and promoting improvement. Sergiovanni (2001) summarizes instructional leadership dimensions in to five sets of leadership forces; leaders behaviors, technical, human , educational symbolic and cultural forces.

Thus from the above statement we can understand that principals practicing instructional leadership, play a great role in the success of strategies to improve teaching and learning process. The knowledge they have on good teaching and learning practice, the leadership they provide for school community and the organizational support they give to teachers and students are elements that are important for implementing successful school reforms. Therefore the need to shift educational leadership from traditional management practices to instructional leadership role becomes evident; so as to give high emphasis for learning improvement and ultimately ensure quality education.

Although instructional leadership is said to be essential skill to educational administration, there is a gap in practicing it by all principals. Such defect in the practice of instructional leadership inevitably would result in poor performance and low achievement on the parts of the learners.

Finally, regardless of the theories discussed in brief, stakeholders' opinion and personal experiences of the researcher both as a teacher and principal for quite a number of years reveal that such instructional leadership practices were not executed effectively in many secondary schools of Arada Sub City of Addis Ababa.

1.2. Statement of the Problem

The primary purpose of schooling is learning. Ensuring the accomplishment of instructional goals is of paramount importance for effective leaders. Studies reveal that the role of school leaders and the process of leadership are significant contributing factors in the achievement of successful school improvement (Telford, 1996:1). The importance of the principals role as educational leader and the direct relationship on changing instructional practices to improve student performance has been given due attention.

Instructional leadership is associated with roles or tasks of the principals which include such things as assuming an important role in farming and communicating school goals, establishing expectations and standards, coordinating the curriculum, supervising and evaluating instruction, promoting students opportunities to learn and enhancing professional development for staff (Murphy and others, 1985).

In Ethiopia principals need to be instructional leaders. According to MOE (1994) principals are expected to perform well with educational leadership activities such as planning, supervision, research work, professional development, working with school communities, provision of instructional materials and evaluation to meet the needs of education and training policy.

However, Lahuri – Ako (2001) observed that principals tend to spend more time in completing administrative tasks rather than instructional leadership tasks. Most principals have engaged in routine behaviors of administrators such as planning infrastructural resources, directing and controlling staff performance through evaluation and providing fed back aimed at to achieve desired results within the school rather than using their natural and learned ability, skill and personal

characteristics to conduct interpersonal relations which influence people to take desired action. Despite their good intentions, little of their work day is actually spent handling matters directly related to teaching and learning.

Similarly, Morris and his colleagues (Cited in Murphy, 1990), substantiate the idea that secondary school principals spent little of their time in classroom. Other research works conducted on similar issues depicted that school principals heavily devote their time to matters other than curriculum & instructional issues.

Recently, instructional leadership role has become the most widely accepted role of the school principal. This means the core duties of the school leaders has to be redirected from routine administrative duties to instructional leadership. MOE (1999) stated that, principals that did not engage in monitoring and providing feedback of the teaching and learning process had a negative effect on teachers and classroom. Teacher's with non instructional leaders felt a sense of abandonment, anger, and futility as well as lower levels of trust and respect for the principal, motivation and self efficacy.

In this regard Araya (2007) supplement that success of any school is critically linked to the leadership effectiveness. Good school leader protect the school day for teaching and learning activities. They actively support learning and motivate their teacher for high academic performance. They make sure that the teachers have necessary materials and assistance they need to teach well.

Although research clearly shows that instructional leadership practices make difference, there is a wide gap between the ideal and the actual behaviors of instructional leaders owing to barriers to principals actually exercising instructional leadership. Mc Ewan (2003:11-14) has concluded that lack of skill and training, teacher cooperation, vision and good will shortage of time, are common impediments to principals instructional effectiveness. Principals are less effective in performing their

educational leadership responsibility because they are engaged in carrying out day today routine activities of administrative tasks.

In this respect Temesgen (1998:74) argued that most of the Ethiopian principals are not providing educational leadership, currently principals' daily tasks are filled with activities of scheduling, directing and reporting. This indicates that most principals do not meaningfully supervise and evaluate teachers, plan and coordinate curriculum, actively monitor the progress of students, or spent much time in classroom.

A closer look of student researcher in to instructional leadership practices of the secondary schools in the Arada sub city clearly exhibits that many principals are often pre-occupied with daily managerial routines, consecutive and prolonged meetings instead of dealing with planed transformational change agendas of the schools which is their central job. More over critical observation of some factors and differences that prevail in government and private secondary schools such as organizational characteristics, school facilities, educational back ground, training and experience of principals, and degree of interference of Woreda and sub city educational bureau initiated the researcher to focus on the problem.

This study, therefore attempts to describe the current instructional leadership practices of principals in government and private secondary schools in Arada Sub City of Addis Ababa. To this end, the study attempts to obtain reliable response for the following basic questions.

1. What are the current instructional leadership practices of principals in both government and private secondary schools?
2. Do school principals execute different dimensions of instructional leadership such as defining mission of the school, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate?

3. What are the similarities and differences between government and private secondary school principals in instructional leadership effectiveness?
4. What are the major problems or factors that affect the instructional leadership effectiveness?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess the current instructional leadership practice of principals, influencing factors and possible solutions in government and private secondary schools in Arada Sub City of Addis Ababa.

1.3.2. Specific Objectives

1. To assess the current instructional leadership practices of principals in government and private secondary schools.
2. To assess the extent of implementation of different dimensions of instructional leadership in government and private secondary schools.
3. To examine the similarities and differences between government and private secondary school principals' instructional leadership effectiveness.
4. To identify the major influencing factors that hinder or promote the effectiveness of principals in their instructional leadership roles.

1.4. Significance of the Study

Since the need to improve educational quality is a public agenda in Ethiopia, instructional leadership effectiveness is paramount importance for enhancing quality of education that results in overall development of the learners. Hence the information emanated from the findings of this study is expected to have the following importance.

1. Principals may recognize the gap between what has to be done and what is actually being done concerning instructional leadership and may obtain some valuable ideas on how to become effective in their instructional leadership role.
2. Students may benefit from the study in that any improvement in the instructional leadership practice of principals is believed to add positive effect to the teaching and learning process.
3. It may help higher officials, policy makers and trainers of school administrators to visualize the existing practice of principals as an instructional leader and some influencing factors, so as to take possible appropriate measures that improve instructional leadership based on the findings and recommendations of the study.
4. It can serve as a valuable document to create some awareness in educational leaders so that teaching learning process will receive due attention and may also serve as an input for those who want to conduct further study can serve as a spring board and basis for those who want to conduct further study in the same area.

1.5. Delimitation of the Study

The study was conducted in secondary schools (grade 9-10) in Arada Sub City of Addis Ababa. However, for the purpose of its manageability the study is delimited to three government and three private secondary schools with the assumption that they can provide good picture on what is going on in practicing instructional leadership in the secondary schools of the Sub – City.

Even though instructional leadership roles can be carried out by supervisors, department heads and head teachers, this study focused on the role of the principals in attempting instructional leadership role because dimensions used to conceptualize instructional leadership are mainly the responsibilities of principals and vice-principals than others.

1.6 Limitations of the study

Among the constraints of this study, one was failure to incorporate PSTA as data sources who are important stakeholders of education system and who are believed to

have some information regarding overall process of school leadership. This exclusion was due to shortage of finance and time to collect data from these sources. Despite the prevalence of all these limitations, the researcher made at most efforts to overcome the limitations.

1.7 Definition of Key Terms

Government Schools - Schools fully run by the government as per proclamation No. 260/1984 in Ethiopia.

Leadership – Is a formal and informal net influence in a direction desired by the person holding offices (cohen, 2005:148).

Educational Leadership – At the school level, it refers to the principals influence on the school community towards setting and accomplishing educational objectives focusing on learning, pedagogy and curriculum. That is in diagnosing and solving problems in the teaching – learning process (Dimmock, 2000:251).

Instructional Leadership Dimension – Refers to the main pillars or frame works of responsibilities, competence, the role that an instructional leader performs to achieve improved schools inputs (Krug,1992).

Instructional Leadership- is a leadership activity carried out by the school leaders with special emphasis to the teaching learning process.

School Leaders- refers to instructional leadership namely supervisors, principals, department heads and senior teachers taking part in the leadership of teaching and learning management.

Principal-The administrative head and professional leader in charge of secondary schools (Good, 1973:136).

Secondary School - Refers to the school system established to offer two years of general education (9-10) and extra two years of pre college preparation (Preparatory).

Private Schools - Schools that are owned by individuals or group of individuals and fully run by themselves following the education and training policy of the country.

1.8. Organization of the Study

The study is organized in to five chapters. The first chapter is the introductory part which deals with the background, statement of the problem, objectives, significance, delimitation, limitations of the study and definitions of key terms. The second chapter presents review of related literatures, while the third chapter consists of the research design and methodology. The forth chapter contains analysis and interpretation of data. Finally, the last chapter is concerned with the summary of the major findings, conclusions and recommendations.

CHAPTER TWO

Review of Related Literature

Instructional leadership typically assumes that the critical focus for attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students learning. Instructional leadership is vital to ensure a continuous focus on teaching and learning but this stresses the direction rather than the process of influence (Leith wood et al 1999:8).

This chapter deals with the review of related literatures of various scholars on instructional leadership practices of principals, so as to lay theoretical framework of the study. Main issues the chapter treats include concepts related to instructional leadership; significance and qualities of instructional leadership with respect to school effectiveness and academic achievement; roles of the principal as an instructional leader; dimensions of instructional leadership and finally barriers to instructional leadership effectiveness.

2.1. The Concept and Definition of Instructional Leadership

For the longtime the term leadership has been a topic of research work and discussion especially in the field of management and organizational development at most. Such discussion and research work focuses on the issue of the quality of leadership, ability of leadership, leadership effectiveness, and leadership styles (Adlain,2003). According to him, leadership is rather complex concept. This is especially true because several approaches have been employed to give meaning to the term leadership.

Leadership has been defined on what constitutes the leader. Many authorities, Bennett and Anderson (2003) tried to define the term differently, but none of them achieved giving synonymous definition and creating the leadership type they wanted to form. The authorities like Locke (1991), Bennett and Anderson (2003); Sergiovanni (2001) and McEwen (2003) argue that much of the earlier definitions were more of the personal traits and characteristics focused rather than what the leader does.

Conversely, the contemporary definition of the leadership focuses on both what the leader does and possess. As property according to Griffin (2000) leadership is a set of characteristics. On the other hand, what the leader does are described as functions that the leader focuses on mainly developing vision, empowering others, inspiring of followers towards the achievement of shared goals (MC Ewen, 2003); Carlson, 1996; Locke, 1991). Leadership as to Locke (1991) is the power of inducing others towards some commonly perceived goals. His definition encompasses three basic elements: namely followers, function and influencing power. First, leadership is rational action that exhibits the presence of followers willing to act. Second as a process, there is something to be done. Finally as a power, the leader has to possess either formal or informal power that he influences others. Leader at the higher post may use their legitimate power that he influences others. Leaders at the higher post may use their legitimate power to facilitate situation, however there are many other ways that formal and informal leaders motivate followers to get things done (Blasé and Blasé, 1999; Mc Ewen, 2005).

In addition, it is the leaders' responsibility to communicate picture of what the organization should be, convince followers and channel all activities towards accomplishing it. Hoy, & Miskel's (2002) definition of leadership appears to be more recent perspective. He defines leadership as the art of transforming people and organization with the aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the followers activities and ensure that followers have what they need in terms of skills and resource to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity.

Schools are educational institutions that play a prominent role in the intellectual and personal growth of students. Furthermore, school is the most important institution in the socialization of children because it can cause an impact on children's development. Hence, principal's leadership is often viewed as a 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. According to Ubben and Hughes (1997),

Conversely, the contemporary definition of the leadership focuses on both what the leader does and possess. As property according to Griffin (2000) leadership is a set of characteristics. On the other hand, what the leader does are described as functions that the leader focuses on mainly developing vision, empowering others, inspiring of followers towards the achievement of shared goals (MC Ewen, 2003); Carlson, 1996; Locke, 1991). Leadership as to Locke (1991) is the power of inducing others towards some commonly perceived goals. His definition encompasses three basic elements: namely followers, function and influencing power. First, leadership is rational action that exhibits the presence of followers willing to act. Second as a process, there is something to be done. Finally as a power, the leader has to possess either formal or informal power that he influences others. Leader at the higher post may use their legitimate power that he influences others. Leaders at the higher post may use their legitimate power to facilitate situation, however there are many other ways that formal and informal leaders motivate followers to get things done (Blasé and Blasé, 1999; Mc Ewen, 2005).

In addition, it is the leaders' responsibility to communicate picture of what the organization should be, convince followers and channel all activities towards accomplishing it. Hoy, & Miskel's (2002) definition of leadership appears to be more recent perspective. He defines leadership as the art of transforming people and organization with the aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the followers activities and ensure that followers have what they need in terms of skills and resource to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity.

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schools can make a difference to the level of students' performance; however, good or poor school depends on the person who leads the school.

Many writers acknowledge there is no sufficient definition of instructional leadership, nor are there any specific guide lines or directions as to what an instructional leader does (Flath, 1989). Thus writers use their own definition and as a result, meaning vary considerably from one particular research to another.

In support of this idea, instructional leadership has no uniform definition that satisfies every one (Kruger, 2002). However, Conley cited in Kruger, 2002:2), defined instructional leadership, as a specific part educational managers function that mainly focuses on curriculum development and classroom instruction. For Conley, educational management has many dimensions that include instructional leadership as one of its components.

The term instructional leadership clearly describes the primary role of the principal in the quest for excellence in education. Such an action orientation theoretically encompasses everything a principal does during the day to support the achievement of the student and the ability of teachers to teach (Sebring and Bryk, 2000).

Zaleznik and Bennis (cited in sergiovanni, 2001), described instructional leadership as a glue that binds school incumbents around commonly shared vision that emphasizes: goal and high achievement; allocation of adequate resources for learning improvement; and maintaining effective human relations to create collaboration and commitment among school members.

Instructional leadership differs from that of a school administrator or manger in a number of ways. Principals who pride themselves as administrators are too preoccupied in dealing with strictly administrative duties compared to principals who are instructional leaders. The instructional leader role involves, setting goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teacher. In short, Flath (1989) confirms that instructional leadership roles are

those actions that a principal takes or delegate to others, to promote growth in student learning.

Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum. From a practical viewpoint, to implement leadership of the teaching process, a principal must play a role in the teaching and learning of teachers in terms of supervision, assessment, staff development and training services (Acheson and Smith, 1986). Keefe and Jenkins (2002) refers instructional leadership as the role of principal in providing direction, resources and supports to the teachers and students in order to improve the teaching and learning process in schools. While De Bevoise's (1984) opinion regarding instructional leadership, involves the principals actions to encourage growth in student learning. According to sergioivanni (1984), instructional leadership refers to the abilities to interpret the curriculum and determine objectives of teaching, the diversity of teaching methods, determine classroom management, provide learning climate, implement instructional innovation, able to influence and coordinate the teachers and students to achieve the goals of school education.

Moreover, instructional leaders consists of principal behaviors that set high expectation and clear goals for student and teacher performance, monitor and provide feedback regarding the technical core (teaching & learning) of schools, provide and promote professional growth for all staff members, help create and maintain a school climate of high academic success (Murphy, 1990, Blasé & Blasé, 1999).

More recently, the definition of instructional leadership has been expanded towards deeper involvement in the core business of schools which is teaching & learning. Attention has shifted from teaching to learning and some have proposed the term a learning leader over instructional leader (Du Four,2002:12).

Blasé and Blasé (2000) further expressed instructional leadership in specific behaviors such as making suggestion, giving feedback, modeling effective instruction, soliciting opinion, supporting collaboration, providing professional development opportunities

and giving praise for effective teaching. Furthermore, instructional leadership is a leadership that is directly related to the process of instruction where teachers, learners and the curriculum interact" (MC Ewan, 2003:6).

Instructional leadership, narrowly defined, focuses on leadership functions directly related to learning (Murphy Cited in Marks and Prints, 2003). On a broader view, however it can be defined as leaders functions that contributes to students learning and this, encompasses everything the principals does during the day to support the achievements of students and the ability of teachers to teach (Sebring and Bryk cited in Marks and Prints, 2003). Similarly, Harris and others (2005:21) have defined instructional leadership as a model of learning that "places an emphasis on the development of the school through the development of others." In attempt to make clear the distinction between instructional leadership and other forms of leadership MC Ewan (2003) has stated that instructional leadership is the creation of a climate where the principal, faculty, students, parents have task of education. This requires the instructional leader to have a sense of purpose and broad knowledge of the instructional process and learning theories.

Instructional leadership is often defined as a blend of several tasks, such as supervision of classroom instruction, staff development and curriculum development (Smith and Adel's (1989). Taken together Glickman (1985) and Pajak (1989) succinctly conceptualize and illuminate the responsibilities and activities of what is broadly referred to as instructional leadership. Glickman (1985) defined the five primary tasks of instructional leadership as direct assistance to teachers, group development, staff development, curriculum development and action research. He notes that it is the integration of these tasks that unites teachers' needs with school goals. Pajak's (1989) research on what functions "Should" be a part of instructional leadership generated a similar list of tasks, but also included planning, organizing, facilitating change and motivating staff.

In recent years, a democratic, collaborative, human resource- based, developmental and transformational approaches to instructional leadership, among others have been widely advanced based on the principles of equality (not hierarchy) and reflection and growth (not compliance) (Gordon 1997). For instance, from a review of models of supervision, pajak (1993) concluded that, in contrast to the common practice of instructional leadership as "reinforcing specific prescribed teacher behavior and skills." (P.318), the emerging dialogue stresses classroom teaching, curriculum and staff development aspect of instructional leadership and helping teachers discover and construct professional knowledge and skills (p.318). He also reported that in much contemporary thinking learning is viewed as contextual and complex, teaching is based on reflective judgment, and schools are seen as democratic teaching and learning communities.

Likewise, Schon's (1988) concept of instructional leadership emphasizes collegial classroom observations and specifically focuses on support, guidance, and encouragement of reflective teaching. Glickman (1992) described ideal instructional leadership as a collaborative endeavor enacted in a supportive environment that deals to an all school action plan. Rectzug and Cross (1993) have discussed an inquiry – oriented practice of instructional leadership (i.e. "critical collaboration") that encourages teacher voice and acknowledges diverse contexts as well as the complexity of teaching; the principals role is one of facilitating a teachers thinking about practice. By comparison, smyths (1997) approach is more inclusive, he conceptualizes instructional leadership as a discursive collaborative, and critical study of classroom interaction to achieve a just and democratic world.

In sum it appears to be clear that the definition of instructional leadership tends to be much more focused on specific than many other concepts of leadership in education. Elmore (cited in Harries and others 2005:21) argued that the skills and knowledge that matter in school leadership are those that can be connected to or lead directly to the improvement of instruction and student performance. Instructional leadership is also

understood as learning – centered leadership and concentrates on the improvement of learning and teaching.

2.2. Rationales for Instructional Leadership

In the due course of time, the idea of instructional leadership becomes prevalent in educational organization. During 1980s, it became leading archetype for school leaders after educational researchers observed that efficient schools typically had ideologies that put high emphasis on curriculum and instruction.

In the first half of 1990s, focus on instructional leadership seemed to vacillate, shifted by arguments in relation to school-based management and facilitative leadership. In contemporary perspective the idea of instructional leadership include classic analysis of professional development by putting a special emphasis on the usage of data in order to make decisions (king 2002). Focus on the implication has significantly been shifted from teaching to learning, hence few researchers prefer to define it as “learning leader” over “instructional leader” (Du Four, 2002).

The Significance of instructional leadership in the light of responsibilities of a principal cannot be underestimated. However, this is equally true that good leadership skills are hardly ever run through in practice. In order to conduct an appropriate mode of instructional leadership in school settings, principals need the necessary information and skills in terms of understanding definition of instructional leadership along with the process of becoming an instructional leader. The functionalities of an instructional leadership entail all the beliefs, decisions, strategies, and policies that a principal should use to create instructional effectiveness by virtue of focusing on learning and instruction altogether. The effectiveness of a students' performance is dependent on teachers' accomplishment, which in turn, crucially dependent on the management of instructional leadership. Thus these two should be viewed as supportive phenomenon, not as isolated entities.

2.3. Qualities of Instructional Leadership

Duke (cited in Flath, 1989) concluded from his research on instructional leadership qualities that “there is no single leadership skill or set of skills presumed to be appropriate for all schools or all instructional situations. On the other hand, Kroeze (cited in Flath, 1989:20) found that certain instructional leadership activities could be grouped into the following four categories:

1. Goal emphasis- Set instructional goals, high expectations and focus on student achievement.
2. Coordination and organization – work for effectiveness and efficiency.
3. Power and discretionary decision making – secure resources, generate alternatives, assist, and facilitate to improve the instructional program.
4. Human relations. Deal effectively with staff, parents, community, and students.

However, throughout the literature there are recurring themes on instructional leadership qualities and a perusal of the research of several well – known authors in this field follows. Basket and Miklos (1992) present a person – centered leadership approach which emphasizes

sensitivity to working with teachers, peers and members of the public. Also, there is the work of Rutherford (cited in Anderson & Pigford, 1987) who mentions five general leadership qualities of effective leaders.

1. Have a vision. Work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instruction and assessment.
2. Translate the vision into action. Work as a team, emphasize school wide goals and expectations.
3. Create a supportive environment. Promote an academically – oriented, orderly, and purposefully school climate.
4. Know what’s going on in the school. Find out what teachers and students are doing and know well.

5. Act on knowledge. Intervene as necessary accommodating different teacher personalities, styles, and teaching strategies.

Generally instructional leadership ensures that all students have ongoing access to high quality teaching and learning to achieve curriculum outcomes. Therefore, instructional leaders demonstrate instructional leadership when they:

- Focus on improving the effectiveness of instruction to increase the achievement of all students.
- Know, when how and why to initiate and sustain instructional change.
- Create a school – wide inclusive culture of high expectations for achievement and for rigor, relevance and respect in the classroom.
- Ensure instructional practices are appropriate to the context and grounded in research and authentic assessment of student learning.
- Close the knowing – doing gap by moving successfully from sound theory to effective practices.
- Are knowledgeable about and deeply involved in the implementation of instructional program of the school.

2.4. Instructional Leadership and School Effectiveness

Based on the philosophical stand, specially, anyone can be an instructional leader if he has vision, a basic knowledge, willingness to risk, willingness to work for a long period of time, and willingness to undertake change, maintain growth, develop changes and to empower others (Mc Ewan, 1998). A study done by Davis and Nicklos (1986) proved that the principal's role is indispensable in promoting staff development program to achieve the schools goals. In addition, Hall (1986) found that principals' support in staff development programs indicated an increase in knowledge, communication skills and participation in decision making among teachers. Consequently, the support of the principals in the success of staff development programs can influence the effectiveness of the school organization.

As instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher, instruction, the height of student achievement, and the degree of efficiency in school functioning. Findley and Findley (1992:102) state that if a school is to be an effective one, it will be because of the instructional leadership of the principal. "Flath 1989:20) concurs: "research on effective schools indicates that the principal is central in bringing about the conditions that characterize effective school". Ubben and Hughes (cited in Findley & Findley, 1992:102) claim that "although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on activities which pave the way for high student achievement. If our goal is to have effective schools, then we must look at ways to emphasize instructional leadership.

Considerable evidence exists that a strong instructional leader is a fundamental characteristics of an effective school (Edmonds, 1979, Hallinger & Heck, 1996). Barth (1990:64) stipulates the principal is the key to a good school. The quality of educational program depends on the school principal. The principal is the most important reason why teachers grow or are stifled on the job. The principal is the most potent factor in determining school climate. Show me a good school, and I'll show you a good principal.

2.5. Instructional Leadership and Academic Achievement

It is not surprising that instructional leadership and academic achievement are significantly related as reflected in the works of a few leadership researchers. For instance, Andrews' (1987) study found that principal's instructional leadership is positively related to student achievement in school examinations. Andrews proved that teachers do have positive perceptions towards the effectiveness of instructional leadership when the classroom environment is good. In addition, Rossow (1990) outlined seven positive behaviors of principal such as priority to student performance, conducive school climate, clear goals, effective leadership, evaluation of students support staff development and coordination of teaching and learning programs have led to effective teaching and learning to improve student performance in academic achievement. Russow's study substantiated that factors such as controlling the quality of

teaching, paying tribute to the achievement of students, analyzing and evaluating student progress directly affect student's learning performance. As such it is important to note that principals; are directly involved in the teaching and learning programs in schools. Interestingly, Wang et.al (1990) findings showed the school factors that comprised principal instructional leadership, classroom management quality of teaching, classroom climate, student- teacher interaction and peers' influence have a greater influence towards student's academic achievement.

In depth studies of teachers perceptions about characters of school principals that influence teachers classroom instruction have concluded that the behaviors associated with instructional leadership positively influence classroom instructions (larson – knight, 2000; blasé and blasé, 1998; Sheppard, 1996; Chris peels, 1992). Especially, Blasé and Blasé (1998, 1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching learning process, there were increases in teacher reflection and reflectively informed instructional behaviors a rise on implementations of new ideas, greater variety in teaching strategies, more responses to student diversity, lesson were prepared and planned more carefully, teachers were more likely to take risks and more focus on the instructional process, and teachers used professional directions to make changes in classroom practice. Teachers also indicated positive effects on motivation, satisfaction and confidence and sense of security.

Conversely, principals that did not engage in monitoring and providing feedback of the teaching and learning process had negative effect on teachers and classroom practices (Blasé and Blasé, 1998). Teachers with non instructional leaders felt the sense of abandonment, anger, and futility, as well as lower levels of trust and respect for the principal motivation and self efficacy.

Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on classroom practice (Larson – Knight, 2000; Blasé and Blasé 1999; Sheppard, 1996, Chrispeel, 1992).

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

2.6. Principal Roles as Instructional Leader

Demands for greater accountability, especially appeals for the use of more outcome-based measures, requires the principal to be instruction oriented. The focus on results; the focus on students achievement; the focus on students learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blank stein, 2010; Lunenburg, & Potter, 2008).

Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006).

Several researchers confirmed that principals who put special emphasis on academics as a priority experience may lead to an increase in student accomplishment (Bartell, 1990, Cotton, 2000; Johnson & Asera, 1999; short & Spencer, 1990). Principals typically reserve sufficient freedom in establishing priorities within the school setting.

The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more instructional democratic and participatory leadership (Marks and Prints, 2003). The pressure of globalizations and social expectations is inducing principals to take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teaching learning performance.

Thus, principal's primary role as an effective instructional leader is to promote the learning and success of all students. The school principal can accomplish this by:

- 1. Focusing on Learning-** Principals can help shift the focus from teaching to learning if they insist that there are certain critical questions that are being considered in the school, and principals in a key position to pose those questions (Du Four, Du Four, & Eaker, 2008). Are the students learning? What criteria will be used to evaluate students' progress? How can we use time and resource available to help students learn? These are the question principals need to pose in order to shift the focus in schools from teaching to learning.
- 2. Engaging Collaboration** – A key task for principals is to create a collective expectation among teachers concerning student performance. This is, principals need to raise the collective sense of teachers about student learning (DuFour, DuFour, Eaker, Karhanek, 2010). Then the principals must work to ensure that teacher expectations are aligned with the schools instructional goals. Furthermore, principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of the school (Elmore, 2005; Senge, 2001,2006).

Principals must develop and sustain school structures and cultures that foster individual and group learning. That is, principals must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership (English, 2008; North House, 2010). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information.
- 3. Using Data to Improve Learning** – availability of performance data of each student related to the specific objectives and target levels of the school curriculum enables teachers to develop individual and small – group education plans to ensure mastery of areas of weakness from previous years while also moving students forward in the school curriculum.

Based on the student performance data, once students are targeted who are in need of help, then the school faces the challenge of how they are going to respond to the students who are not learning (Murphy, 2010). The challenge is not simply re-teaching in the same way in which teachers taught before, but providing support for teachers to expand their repertoire of skills and providing support and time for students to get additional assistance they need in order to master those skills. When students are not learning, principals must insure that professional development programs are in place to give additional support to teachers and intervention strategies are in place to give additional support to students (Joyce & Calhoun, 2010).

4. **Providing Support** – Teachers need to be provided with the training, teaching tools, and the support they need to help all students reach high performance levels. Specifically, teachers need access to curriculum guides, text books, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training on using assessment results to diagnose learning gaps (Downey, Steffy, Poston & English 2009). Teachers must know how each student performed on every multiple – choice item and other questions on the assessment measure and training must be given in the teachers' subject areas. Only then can teachers be prepared to help students achieve at high levels.

In addition to professional development for teachers, all schools need an intervention and support system for students who lag behind in learning the curriculum. Schools need to provide additional help to students who lag behind in core subjects either in school, after school, on weekends, or during the summer. Boards of education and school superintendents need to supply the financial resources to fulfill this mandate. This involves acquiring materials, information, or technology, manipulating schedules or release time to create opportunities for teachers to learn; facilitating professional networks; and creating an environment that support school improvement efforts (Lunenburg & Ornstein, 2008).

5. Aligning Curriculum, Instruction and Assessment- Principals need to ensure that assessment of students learning is aligned with both the school's curriculum and the teachers' instruction (English 2000; popham, 2010a). When they are well constructed and implemented, assessment can change the nature of teaching and learning. They can lead to a richer, more challenging curriculum; foster discussion and collaboration among teachers within and across schools; create more productive conversations among teachers and parents; and focus stakeholders' attention on increasing student achievement. Curriculum goals must be clear to have an impact on what happens in the classroom teachers need to know that the curriculum contain enough detail and precision to allow them to know what the student needs to learn. English (2000) encourages schools to consider three principles. These are, assessments not based on the curriculum are neither fair nor helpful to parents or students; assessments must tap both the breadth and depth of the content and skills in the curriculum, and assessments must become more challenging in each successive grade.

To sum up, the instructional leadership of the principal is a critical factor in the success of a school's improvement initiatives and the overall effectiveness of the school. The primary responsibility of the principal is to promote the learning and success of all students. School principals can accomplish this goal by focusing on learning, encouraging collaboration, using data to improve learning, providing support and aligning curriculum, assessment and instruction.

2.7. Dimensions of Instructional Leadership

Instructional leadership is a multifaceted practice as it applies to schools. Maseko, (2002) has looked into these dimensions as aspects of instructional leadership that include setting objective, curriculum coordination and team building practice, similarly, marks and Printy (2003) have added to these dimensions, the development of school mission and goals, creating climate for learning, coordinating and monitoring instruction. Still others have proposed a model of instructional programs and promoting school climate. (Hopkins 2005:58).

From its very definition, instructional leadership is associated with roles or task of the principals which include such things as assuming an important role in framing and communicating school goals, establishing expectations and standards, supervising and evaluating instruction, promoting students opportunities to learn and enhancing professional development for staff (Lahui-Ako, 2001). Hallinger (cited in Lahui –Ako, 2001:237) has echoed the domains as functional areas instructional leaders that include “defining and communicating school goals, managing the curriculum and instruction, promoting positive learning climate. Observing and giving feedback to teachers and assessing instructional program.

Hallinger and Murphy (1985) created a frame work of instructional management with three dimensions and eleven job descriptions. Hallinger and Murphy (1985) used the eleven job descriptors from the three dimensions of instructional management to create an appraisal instrument of principal instructional management behavior.

Murphy (1990) provided a systematic and comprehensive review of instructional leadership in his synthesis of research findings from the effective schools, school improvement, staff development and organizational change literature. Using this review he built an instructional leadership framework which incorporates studies and findings. The framework consists of four dimensions of instructional leadership broken down in to sixteen different roles or behaviors. The four dimensions of the instructional leadership are, developing mission and goals; managing the educational production; promoting an academic learning climate and developing a supportive work environment.

Murphy's instructional leadership comprehensive framework provides an extensive examination of an instructional leader. However, this framework, developed through a synthesis of the literature, has not been empirically tested. It is not apparent that a leader who exhibits behaviors from all dimensions has an impact on the fundamental goal of schools high student achievement.

Weber (1996) addressed the need for instructional leadership regardless of the schools organizational structure. Weber concludes "the research suggests that even if an instructional leader were not package as a principal, it would still be necessary to designate such a leader. The leader less – team approach to a school's instructional program has powerful appeal, but a large group of professionals still needs a single point of contact and an active advocate for teaching and learning "(1996:254). Webels" point is especially poignant in today's educational arena of shared leadership and site – based management. Attention to instructional leadership will need to continue regardless of the hierarchical nature of a school organization.

Weber (1996) model of instructional leadership incorporates research about shared leadership and empowerment of informal leaders to create a school that underscores the emphasis of academics and student achievement for all students. Synthesizing the three predominant models (Hallinger & Murphy, 1985; Murphy, 1990, Weber, 1996) of instructional leadership already discussed, three distinct similarities emerged. All three models indicated the importance of instructional leaders defining and communicating goals, monitories and providing feedback on the teaching and learning process and promoting and emphasizing the importance of professional development.

The following section will present the common issues raised by all authorities concerning the dimensions of instructional leadership. Blasé and Blasé, (1999), Krug & others cited in Krug, (1992), Hallinger & Heck, (1996), and Weber (1996) identified five essential domains of instructional leadership: defining the school mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction and assessing the instructional program. Thus it seems to be logical to consider the above five dimensions of instructional leadership on the basis of their practicality to our education program and school system.

2.7.1. Defining & Communicating the School Mission

Weber (1996) described, defining the schools mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. The mission of the school should bind the staff, students and parents to common visions. The instructional leader offers the stakeholders the opportunity to discuss values and expectations for the school. Together they work to create a shared mission for the school.

The dimension of defining the school mission, include the principal's job descriptors of framing school goals and communicating school goals. Principals demonstrate framing school goals by working with parents and staff to identify the areas of improvement within the school and developing performance goals to these areas (Hallinger & Murphy, 1985). The function of communicating school goals refers to the ways the principal expresses the importance of the school goals to staff, parents, and students. This can be achieved through the use of formal or informal communications (e.g handbooks, staff meetings, school assemblies, conversations with staff and students, bulletin boards, and teachers and parents conferences).

Developing a mission and goals is fundamental in creating a sense of shared purpose and linking efforts within the school around a common vision (Murphy 1990). Murphy broke down this dimension in to two major roles or behaviors of the principal framing school goals and communicating school goals. Framing school goals encompasses setting goals that emphasize student achievement for all students, incorporating data on past & current student performance and including staff responsibilities for achieving the goals. Communicating goals frequently, and formally and informally to students, parents, and teachers stresses the importance that school goals guide the activities of the school.

2.7.2. Managing Curriculum and Instruction

Managing curriculum and instruction must be consistent with the mission of school (Weber 1996). The instructional leaders' repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed. The leader helps teachers use current research in best practices and instructional strategies to reach school goals for better student performance.

Managing the instructional program dimension involves working directly with teachers in areas related to curriculum and instruction (Hallinger & Murphy 1985). Job functions included in this dimension consists of, supervising, evaluating instruction and coordinating the curriculum. Supervising and evaluating instruction comprises activities that provide instructional supports to teachers, monitor classroom instruction through informed classroom visits and aligning classroom practices with school goals (Hallinger & Murphy, 1985). Coordinating the curriculum refers to principal activities that provide opportunities for staff collaboration and alignment of curriculum to students and achievement tests.

Managing the educational production emphasizes management behaviors of the principal. The instructional leader promotes quality instruction by conducting teachers conferences and evaluations, visiting classroom, providing specific suggestion and feedback on the teaching and learning process and determining teachers assignment in the best interest of student learning and determining teachers assignment in the best interest of student learning (Murphy, 1990, Teddlie & Stimpert 1985). Additionally, the principal allocates and protects instructional time with school policies and procedures. The principal works with teachers to coordinate the curriculum through aligning school goals and objects with state standard assessments and district curriculum. The instructional leader monitors the progress of students frequently.

2.7.3 Promoting a Positive School Learning Climate

School learning climate refers to the “norms beliefs and attitudes reflected in instructional patterns and behavioral practices that enhance or impede student’s achievement (Lezotte, Hathway, Miller, Passalacqua, and Brookover cited in Murphy 1990:174). Various studies on school system indicate that school performance and better achievement emanated from learning climate or environment as they are intermingled with personal qualities and abilities of teachers. It is also underlined that for both teachers and parents the principal is the fundamental agent in fixing school climate (Coleman, 1983).

Promoting a positive learning climate comprises the expectation and attitudes of the whole school community “Indeed, of all the important factors that appear to affect student learning, perhaps having the administration, teachers, and students hold about learning (Weber, 1996:263). Leaders promote a positive learning climate by communicating instructional goals, establish high expectation for performance, establishing an orderly learning environment with clear discipline expectations, and working to increase teacher commitment to the school.

Promoting a positive school learning climate dimension encompasses principal behaviors that protect instructional time promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Hallinger & Murphy, 1985). The principal’s job function consists of mostly indirect activities that help create a positive learning environment. According to Hallinger and Murphy (1985:233) “principals can influence student and teacher attitudes through the creation of reward structures that reinforces academic achievement and production effort; through clear, explicit standards embodying what the school expects from students; through the careful use of school time and through the selection and implementation of high quality staff development programs”.

Promoting an academic learning climate refers to the behaviors of the principal that influences the norm, beliefs and attitudes of the teachers, students, and parents & a

school (Murphy 1992, 174). "Principals foster the development of school learning climate conducive to teaching & learning by establishing positive expectations and standards, by maintaining high visibility, providing incentives for teachers and students, and promoting professional development". This dimension deals directly with the teaching learning process in classrooms.

Developing a supportive work environment, denotes how an instructional leader establishes organizational structures and processes that support the teaching and learning process, The principal that exemplifies this dimension creates a staff and orderly learning environment, provides opportunities for meaningful student involvement, develops staff collaboration and cohesion, secures outside resource in support of school goals and form links between the home and school (Murphy 1990).

Establishing a positive expectation and standard mainly comprises the view that every child can learn and achieve better if guided and aspired to success. Many research works indicate that less expectations transfer into teachers' behavior that affects low ability students, in terms of academic performance. Moreover the researchers have discovered that instructional leaders in schools with high levels of student's achievement are activity involved in defining high academic and behavioral expectations for their students and are less likely to base expectations on adult beliefs about the social characteristics of student (Brookover, and others. 1979; Wimpelberg,1986 cited in Murphy , 1990).

Researches show further that the instructional leaders' ways of viewing the school climate influences the student achievement more powerful than any other predictors. Hence, the instructional leaders should materialize the significance of the school climate into school policies and practices that reflect and define positive expectation for students in ways like placing more instructional demand on teachers; targeting interest in student achievement, establishing clearly defined comprehensive academic standard; developing standards that apply to all students (Brookover and others 1979; Brookover and Loztte, 1977; Rutter and others 1979; Teddli and String field, 1985; Wellisch and others 1978 cited in Murphy, 1990).

Visibility refers to the presence of the instructional leaders on the school and in classrooms. High visibility indicates management by walking or moving around and it has been associated by positive effects on students and teachers attitude and behavior (Casey, 1980; Clark and others, 1980; Lasey and Wayson, 1982; cited in Murphy, 1990). Even though it is very difficult to conclude, researchers generally find that instructional leaders spend more time in classrooms and on the school campus than those the average school administrators (Clark and others 1980; High and Achilles 1986; Teddlie and String field, 1985a; cited in Murphy, 1990).

Providing incentive for teachers and students is one of the aspect of the instructional leadership role in creating positive learning climate which involves setting up a work structure that rewards and recognizes teachers for their effort, instructional leaders are found to give discretionary reward to their teachers which have demotivating factor rather than motivating teachers (Boyd, 1983 and Crows on, 1981 cited in Murphy, 1990).

Instructional leaders in effective schools make sure that rewards given frequently and that they reach high percentage of students and special emphasis is given to recognizing academic excellence in sum, effective instructional leaders often establish student rewards programs that are both public in nature and closely connected in time to the behavior for which recognition is given (Wynne,1980).

2.7.4. Supervising instruction

Haughey & Mc Elwain, (1992) Defined supervision as a general leadership function that coordinates and manages those school activities concerned with learning. Other writes Glickman 1990; stress the importance of the involvement of teachers in the process. Sergiovanni (1987:105) presented a reflective model of supervision in which he proposed that since teachers vary in their goals and learning styles, supervisors should be responsible to these differences in the ways they supervise and the principal influence though, may be more indirect, creating a favorable

climate for learning; the most effective role may be supportive rather than supervise or evaluative.

Haughey & Mc Elwain, (1992) emphasize instructional supervision as a fundamental component of instructional leadership, viewing this role as imperative to improved instruction and student achievement. Haughey and Mc Elwain, (1992 ;106) point out that there is general agreement among writers that the focus of instructional supervision is the enhancement of student learning but it is in the practice of instructional supervision that they differ. These authors point out some of the areas in which researchers differ.

An area integral with all instructional leadership, or supervision models, is that planning in service training, or staff development. Well- recognized models include the work of Dagley & Orso,(1991:72) theory ,practice, feedback and coaching to application, as well as Gold hammers (cited in Dagley & orso, 1991;75) five steps of clinical supervision that include pre – observation conference, analysis of observation, post observation- conference, and planning for improvement. Glickman's (1990) educational philosophies relate to an individual's belief system and to a corresponding method of supervision.

Observing and improving instruction starts with the principal establishing trusting and respectful relationships with the school staff. Weber (1996) proposed that observations are opportunities for both the observer and the one being observed. In other words a reciprocal relationship develops, where both people involved gain valuable information for professional growth. Principals enhance the experience by emphasizing research as the foundation for initiating teaching strategies, remediation and differentiation of the lessons.

2.7.4.1. Supervisory Skills

An intelligent leadership creates an environment and situation which can lead to the achievement of goals. A proper understanding of psychology of the group is very essential to play the leadership role in an effective manner supervisor's management

success and leadership effectiveness largely depends on their supervisory skills. Singhet et al. (1996;100) remarked that a supervisor must possess the required skills. Likely, Elsbree, Mc Nally and Wynn (Cited in Glickman & et al.2005) pointed out that the classification of the professionals decision making, planning, organizing, communicating, influencing, coordinating and evaluating are helpful in comprehending the art and science of administration Katz in Sergiovanni and Starratt (1999;25) identified three basic skills upon which he believes successful supervision rest on conceptual human and technical skills. The skills are quite interdependent and intrinsically permeable to one another.

Technical Skills: Griffin (2000) viewed technical skill as specialized knowledge, analytical ability to use tools and techniques of particular tasks. Monolakes (cited in Glickman & et. al 2005) brought the surface that a major portion of time that supervisors as advisors spend with teachers is in the technical domain. He further described those supervisors as technical advisor deal with their concerns in a variety of ways.

They often serve as source of specific ideas and activities; they sometimes plan with teachers' new activities or instructional units and then actually work along the teachers in the classroom to help implement these plans. They also demonstrate techniques of activities and allow the teacher to observe and critique the episodes, they offer teachers feedback through visits classroom, followed by conferences. Technical skills as characteristic of administrative supervisory behavior and are concerned with the facility of dealing with things in school setting.

Human Relation Skills: refers to supervisors' ability and judgment in working with and through people. These skills require self understanding and acceptance and as well as consideration for others. Their knowledge base, as to Sergiovanni and Stratt (1999) include understanding and group dynamic and the development of human resources. Human relation skill as remarked by Griffin (2000) human relation

pertain to the executive's ability to work effectively as a group member and to build comparative effort in the team he leads.

Conceptual Skills: are believed to be part and parcel of professional skills that supervisors possess. Conceptual skill, according to Kats in Sergiovanni and Stratt is the facility to deal with idea. Conceptual skills pertain to the supervisors' ability to view the school, the district and the components of the school, as an organizational system, the educational program, as an instructional system and the human organization as a functioning human system. From the point of views and beliefs of authorities supervisors are expected to have a substantial breadth and depth of educational experience besides being well trained for their profession in short, the supervisor should be able to conceptualize the environment, the organization and his /her own job, so that he or she can set appropriate and relevant goals for his/her organizational achievement.

2.7.4.2. Approaches to Instructional Supervision

According to Cogan (cited in Glickman & et al, 2004) there are a variety of approaches in implementing institutional supervision. They provide options for instructional supervision to be used depending on the needs and circumstances of teachers. These are clinical supervision, collegial supervision, self directed supervision, informal supervision and inquiry based supervision.

Clinical Supervision: means a supervision that is conducted in class (school based). According to Gold hammer, Anderson and Krajewski (cited in Glickman & et al. 2004) clinical supervision is; "an approach of instructional supervision which draws its data from first hand observation of actual teaching events and involves face to face interaction b/n the supervisor and the teachers in the analysis of teachings behaviors and activities for instructional improvement."

Beach and Reinhartz (cited in Glickman & et al ,2004) indicate if schools are to improve the quality of instruction it will be at the local building level (school

based)with the teachers at the heart of improvement process. This indicates that for the improvement of instruction conducting school based supervision is very important. One of these approaches is clinical supervision. Clinical supervision focuses on the improvement of the teachers' performance through direct interaction of supervisors and teachers in natural settings. Clinical supervision is carried out through the stages of five steps that are repeated to form an ongoing cycle. The five stapes are: pre- observation conference, class observation, analysis of conference, post observation conference and post conference analysis.

1. Pre Observation Conference: involves the discussion between the supervisors and teachers before class observation. They get to know each other and the situation in which the teacher will be observed. They also exchange expectations and possible fears if any. Agreement will be reached upon the lesson that will be observed, the data to be collected, the way the data will be collected and the rules to be followed during observation.
2. Class observation: the supervisor observes the performance of the teacher and the students. He collects data on an agreed up on concerns.
3. Analysis of Observation: the data obtained during class observation is analyzed and specific points are selected to be discussed in post observation conference.
4. Post Observation conference: observations, reflections are shared and possible improvements are discussed with the teacher. They set goals for the next supervision and also develop a plan on how to achieve the goals.
5. Post Conference Analysis: At this stage the process and outcomes of the supervision activity is evaluated and reflection of one's own supervisory behavior is done.

Collegial Supervision: is defined as a “ moderately formalized process by which two or more teaches agree to work for their own professional growth, usually by observing each others' classroom, giving each others' feedback about the observation and discussing shared professional concerns.

These help teachers to share their experience without any fear among themselves at the grass root levels. Collegial supervision might take five different forms:

1. **Professional Dialogue:** enables to be involved in a guided discussion focusing on teaching as a process and thinking. It also enhances reflective practice.
2. **Curriculum Development:** Teachers can work together on such themes as how to operationalizing the existing curriculum.
3. **Peer Supervision:** is in which teachers observe each others teaching followed by analysis and discussion.
4. **Peer Coaching:** Teachers can engage in collaborative development and practice of new teaching methods and skills.
5. **Action Research:** This involves collaborative study to problems being faced and the development of the feasible solutions that results on exchanges in one's teaching practice.

Generally, collegial supervision extends supervision well beyond classroom observation. It provides a setting in which a teacher can informally discuss problems they face, share ideas, help one another in preparing lessons, exchange the tips of the devise and materials, and provide other support to one another.

Self - Directed Supervision: As Goldhammer & et al. (cited in Glickman & et al, 2004) suggested that: in self directed supervision, teachers work alone by assuming responsibility for their professional development. They might for example develop a yearly plan that includes targets or goals derived from an assignment of their own needs. The supervisions are expected to ensure that the plan and the selected improvement targets are both realistic and attainable.

Informal Supervision: is comprised of the casual encounter that occurs between supervisor and teachers. It is characterized by frequent informal visits to teachers' classrooms' conversation with teachers about their work, and other informal activities. Typically no appointments are made and classroom visits are not

announced because they are considered as normal part of the work flow of the school.

Inquiry based Supervision: According to Sergiovanni (1999:79) inquiry based supervision in the form of action research is: "options that can be represented and an individual initiative or collaborative effort as pairs (teachers working together to solve problem). Now the idea of teacher researcher is widely organized. A teacher learner is an observer, a questionnaire of his/her teaching a learner and more complete teacher," Generally the above five approaches of instructional supervision are used at the school to improve the quality of teachers instruction and to create a well concerned citizens at the national level.

2.7.4.3. Tasks of Instructional Supervision

The survey of the literature dealing with supervision, uncover many definitions and purposes and "these range from a custodial orientation to humanistic orientation" wanzare and Dacosta, (cited in Glickman & et al, 2004). Sergiovanni and Starratt (1987) believed that supervisor activities needed to include the process that includes the teachers' knowledge, skills and ability to make better informed decision as part of the supervision process. In relation to this Glickman (2004) states by using the supervision skills, supervision may promote good schools with proper utilization of five tasks of supervision. These are direct assistance, group development, professional development, curriculum development and action research. They do not only focus on technical problem solving with which they so often are associated. The supervision processing on knowledge base on supervision interpersonal skill and technical skill can use five tasks of supervision as vehicles for promoting the moral principles (compassion, wholeness, connectedness, inclusion, justice, peace, freedom, trust, empowerment, etc).

Direct Assistance to Teacher: can be used to gather classroom data on the extent to which moral principles are present in the classroom. Supervisors, mentors and coaches can work with teachers to develop observation tools to describe classroom

culture, reflect on current conditions and engage in the classroom based improvement. The supervisor gradually can increase teachers' decision making responsibility empowering teachers and thus enhancing the teachers' capacity to empower student.

Clinical supervision and peer coaching are currently the two most popular forms of direct assistance in school, but a variety of other forms are available. A few additional examples of direct assistance are: demonstrate teaching, co – teaching assistance with resource and material, assistance with student assessment, problem solving and mentoring.

Group Development: can assess and improve group culture by gathering and analyzing data on how teachers treat each other. Enhancing dialogue empathy, trust collaboration with in adult teams will improve the function of this team and ultimately affect the way teachers work with student.

Professional Development: can address teachers as whole persons, fostering their pedagogical, cognitive, emotional, legal and ethical development. It can provide teachers opportunities to enhance their teaching through learning and leading critical reflection and professional dialogue can help teachers develop the skills to actualize more principles in their classroom.

Curriculum Development: can involve teachers in infusing moral principles throughout the curriculum. Teachers can design a curriculum that can educate the whole child, teachers' compassion and justice and include all children in significant learning. Teachers can develop curriculum that can integrate learning within the school and connects academic learning with community service. Finally teachers can develop the curriculum that promotes a democratic community of learners in the present, as well as democratic and just in the future.

Action Research: can gather data to assess the gap between the community vision of good school and current reality, plan for change aimed at bridging the gap integrate the tasks of supervision to bring about change, evaluate results and revise

action plan in a cycle of continuous improvement. Only the school that becomes a central of inquiry will continue to envision a better future and continue the journey toward its vision.

2.7.5. Monitoring Instructional Program

The schools primary product is a population of graduates who have the technical and life skills they need to cope in an increasingly competitive world. Good instructional leaders need to be aware of the variety of ways in which student progress can and should be assessed. Even more importantly, principals need to use assessment results in ways that help teachers and students improve and that help parents understand where and why improvement is needed.

Assessing the instructional program is essential for improvement of the instructional program (weber,1996). The instructional management job function of mentoring student progress refers to the principals, use of test results for setting goals, assessing the curriculum evaluating instruction, and measuring progress toward school goals (Hallinger & Murphy,1985). The instructional leader initiates and contributes to the planning, designing, administering and analysis of assessments that evaluate the effectiveness of the curriculum. This continues creating of the instructional program enables teachers to effectively meet students' needs through constant revision and refinement.

2.8. Principal leadership development in Ethiopia,

Principalship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, authorities give their own argument. As indicated in kenzevich (in Ahmed, 2006) the origin of principal ship can be traced to 1515 to the time of Johann strum in USA. The position developed from classroom teachers with a few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces its origin to the introduction of Christianity about forth century A.D. Ethiopia for a very long time had found schools for the children of their adherents Teshome (in Ahmed, 2006).

However the western type of education system was formally introduced in to Ethiopia in 1908 with the opening of Menilik second school and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened. According to Ahmed the history of principal ship in Ethiopia was at its early stage was a history of dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France, Britain, Sweden , Canada, Egypt and India were assigned as school principals.

After the restoration of independence in 1941, education was given high priority which resulted in opening of schools in different parts the country. As there was not enough educated Ethiopians to teach and lead schools, most of the teachers and principals were in the elementary and secondary school of different provinces of Ethiopia during the 1930's, and 1940's. During this time Indians were given the principal-ship position which may be for their higher educational level and experiences in principal-ship.

However, the history had developed in to a new phase where Ethiopians began to replace expatriates which started in 1964. According to Teshome (in Ahmed 2006), this new phase of principal ship started with supervising principal. Such a person was responsible not only for one school but abut for the education system of the community where the school was located. From the second half of 1540's documents prove that Ethiopian school heads were directly assigned in elementary schools without competition among candidates, only educational level and teaching experience were given high priority for principal ship. After 1960, it was known that people who were graduated with BA/BSC degree in any field were assigned as schools principal or senior officer of the ministry of education. The major selection requirements were educational level and work experience Moe, 2002:42).

However, during the first few years of 1960's it was understood that those graduates of BA degree in pedagogy were directly assigned in secondary schools. On the other

hand, career structure ,promotion, advertisements that were issued from 1973 – 1976 shown that secondary school principals were those who held first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school principal should have a first degree in school administration and supervision including sufficient work experience.

To sum up, considering education as key element for economic social and technological development, many countries invest substantial amount of their national recourses for the improvement of their education. Similarly, the federal government of Ethiopia, recognizing the role of education in developing other sectors, by under taking teachers continuous professional development program and others (MoE,2002).

School improvement program in Ethiopia since the formulation of New Education and Training Policy (1994), Ethiopian government has made different educational reforms, especially in the title of education sector review.

Decentralized educational management particularly at school level, is the result of such reform. Similarly the country has been found implementing the newly launched school improvement program. It is one of the components of the General Education Quality Improvement Program (GEQIP),(MOE 2007).

The current school improvement program frame work was developed based on the result of the review of the best practices of the school all over the country, related literatures and positive experiences obtained from its pilot program implemented in 2006 (MoE,2007). The main objective of the program is to maximize student learning outcomes by improving the conditions that might have impact on it. As it was mentioned before, the program focuses on four major domains of the schools namely: improving the teaching and learning, creating conducive learning

environment , improving school leadership and enhancing community participation in school affairs. (MoE,2007: 2-3).The basic objectives of the school improvement framework and the standard set to evaluate the effectiveness of school performance in the manual are congruent with dimensions of instructional leadership discussed in this paper.

2.9. Barriers to Instructional Leadership Effectiveness

Many contextual factors negatively affect school performance. However the type as well as the intensity of the problem is not the same in every school. As Bush and Bell (2003: 12-13) assert for example, shortage of highly educated work force is found as a critical problem of those economically advanced countries, while scarcity of resources for more investment in education has created a dividing line between those developed and developing nations in the world (MOE , 2007:1).

Many situational and environmental factors other than human material or fanatical assets, can affect the operation of instructional leadership practices of any school. For instance, incompetence in educational leadership, lack of administrative skill, and commitment of those assigned as school leaders , shortage of educational materials or finance are among problems frequently cited as factors that hinder effective performance of teachers (MOE, 2007). Despite the economical, social, political or technological variation, the following elements were cited as barriers to the effectiveness of instructional leadership practice.

Lack of Skills and Training: Lack of Knowledge, skills and ability of instructional leadership, what sergiovanni (2001) calls, technical, human and educational forces are essential properties that instructional leaders have to possess. Leaders without adequate skills and training in educational leadership and professional development of teachers can do little, or not, for the improvement of learning (West Burnham and O'Sullivan, 1998; Chang, 2007).

Lack of Cooperation: from supervisor, school board and community: Teachers' cooperation is essential for effective instructional leadership. Cooperation of

students, teachers and parents could be available in school climate where the leaders exercise democratic leadership (Sergiovanni, 2001; Harris and Murjs, 2005, MOE, (2002).

Lack of Time: principals have multiple roles they play. Information overload, paperwork, too many reports, many non academic demands and work overload consume much of the principals time. Hence only principals committed to instructional improvement can choose and use their time for the enhancement of the classroom instruction and teachers development (Harris and Muijs; 2005; Sergiovanni, 2001; Chang, 2007).

Lack of Adequate Resources: Lack of adequate resources of all type and support from central offices discourages instructional leaders. Bureaucratic management that hampers timely assignment of human, financial and material resources, required can restrict the success of the schools and limits development of teachers (Bush and Bell, 2003; Dimmock, 2000).

Lack of Vision, will and Courage: Nothing affect instructional improvement more than lack of leaders will. Instructional leaders have to spend more time on improving the teaching learning, initiating changes and encouraging others to achieve educational goals. However, lack of vision, will and courage could hinder the effectiveness of leaders' performance (Sergiovanni, 2001, MC Ewen, 2003).

Summary

Schools as educational institutions play a significant role in the intellectual and personal growth of students. School principals should focus on this objective to achieve excellence in education. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, student and the curriculum. The significance of instructional leadership is that, it ensures the ongoing access of all students to high quality teaching and learning to achieve curriculum outcomes. The principal as an instructional leader, the principal is the focal person in the school to bring about and exercise all condition that characterizes effective school. Thus principals' primary role as an effective instructional leader is to promote the learning and success of all students. The school principal can accomplish this by focusing on learning, engaging collaboration, using data to improve learning, providing support and aligning curriculum, instruction and assessment. Different authors identify five essential domains of instructional leadership on effective school principal should exercise. These are defining and communicating school mission, managing curriculum & instruction, promoting a positive school learning climate, supervising instruction and monitoring instructional program.

The development of educational system of Ethiopia had a long history from traditional to the modern one, during early times the education system was led by foreigners and a step by step replacement by Ethiopians took place. Ethiopian government has made huge investment on education since the formulation of the new education and training policy in 1994. Schools are now implementing school improvement program aimed at maximizing student learning outcomes.

Many contextual factors affect school performance. Despite the economical, social, political or technological variation elements such as lack of skill and training, lack of cooperation, lack of time, lack of adequate resources and lack of vision will and vision cited as barriers to the effectiveness of instructional leadership practice.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The main purpose of this chapter was to provide an overview of the basic research design and method used to conduct this study. The overview comprises the research design employed, data sources, sample and sampling techniques, data collection instruments and procedures and methods of data analysis.

3.1. Research Design

The research design used in this inquiry was a comparative study. The method employed was descriptive survey design. On the assumption that it is appropriate when a researcher wants to compare relevant information of the study (Best and Kahn, 2005:95). This is because the intension of the study was to assess instructional leadership practices of principals in government and private secondary schools in Arada Sub City of Addis Ababa. Moreover, descriptive survey design was found to be suitable in that it helps to gather a large variety of data related to a problem under study.

In addition, according to Keeves (1990), descriptive method of research is a fact finding study with adequate and accurate interpretation of the findings. Besides qualitative method of research was employed that involves with semi-structured interviews, open-ended questionnaire, focus group discussions and observation check lists. In addition to this, quantitative research method was also used for numerical data that is obtained from close – ended questionnaire.

3.2. Sources of Data

Both primary and secondary sources were consulted to collect data for the inquiry. Accordingly, first hand information was collected from teachers, department heads, student representatives, vice principals, principals and supervisors since they are the primary agents of instructional process and front line responsible bodies for the overall

instructional duties going on in the school. Furthermore, information was secured from secondary sources, from documents mainly books, journals, articles, statistical information and reports from educational bureaus concerning instructional leadership in secondary schools.

3.3. Sample and Sampling Technique

In Arada Sub City there were 10 government and 12 private secondary schools. Out of this 3 government and 3 private schools were selected on the basis of purposive selecting technique. This method was used in order to focus on those schools dealing with Grade 9 & 10 program. Accordingly, the government secondary schools were Tikur Anbessa, Agazian No. 3 and New Era and the private secondary schools were Cathedral, Future Hopes and Jiva.

Regarding respondents, sample of teachers were selected and included in the sample on the basis of proportionate simple random sampling, but school leaders (principals and vice principals) were included on the basis of availability sampling technique. More specifically, from each government and private secondary school samples, 3 principals, 6 vice principals and 18 department heads were taken for the study. All principals and vice principals were taken as respondents because of the manageability of their number and the key role they have in instructional leadership. Out of the 36 department heads, in each school settings 18(50%) were taken randomly. Out of the 10 Woreda supervisors, 5(50%) were also selected randomly for an interview.

On the other hand, from the sample government schools, out of the total population of 154 teachers, 51 (35%) and from sample private secondary schools, out of the total population of 85 teachers, 30 (35%) were selected for the study by simple random sampling technique.

In addition to this, 120 students were selected from both groups of schools proportionally for focus group discussion by systematic purposive sampling to address

both male and female students in grade 9 and 10 playing active role in the teaching learning process.

Table 3.3.a: Total Population of the Sample Study secondary schools

Type of School	Name of School	Principal	Vice Principal	Department Head	Teachers	Total Students
Gov.	Tikur	1	2	11	677	1301
	Anbesa					
	Agazian	1	2	11	45	775
	New Era	1	2	11	32	599
Total		3	6	33	154	2675
Private	Radical	1	2	11	43	371
	Jiva	1	2	11	22	100
	Future Hops	1	2	11	20	201
Total		3	6	33	85	672

Table 3.3.b: Summary of Total Population and Sample Size

Type of School	Total Population					Sample Population									
	Students	Teachers	Dept Heads	V. Prin.	Princ	Students	%	Teach	%	Dept head	%	V. Princ	%	Prin	%
Government	2675	154	33	6	3	60	2.4	51	35	18	54	6	100	3	100
Private	672	85	33	6	3	60	8.9	30	35	18	54	6	100	3	100
Total	3347	239	66	12	6	120	11.3	81	70	36	54	12	100	6	100

3.4. Data Gathering Instruments

Four instruments were used in the process of gathering the necessary data for the study. These are questionnaires and interviews, document analysis (observation check least and focus group discussion. This is because using more than one data gathering instrument is advised to assure the reliability of the data (Yalew, 2009).

3.4.1. Questionnaires

Questionnaire were utilized to collect sufficient information for descriptive survey structured with open and close ended type. A 5 point Likert scale items were prepared

and administered for the selected respondents. Close – ended questionnaire are important to gather straight forward information where as open –ended questionnaires are important for respondents to express their feelings, perceptions, and problems with their own words. The instrument was employed to collect data from principals, vice principals and supervisors.

The questionnaire consists of three parts. The first part of the questionnaire contained the background information of the respondents, part two deals on dimension of instructional leadership and part three on factors that affect instructional leadership practices and possible solutions.

3.4.2. Interviews

Interviews were used as a source of data gathering tools, so as to strengthen the responses obtained through questionnaires. According to Best and Kahn (2005) the major way in which qualitative evaluators seek to understand perception, feeling and knowledge of people in certain program is through interview. However, interviews are found to be important instruments to perceive peoples' awareness and attitudes from their words and gesture.

The researcher initiated the interviewees (i.e principals and woreda supervisors) with back ground questions and 6 semi structured interview guide questions. Items in the interviews reflect instructional leadership practices of secondary school principals.

3.4.3. Focus Group Discussion (FGD)

Focus group discussion was used in this study because it is an efficient and interesting way of gaining insight into two ways in which people share their knowledge and argue their different point of views (Best and James, 2004:142). Six FGD guiding questions were prepared for students related with instructional leadership roles of principals. The discussion was designed with the direction of group roles and duties. The number of participants, were 60 students from government schools and 60 students from private

schools, selected from grade 9 and grade 10 proportionally. In government schools there were 6 groups each group comprising 10 members representing both sexes. The same arrangement was carried out in private secondary schools. The discussion was conducted for 2 hours on average with each group.

3.4.4. Observation Checklist

Observation checklist containing nine items that enables to focus on issues related to instructional leadership practices of the principal, were prepared and administered. Accordingly, pertinent documents showing such as rules, regulation, duties and responsibilities, strategic plans of the schools, student achievements, CPD, participation of PSTA, availability of instructional resources were critically observed in each sample school to supplement the data obtained through other means.

3.5. Procedures of Data Collection

The data collection was carried out following two stages. Initially before the questionnaire was administered, pilot study was conducted at Betelhem Secondary School (government) and Abune Gorgorios secondary School (Private).

A pilot test is a method used to test the design and or methods and instruments prior to carrying out the research. Pilot testing involves conducting a preliminary test of data collecting tools and procedures to identify and eliminate problems, allowing programs to make corrective changes or adjustments before actually collecting data from the target population. This effective practice describes advantages of pilot testing, lists simple procedures to pilot test instruments, and provides additional resources, (Baker, 1994:182).

As a result the instruments of data collection were pilot tested in two schools from the non sampled schools. The participants of the pretest were first informed about the objective of the pilot test and how to fill, evaluate and give feedback on the relevance of the contents, items, type of questions, lay out, etc of the questionnaire. Based on their reflections, the instruments were improved before they were administered to the main

participants of the study. Thus some relevant items were used few are removed, some modified. Lengthy items were shortened and unclear items were paraphrased. After the necessary amendments were made the final copies were distributed to be filled by the respondents of the main study.

3.6. Method of Data Analysis

The gathered data were first checked and coded, classified and tallied in the respective group of schools. Following that, the data of each group were arranged and organized in tables and variables. The analysis of the data was undertaken in accordance with the basic research questions designed for the study. This research study employed different data analysis techniques depending on their appropriateness. Consequently data collected from the respondents were analyzed by statistical tools using SPSS – 20 version program. To analyze and interpret the quantitative data the common descriptive techniques such as percent, mean, mode and standard deviation were employed.

Percentage was used for interpreting the characters of respondents. Mean, mode and standard deviation was used for organizing and summarizing sets of numerical data collected by Likert type scale in the questionnaire. In addition to this, t-test at level of 0.05 significance scale was used to determine the difference between the responses of the two sample groups.

Finally the qualitative data or the information collected through open ended items, semi-structured interviews, focus group discussions and observation check-lists were analyzed to validate the quantitative data.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

This part of the study deals with the presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews, focus group discussions and observation checklist on instructional leadership practice of principals in government and private secondary schools.

4.1. Characteristics of Respondents

Table 2a - Sex and Age of Respondents

Item	Category	Gov. schools								Private schools							
		principal		v/principal		Head		teacher		principal		v/principals		head		Teacher	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex	Male	3	100	4	66.7	13	72.2	35	68.6	3	100	5	83.3	11	61.1	17	56.7
	Female	0	0	2	33.3	5	27.8	16	31.1	0	-	1	16.7	7	38.9	13	43.3
Total		3	100	6	100	18	100	51	100	3	-	6	100	18	100	30	100
Age	20-29	-	-	-	-	12	66.7	40	78.4	-	-	2	33.3	9	50	27	90
	30-39	1	33.3	4	66.7	6	33.3	8	15.7	-	-	4	66.7	6	33.3	1	3.3
	40-49	1	33.3	-	-	-	-	2	3.9	2	66.7	-	-	3	16.7	1	3.3
	50 and above	1	33.3	2	33.3	-	-	1	2	1	33.3	-	-	-	-	1	3.3
	Total	3	99.9	6	100	18	100	51	100	3	100	6	100	18	100	30	99.9

As can be seen from table 2a, there were no female principals in sample schools of both government and private schools. As to the vice principals 4 out of 6 were male and 2 out of 6 were female in government school. Whereas in private schools 5 out of 6 were male and 1 out of 6 was female. 13 (72.2%) of the department heads were male and 5 (27.8%) were female in the government school. 11 (61.1%) of the department heads were male and 7 (38.9%) were female in the private schools. In the government school teachers 35 (68.6%) were male and 16 (31.4%) female, whereas in private school teachers 17 (56.7%) were male and 13 (43.3%) were female. Thus, this indicates that the participation of females on the instructional leadership position is less in private schools as compared to the government schools. This means females are encouraged to play a

role on leadership position in government schools where as this opportunity is rare in private schools.

With reference to age of respondents, the greater majority about 40 (78.4%) of teachers in the government school and 27 (90%) of the teachers in private school were in the age category of 20-29. This shows age similarity of the majority of teachers in both groups. Four of the vice principals were between 30-39 years old in both government and private schools. Only one of the principals was under the age category 50 years and above in government school and two of the principals were in the age category 40 -49 years. Hence, majority of the work force in both school groups were so young that they need to be properly guided to make them effective.

Table 2b - Educational Qualification of Respondents

Category	Gov. schools								Private schools							
	principal		v/principal		Dept.Head		teacher		principal		v/principals		Deot.head		Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BA/BSC	3	100	6	100	17	94.4	46	90.2	2	66.7	6	100	18	100	29	96.7
MA/MSC	-	-	-	-	1	5.6	5	9.8	1	33.3	-	-	-	-	1	3.3
Total	3	100	6	100	18	100	51	100	3	100	6	100	18	100	30	100

Regarding the characteristics of respondents in terms of educational qualification shows that all of the principals and two out of the three principals were first degree holders in government and private schools respectively. Only one of the respondents in private school principals had second degree.

As it can be seen from the data in the above table (2b) most of the principals were first degree holders. However, a blue print of TDP (MOE, 2007; 30-31) has stated that the academic qualification required for secondary school principalship is a second degree. Most of the principals did not fulfill this standard both in government and private schools. The key element of school leadership is the principal. Without well qualified principal the goal of achieving high standard of educational plans will be threatened (Mc Ewen, E.k 2003:57). Seventeen (94.4%) of department head respondents and (100%) of department head respondents possess first degree in government and private

schools respectively. Forty six (90.2%) of government school teacher respondents owned their first degree and the rest 5 (9.8%) owned second degree. Twenty nine (96.7%) of private school teachers respondents owned first degree and only one owned second degree. This indicates that the minimum level of qualification was first degree in both groups of sample schools. However the data shows a clue of better opportunity for teachers to possess second degree in government schools as compared to private schools.

Table 2c-Field of Specialization of Respondents

Category	Gov. schools								Private schools							
	principal		v/principal		Head		teacher		principal		v/principals		head		teacher	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
EdAd	-	-	2	33.3	3	16.7	1	2							2	6.7
EdPM	-	-	-	-	1	5.6	2	3.9								
PEDAGO	1	33.3	-	-	2	11.1	10	19.6	2	66.7	1	16.7	1	16.7	3	10
G sc.									1	33.3	2	33.3	2	11.1	4	13.3
OTHERS	2	66.7	4	66.7	12	66.7	38	74.5	-	-	5	83.3	15	83.3	21	70
TOTAL	3	100	6	100	18	100	51	100	3	100	6	100	18	100	30	100

Regarding area of specialization of respondents, the data on the part of the principals reveal that 2 of the three were from other subject area and only 1 was from pedagogical science in government schools. Of the private school principal respondents, 2 of the three were graduated in educational planning and management and 1 was from pedagogical science. 2 out of the 6 government school vice principals were graduated in educational administration and 4 (66.7%) of the respondents specialized in other fields. In private school vice principal respondents 1 was graduated in educational planning and management, 2 out of the 6 were graduates from educational administration field and the rest 3 out of the 6 were in other subject areas. As the data shows the majority of schools are not headed by EdPM graduate principals both in government and private schools, even though the tendency of being led by such principals seems to be better in private schools. Concerning the area of specialization of principals the blue print of TDP (MOE, 207:60) has stated that the school principal need to have adequate knowledge, skills and attitude in the area of educational administration and management. The researcher also argues that principals with no

clear understanding of theories and principles in the field of educational planning and management will contribute no or little to instructional leadership effectiveness.

Table 2d – Current Position and Work Experience of Respondents

Category	Gov. schools								Private schools							
	principal		v/principal		Head		teacher		Principal		v/princip als		head		Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
principal	3	100	-	-	-	-	-	-	3	100	-	-	-	-	-	-
v/principal	-	-	6	100	-	-	-	-	-	-	6	100	-	-	-	-
Dep. Head	-	-	-	-	18	100	-	-	-	-	-	-	-	-	-	-
teacher	-	-	-	-	-	-	-	-	-	-	-	-	18	100	-	-
TOTAL	3	100	6	100	18	100	51	100	-	--	-	-	-	--	51	100
5 & bellow					7	38.9	26	51	3	100	6	100	18	100	30	100
6-10			2	33.3	5	27.8	17	33.3			1	16.7	1	5.6	12	40
11-15			1	16.7	6	33.3	5	9.8			2	33.3	10	55.6	13	43.3
16-20			1	16.7			1	2			3	50	6	33.3	4	13.3
21-25							1	2					1	5.6		
26 & above	3	100	2	33.3			1	2	1	33.3					1	3.3
TOTAL	3	100	6	100		100	51	100	3	100	6	100	18	100	30	100

With regard to work experience the data in the above table shows that the teacher respondents in government schools 26 (51%) had a teaching experience of 5 years and below; 17 (33.3%) had 6-10 years and the rest had more than 11 years of service in teaching. On the other hand teacher respondents in private schools 13 (43.3%) had a teaching experience of 6-10 years; 12 (40%) had an experience of 5 years and below and the rest had more than 10 years of service. The data indicates that most of the teachers in government schools are less experienced than those in private schools. This might be due to the fact that, private schools attract experienced teachers with better payment.

In sum, the data from table 2a, through table 2d indicates that the characteristics of the majority of the secondary school teachers of the two samples, there was no significant difference in age, qualification, service years and profession. Government school female teachers and principals had better opportunity of being in leadership position. Females' position in leadership position was not proportional in private schools and

principals lack experience and training in educational administration in government schools.

4.2.1. Instructional Leadership Dimensions

4.2.1.1. Defining and Communicating School Mission

This dimension is concerned with how the schools define their mission that directs towards effective instructional leadership, and contributes to a positive school climate. According to Weller and Hartley (1994:25), schools that are improving in learning achievement have mission statements that focus on curricular and instructional goals. These goals become the frame work for everything the school does and are translated to a vision of excellence. The visionary instructional leadership provides teachers and learners with an overall sense of purpose and what responsibility is expected of them.

Therefore defining and communicating school mission items that describe the dimension were presented to the group of respondents in both government and private secondary schools. All items were set to elicit the practices of instructional leadership in the schools. Respondents were asked to rate from "always" to "Never at all" depending on the degree of performance or implementation of each item.

In analyzing this dimension, based on principle of rounding off, the mean which is probably more important measure to describe the extent of practices were interpreted as: $\text{Mean} \geq 4.5$ very high; $3.5 \leq \text{Mean} < 4.5$ high; $2.5 \leq \text{Mean} < 3.5$ Moderate; $1.5 \leq \text{Mean} < 2.5$ Low and $\text{Mean} < 1.5$ very low practiced. Moreover, an independent sample t-test was used to check whether the difference between means of samples is statistically significant due to respondents' position: government and private schools. In the analysis, the calculated t value was compared with the tabulated t value ($t_{\text{critical}}=1.96$ at $\alpha=0.05$ level of significance and $df=133$). The mean values were used to decide the degree of implementation of each item and or the dimension.

Table 3-Rating on the extent to which principals define and Communicate School mission

No	Item The extent to which leaders in my school under go through the following tasks as instructional leader...	Respon dents	Responses				
			N	mean	sd	t-test	P value
1	Develop a school wide mission focused on student learning	Gov.	78	3.18	.477	1.041	.300
		Pr.	57	3.09	.544		
2	Promote stakeholders participation in goal setting	Gov.	78	3.05	.318	-2.924	.540
		Pr.	57	3.28	.526		
3	Communicate the school academic goals with students, teachers, parents and the community	Gov.	78	3.08	.504	-.276	.783
		Pr.	57	3.11	.646		
4	Allocate resources required for the accomplishment of instructional goals	Gov.	78	3.10	.524	-1.400	.164
		Pr.	57	3.23	.501		
5	Use need assessment to secure staff input to mission development	Gov.	78	3.04	.340	1.803	.424
		Pr.	57	3.11	.557		
6	Develop mission that is achievable and easily understood by the school community	Gov.	78	3.08	.477	0.633	.128
		Pr.	57	3.02	.612		
7	Use student achievement data when developing school goals.	Gov.	78	2.79	.567	-4.643	.000
		Pr.	57	3.25	.544		
8	Articulate the school mission which gives priorities to instructional process	Gov.	78	3.10	.524	-1.877	.063
		Pr.	57	3.28	.559		
	Average	Gov.	78	3.090	.484	-.245	.202
		Pr.	57	3.114	.563		

N.B: Extent of the practice: Mean ≥ 4.5 very high

1.5 $\leq$ Mean < 2.5 Low

3.5 $\leq$ Mean < 4.5 high

Mean < 1.5 very low

2.5 $\leq$ Mean < 3.5 Moderate

Item 1 on table 3 is about the development of a school wide mission focused on student learning by the principal as an instructional leader. The calculated mean of government school respondents was 3.18 while private school respondents' score was 3.09. This score revealed that principals' performance is moderate in both groups. This means principals sometimes develop school mission focused on student learning. The t-test for significance was also employed. The t-test value for item 1 was 1.041 which is less than the t-critical (1.960). This shows that there is no statistically significant difference between the responses of the two groups of respondents.

As depicted in item 2 of table 3, the calculated mean score of government school respondents was 3.05 while that of private school respondents was 3.28. This indicates

that private school principals promote stakeholders participation in goal setting better than the government principals do. The t-test value obtained for item 2 was -2.924 which is greater than the t-critical (1.96). This confirms that there is statistically significant difference between government and private schools in promoting stakeholders participation in goal setting. Similarly the interview conducted with principals and supervisors and also responses obtained from students' focus group discussion confirmed that there is relatively strong bond between private schools and parents than in government schools.

With regard to communicating the school academic goals with stakeholders and resource allocation, item 3 in table 3, rated with mean value 3.08 and 3.11; item 4, 3.10 and 3.23 for government and private school principals respectively. The t-test value for item 3 and 4 (.276 and -1.400) respectively which was less than the t-critical (1.960). This showed that there was no statistically significant difference between the mean values of responses of the two group respondents. This indicates that principals of both government and private school perceive the tasks in a similar way.

As can be seen in the above table item 7, considering the use of student achievement data when developing school goals was performed better by private school principals than those in government schools, with mean values 3.25 and 2.79. Item 6 of table 3, regarding development of achievable and understandable mission by the school community, both government and private schools were rated with mean value of 3.08 and 3.02 respectively. This implies that they carry out the task in a similar way. As in item 5 of table 3, the calculated mean score of government school respondents was 3.04 while private school respondents mean score was 3.11. This score revealed that private school principals make need assessment to secure staff input to mission development better than the government principals do. In this case, the t-value was 1.80 which is less than t-critical (1.96). This shows that there is no statistically significant difference between the responses of government and private school respondents.

As to the necessity of need assessment which is the base for school based staff development, Latchem and Lockwood (1998:29-34) have asserted a critical that "staff

development makes sense only when a clear need has been identified" and school leaders have role and are able to do so.

In the developing of mission that is achievable and easily understood by the school community(item 6) ,respondents rated government and private schools with mean scores (3.08 and 3.02) respectively indicating that principals in government schools had performed better in this aspect as compared to those in private schools. Item 8 of table 3, which deals with task of principals in articulating the school mission which gives priorities to instructional process, government schools were rated with mean value 3.10 and private school group with mean value 3.28. This indicates that leaders in private schools give due attention to instructional processes in articulating the school mission.

The interviews made with principals, supervisors and also reports of document analysis supported the presence of a well organized and written vision and mission of each school. But opinion obtained from student focus group discussion pointed out that, the communication method of the mission that the schools used was poor. Nevertheless, the overview of the average mean value this dimension showed that the practices of the instructional leaders of both school settings had significant difference in promoting stakeholders participation, use of need assessment & students' achievement data, private schools performing better and were more or less similar in the rest of the items indicated under this dimension.

4.2.1.2. Managing Curriculum and Instruction

Managing curriculum and instruction is one of the activities of instructional leaders. It refers to the provision of opportunities for staff collaboration on the alignment of curriculum for standards and achievements. In this case the principal is expected to work with teachers to coordinate curriculum and provide the necessary assistance for teachers on instructional issues.

With this regard, twelve questions were administered to gather the perceptions, views and opinions of respondents in sample government and private schools. The data collected through the five point scale was interpreted as indicated in the table below.

Table 4 –Respondents view on principals' practice in managing curriculum and instruction

No	Item Principals in my school.....	Resp onde nts	Responses				
			N	mean	sd	t-test	P value
1	Safe guard the instructional time from wastage by announcements, meetings, trainings etc.	Gov.	78	3.23	.784	-4.224	.000
		Pr.	57	3.77	.707		
2	Control class size for effective instructional process	Gov.	78	3.27	.856	-1.39	.891
		Pr.	57	3.26	.768		
3	Schedule co-curricular activities in support of the formal teaching – learning process.	Gov.	78	3.40	.779	2.363	.020
		Pr.	57	3.09	.714		
4	Participate actively in the review of curriculum materials.	Gov.	78	3.10	.891	-1.137	.034
		Pr.	57	3.12	.678		
5	Assess the relationship between the school curricular objectives and the school achievement tests.	Gov.	78	3.37	.758	-1.893	.061
		Pr.	57	3.61	.701		
6	Ensure the timely allocation of human, material and financial resources, necessary for instructional process	Gov.	78	3.59	.797	-.351	.726
		Pr.	57	3.63	.587		
7	Conduct continuous supervision in the school	Gov.	78	3.23	.836	-1.410	.161
		Pr.	57	3.42	.680		
8	Be available in the school compound during instructional time and conduct formal and informal classroom observation on regular bases with the necessary feed back to improve instruction.	Gov.	78	3.27	.750	-3.737	.000
		Pr.	57	3.68	.540		
9	Promote quality instruction by conducting teaching conference.	Gov.	78	3.00	.822	-1.296	.197
		Pr.	57	3.18	.710		
10	Check the standards and curriculum coverage of the exams.	Gov.	78	3.15	.740	-1.841	.068
		Pr.	57	3.19	.701		
11	Plan the activities of professional development to improve classroom instruction	Gov.	78	3.23	.772	.683	.496
		Pr.	57	3.14	.743		
12	Discuss with teachers academic progress of students based on test results	Gov.	78	3.28	.804	-1.729	.086
		Pr.	57	3.50	.601		

N.B: Extent of the practice: Mean $\geq$ 4.5 very high

1.5 $\leq$ Mean < 2.5 Low

3.5 $\leq$ Mean < 4.5 high

Mean < 1.5 very low

2.5 $\leq$ Mean < 3.5 Moderate

As it was indicated in item 1 of table 4, the calculated mean score of government school respondents was 3.23 while private school respondents mean score was 3.77, this shows that private schools were rated high, indicating that they were in a better position in safe guarding instructional time from wastage by meetings, trainings and announcements, as compared to government schools. The t-value computed for this item was -4.224, which is greater than the t-critical (1.96). This shows that there is statistically significant difference between the responses of the two groups of respondents.

In controlling class size for effective instructional process (item 2 of table 4) government schools and private schools more or less are at the same status as the mean value scores (3.27 and 3.26) indicate respectively.

Furthermore, activities like reviewing of curriculum materials, promoting quality education by conducting teaching conference and checking the standards and curriculum coverage (item 4,9&10) of table 4 were least rated in this dimension as can be perceived from the mean values stated. The t-values obtained for the items were (-1.13, -1.29 and -1.84) respectively which was less than the t-critical (1.96). This shows that there is no statistically significant difference between the responses of government and private schools respondents. As shown in item 6 of table 4, the extent of timely allocation of human, material and financial resources was rated high with mean values (3.59 and 3.61) for government and private schools respectively. Conducting supervision in government and private schools was rated moderate with mean values (3.23 and 3.42) respectively.

In item 3 of table 4, principals' activity in scheduling co-curricular activities in support of the formal teaching-learning process was rated with mean values (3.40 and 3.09) for government and private schools respectively. The t-test value for item 3 was 2.36 which was greater than t-critical (1.960). This shows that there is statistically significant difference between the responses of the two groups of respondents indicating that co-curricular activities are well practiced in government schools than in private schools.

In assessing the relationship between the school curricular objectives and the school achievement tests (item 5 of table 4) the calculated mean value of government school respondents was moderate (3.37) where as that of private schools was high (3.61). This indicates that instructional leaders in private schools check whether co-curricular activities were in line with the school achievement tests or not. The t-test employed for this item was 1.893 which is greater than the t-critical, showing that there is statistically significant difference between the responses of government and private schools.

Item 8 of table 4 was rated with mean values (3.27 and 3.68) for government and private schools respectively, indicating that principals in private schools were frequently available in the school compound during instructional time better than principals in government schools do. This shows that principals exercised formal and informal class room supervision with the necessary feedback so as to improve the teaching learning process in private schools. The t-value obtained for this item was (-3.737) which is greater than the t-critical (1.960). This shows that there is statistically significant difference between responses of government and private school respondents.

In discussing academic progress of students with teachers, based on test results (item 12 of table 4), government schools were rated moderate with mean value (3.28) while private schools were rated high with mean value (3.50). This shows that instructional leaders in private schools analyze test achievements so as to ensure academic progress of students.

As can be seen from the data, respondents in government and private schools showed more or less similarities, on activities of instructional leaders such as reviewing curriculum materials, timely allocation of resources, conducting supervision and planning the activities of professional development to improve classroom instruction.

On the other hand, significant differences were observed in activities such as, safe guarding instructional time, programming co-curricular activities in support of the instructional process, an attempt to harmonize school curricular objectives and achievement tests, following the instructional process being available in the school

compound and communicating the academic progress of students with teachers based on test results.

When we see the overall dimension, the evaluation on managing curriculum and instruction, most of the items were rated as a moderate performance in government and private schools. However, in the dimension of managing curriculum and instruction, instructional leaders' in government schools are performing less as compared to leaders in private schools as the mean values of most of the items in table 4 indicate with the exception of items 2,3 and 11. Opinion gathered from majority of the principals and supervisors and from focus group discussions of students supports the existence of the above difference between the two groups of schools.

4.2.1.3 Promoting a Positive School Learning Climate

Table 5.1 Respondents' rating on protecting instructional time & promoting professional development by school leaders

No	Item	Respondents	Responses				
			N	mean	sd	t-test	P value
1	Make teachers to use instructional time for teaching and practicing new skills and concepts	Gov.	78	3.44	.731	-2.062	.041
		Pr.	57	3.68	.631		
2	Provision of guidance to late comers, early leavers and absentee students and teachers	Gov.	78	3.71	1.065	-.653	.515
		Pr.	57	3.81	.766		
	Promote professional development.....						
3	Support the use of skills acquired during the in service training in classroom.	Gov.	78	3.65	.621	1.466	.145
		Pr.	57	3.49	.658		
4	Arrange time for staff meeting to promote teachers share ideas	Gov.	78	3.49	.917	.261	.040
		Pr.	57	3.35	.851		

8: Extent of the practice: Mean ≥ 4.5 very high
 3.5 $\leq$ Mean < 4.5 high
 2.5 $\leq$ Mean < 3.5 Moderate
 1.5 $\leq$ Mean < 2.5 Low
 Mean < 1.5 very low

As it can be seen in item 1 table 5.1, respondents were asked to rate the extent to which the instructional leaders make teachers to use instructional time for teaching. Respondents in government schools rated moderate with a mean of 3.44 and private schools rated high, with mean score 3.68. This indicates that instructional time was well protected in private schools than in government schools. In item 2 table 5.1 the

provision of guidance to late comers, early leavers and absentee students and teachers was rated high with a mean score of (3.71 and 3.81) for government and private schools respectively indicating that there was awareness creation towards protection of instructional time in both groups.

Students were asked to discuss on the extent to which instructional time was protected in their schools. Principals and supervisors too, were interviewed with the same questions. Responses collected concerning this issue from principals, supervisors and students by conducting interviews and focus group discussions strongly support the fact that instructional times were wasted because of unplanned meetings, trainings and one or two days before and after public holidays mainly in government schools. The t-value of protecting an instructional time was (-2.062) which is greater than the critical value (1.96). This shows that there is statistical difference between the two groups of schools at 0.05 significant level. This again implies that protection of instructional time is moderate in government schools and it is high in private schools.

It has been found that protection of instructional time is an important norm of influence on the behavior of teachers. Joyce and Showerce (1995) found however, that teachers' innovation is possible only when teachers who try new practices released from competing demand on their time. With regard to meetings, Hord (1988:9) warns that what teachers need is more time for instruction and less for meetings. He found that valuing and protecting instructional time is a key element for principals' leadership practice in the professional learning community. Similarly as the data collected revealed, principals were unable to protect instructional time from wastage.

As indicated in item 3 of table 5.1, concerning support on the use of skills acquired during the in service training in classroom, the calculated mean of government school respondents was high (3.65) where as that of private school respondents was moderate (3.49). This indicates that principals' support on the use of skill acquired during the in service training in classroom seems to be high in government secondary schools and moderate in private schools. This shows that principals in government school implement

CPD program in a better way as compared to those in private schools. As to item 4 of table 5.1, in arranging time for staff meeting to promote teachers share ideas mean value obtained was (3.49 and 3.35) for government and private schools respectively, this indicates that government school principals create conducive environment for teachers to share ideas so as to promote professional development. Thus, we can see similarity between government and private school in items 2 & 4 where as they differ in items 1 & 3.

Table 5.2 Respondents Perception on Maintaining Visibility of principals

No	Item Principals in My School.....	Respo ndents	Responses				
			N	mean	sd	t-test	P value
1	Participate in extra co-curricular activities.	Gov.	78	3.27	.750	1.040	.300
		Pr.	57	3.16	.492		
2	Tutor or provide direct instruction to classes	Gov.	78	3.27	.817	-1.101	.273
		Pr.	57	3.42	.775		
3	Take time to talk informally with students and teachers	Gov.	78	3.42	.861	1.307	.194
		Pr.	57	3.25	.714		
4	Create opportunities for stakeholders to discuss on school affaires so as to contribute for the enhancement of the instruction	Gov.	78	3.14	.768	-.672	.503
		Pr.	57	3.23	.708		
	Average	Gov.	78	3.275	.799	-.353	.297
		Pr.	57	3.33	.706		

N.B: Extent of the practice: Mean $\geq$ 4.5 very high

1.5 $\leq$ Mean < 2.5 Low

3.5 $\leq$ Mean < 4.5 high

Mean < 1.5 very low

2.5 $\leq$ Mean < 3.5 Moderate

In item 1 of table 5.2, the extent of participation in extra co-curricular activities was rated moderate both in government and private schools with mean values (3.27 and 3.16) respectively. However this activity seems to be better in government schools than in private schools. Tutoring or providing direct instruction to classes indicated on item 2, table 5.2 was carried out in a better way in private schools than in government schools as mean value (3.27 and 3.42) shows respectively. On the other hand the mean values (3.42 and 3.25) of item 3 table 5.2 reveals that government schools take considerable time to discuss informally with students and teachers than the private school principals do.

Concerning the attempt to create opportunities for stakeholders to discuss on school affairs so as to contribute for the enhancement of the instruction, item 4 of table 5.2, mean values obtained (3.14 and 3.23) for government and private schools respectively, indicates that the participation of stake holders in the process of teaching and learning was relatively promising in private schools than in the government ones. The responses obtained from majority of the principals through interviews and focus group discussions conducted by students also strengthen the result obtained.

As it can be seen from table 5.2 both government and private schools performed all the items moderately. However they differ in government schools being better at items 1&3 and private schools at items 2&4.

In addition to this, concerning visibility, in the open ended questions most of the principals reported that, they were not frequently visible in the school compound as well as in the classroom due to meetings or workloads. Among the guide questions forwarded to students for focus group discussion, one was on the degree of visibility of principals in the school compound. Almost all of the government school students expressed their opinion saying that "school principals were not visible to give feedback to issues raised by students related to the teaching learning process". The majority of private school students agreed that their principals frequently visit classrooms and give the necessary feedbacks, where as few of them confirmed that the visibility of the principals was not satisfactory. The t-test employed for significance revealed that there is no statistically significant difference between government and private school in rating all the items of the sub-dimension. The analysis of this concept may tell us that the extent of gap between the schools was commonly understood by respondents of both government and private school.

Table 5.3 Views of Respondents on Provision of Incentives by principals

No	Item Principal in my school.....	Respon dents	Responses				
			N	mean	sd	t-test	P value
1	Reward special efforts of teachers, students and even parents.	Gov.	78	3.08	1.029	-	3.161
2	Reinforce excellent practices of performances of teachers during staff meetings, public gatherings, newsletters or memos.	Pr.	57	3.51	.539		
		Gov.	78	3.29	.824	-	1.865
		Pr.	57	3.51	.504		
3	Honor students for best academic achievements, behavioral changes or any valuable contribution	Gov.	78	3.60	.811	-	-.236
		Pr.	57	3.63	.616		

N.B: Extent of the practice: Mean ≥ 4.5 very high

3.5 $\leq$ Mean < 4.5 high

2.5 $\leq$ Mean < 3.5 Moderate

1.5 $\leq$ mean 2.5 $<$ Low

Mean < 1.5 very low

The other sub dimension depicted in items 1, 2 and 3 of table 5.3 was on how instructional leaders provide incentives for teachers, students and even parents for their special effort. As can be seen from the mean score results of items (1, 2 and 3) of table 5.3, instructional leaders in private schools perform better than those in government schools.

As indicated in item 1 table 5.3, the extent of reward for special efforts of teachers, students and even parents was rated moderate and high with mean values (3.08 and 3.51) for government and private schools respectively. This may reveal that the main stakeholders are acknowledged for any special improvement they show in private schools better than in government schools.

Reinforcement of excellent practices and performances of teachers during staff meetings, public gatherings, newsletters etc. in government schools was rated moderate with mean value (3.29) while this was rated high with mean value (3.51) in private schools. This shows that private school leaders consider any special improvements and provide incentives so as to retain employees better than what is going on, in government schools.

As depicted in item 3 of table 5.3, the degree of principals practice in honoring students for best academic achievements, behavioral changes or any valuable contribution was

rated high in both government and private schools with mean values (3.60 and 3.63) respectively. This indicates that students are treated almost similarly in both school settings. In support of the above data, the student researcher has obtained evidences from document analysis, in that students were given material rewards and merit certificates at least twice a year in all schools.

Out of 120 students participated in focus group discussion almost all agreed that students were honored for academic achievements, behavioral changes and for their active participation in co-curricular school clubs. School principals were also asked on the rewarding system or provision of incentives in their respective schools. All of the principals and vice principals replied that students were honored for any special performance that adds value to the instructional process. There for both government private schools show similarity at items 3, in that it was rated high, but differ in items 1 & 2, private schools being better in the the provision incentives.

4.2. Supervising Instruction

The major aspect of supervision is to examine the instructional process and assist teachers to be competent and improve students' learning. Unless the instructional leaders endeavor to manage and evaluate the day to day activities and cope up with current supervisory leadership demand, it would be difficult for them to provide the necessary support and services for teachers. Instructional leaders' are expected to play supervisory leadership role through examining the direction of the ongoing educational changes, teaching approach, continuous assessment, and task centered research and instructional materials (MOE, 2007:64).

Thus to examine the extent to which instructional leaders of the school were involved mainly in clinical supervisory activities, a five point scale that ranges from "always" to "never at all" was used to collect, analyze and interpret the data from the respondents. Accordingly, 5=always; 4=frequently; 3=sometimes; 2=rarely; 1=never at all, The mean results obtained under each item were taken and used to judge the extent to which the

activity was performed concerning the dimension, supervising instruction. For further verification, school supervisory documents and opinion collected through interviews with woreda supervisors and school principals were critically reviewed.

Table 6.1 Ratings on instructional leaders' practice on pre Observation Conference

No	Item instructional leaders of my school.....	Respon dents	Responses				
			N	mean	sd	t-test	P value
1	Create rapport that facilitates communication and understanding	Gov.	78	3.28	.836	-.576	.566
		Pr.	57	3.35	.551		
2	Agree on objectives, methods of recording, the class and time of observation	Gov.	78	3.23	.925	-.456	.649
		Pr.	57	3.30	.731		
3	Decide on instruments of recording Create rapport that facilitates communication and understanding	Gov.	78	3.08	.937	-.321	.749
		Pr.	57	3.12	.629		
4	Discuss on aspects of the lesson to focus on while observing	Gov.	78	3.00	.822	-.944	.327
		Pr.	57	3.12	.629		
5	Set time for post observation conference	Gov.	78	2.35	.770	-1.220	.220
		Pr.	57	2.49	.539		

N.B: Extent of the practice: Mean ≥ 4.5 very high

1.5 $\leq$ Mean < 2.5 Low

3.5 $\leq$ Mean < 4.5 high

Mean < 1.5 very low

2.5 $\leq$ Mean < 3.5 Moderate

As indicated in items 1, 2 and 3 of table 6.1, the school instructional leaders' extent of creating mutual understanding, agree on objectives, methods and time of observation, deciding instruments of recording were rated moderate with mean values of (3.28, 3.23 and 3.08) for government schools and (3.35, 3.30 and 3.12) for private schools respectively. The t-value obtained for these items was (-.576, -.456 and -.321) respectively which is less than the t-critical (1.96). This shows that there is no statistically significant difference between the responses of government and private school respondents.

In discussing with the teacher on aspects of the lesson to focus on during observation, (item 4) was rated with mean values (3.00 and 3.12) for government and private schools respectively. This shows that private school teachers do have better chance to discuss with instructional leaders on the focus areas of the lesson during class observation. This implies again principals in private schools give due attention to activities to be done before class observation. But as can be seen in item 5 of table 6.1, time setting for post

observation conference was rated low in both school settings with mean values of 2.35 and 2.49, which was below average as compared to the other items in the table. This shows that principals and teachers rarely set time for post observation conference in both government and private schools.

As can be seen in table 6.1, the mean scores obtained from responses of both government and private school respondents on the first stage of instructional supervision concerning activities carried out on pre observation conference was moderate. However, instructional leaders in private schools relatively pay more attention on the necessity of conducting pre observation conference with the teacher, like communicating on what, how and when the class observation is to be carried on, as compared to those in government schools. Instructional leaders in both groups were similar in that setting time for post observation conference was poor.

Table 6.2 Ratings on instructional leaders' practice on classroom Observation

No	Item instructional leaders of my school.....	Respon dents	Responses				
			N	mean	sd	t-test	P value
1	Observes the teachers teaching behavior	Gov.	78	3.35	.923	-.809	.420
		Pr.	57	3.46	.657		
2	Records the classroom behavior including students reflection	Gov.	78	3.37	.955	.024	.981
		Pr.	57	3.37	.698		
3	Focus on events that need either encouragement or improvement	Gov.	78	3.63	.968	.593	.554
		Pr.	57	3.54	.683		
	Average	Gov.	78	3.45	.948	.064	.651
		Pr.	57	3.45	.679		

N.B: Extent of the practice: Mean ≥ 4.5 very high

1.5 $\leq$ Mean < 2.5 Low

3.5 $\leq$ Mean < 4.5 high

Mean < 1.5 very low

2.5 $\leq$ Mean < 3.5 Moderate

As shown in the item 1 table 6.2, the extent to which principals observe the teaching behavior of teachers was rated moderate with mean values 3.35 and 3.46 for government and private schools respectively. On the other hand both government and private schools instructional leaders were rated moderate with mean value 3.37. This shows that there is close similarity between the principals' practices on recording the classroom behavior including students' reflection. As to item 3 in the above table principals in government schools were rated high with mean value 3.63 while private

school principals with mean value 3.54. However from the result we can see that, principals in government schools focus more on events that need either encouragement or improvement than private principals do. The average mean score on class supervisory activity was 3.45 for both government and private schools. This shows that observation on the teaching behavior and recording the classroom observation was performed almost similarly.

Table 6.3 Ratings on instructional leaders' practice on analysis of Observation

No	Item <i>instructional leaders of my school.....</i>	Respo ndents	Responses				
			N	mean	sd	t-test	P value
1	Analyses data to display critical incident clearly.	Gov.	78	3.10	.749	-.309	.758
		Pr.	57	3.14	.667		
2	Organize information as a constructive feedback that enables to build teachers capability and teaching behavior.	Gov.	78	3.28	.866	1.597	.113
		Pr.	57	3.09	.544		
3	Distinguish area that should be encouraged and those which need further improvement and reinforcement.	Gov.	78	3.28	.881	1.607	.110
		Pr.	57	3.07	.651		
4	Consider teachers experience nature and content of the lesson and levels of relationship before post observation conference.	Gov.	78	3.04	1.050	-.204	.838
		Pr.	57	3.07	.753		
	Average	Gov.	78	3.17	.886	.674	.454
		Pr.	57	3.09	.653		

N.B: Extent of the practice: Mean $\geq$ 4.5 very high

3.5 $\leq$ Mean < 4.5 high

2.5 $\leq$ Mean < 3.5 Moderate

1.5 $\leq$ Mean < 2.5 Low

Mean < 1.5 very low

As shown in items 1 and 4 of table 6.3, extent of analysis of data display critical incident and considering teachers experience nature and content of the lesson were rated moderate with mean values of (3.20 and 3.14) and (3.04 and 3.07) for government and private schools respectively. This shows that instructional leaders in private schools were better in data analysis to interpret critical incidents and in taking in to account the level of relationship between teachers experience, nature and content of the lesson before the post observation conference.

On the other hand, in items 2 and 3 of table 6.3, the extent of organizing information as a constructive feedback that enables teachers' capability and teaching behavior and identify area that needs improvement and reinforcement were rated moderate with

mean value of (3.28, 3.09) and (3.28, 3.07) for government and private schools respectively. This indicates that instructional leaders in government schools had better performance in giving feedback to activities.

As revealed under the t-test result there is no statistically significant difference on items 1, 2, and 4. But in item 3 the calculated t-value was 1.607 which was greater than the tabulated t-value (t-critical=1.96 at $\alpha=0.05$ level of significance and $df=133$). This shows that even though distinguishing areas which need improvement and reinforcement among instructional leaders was rated moderate, government schools rated the item a bit greater than private schools. This may be due to the ratings of the government schools who rated the item from their own prospective.

Table 6.4 Respondents views on post observation conference

No	Item <i>instructional leaders of my school.....</i>	Respond ents	Responses				
			N	mean	sd	t-test	P value
1	Presents data in a supportive way consistent with plan in advance.	Gov.	78	3.21	.858	.802	.424
		Pr.	57	3.11	.588		
2	Holds discussion with teachers on what is planned and the actual classroom behavior.	Gov.	78	3.21	1.036	1.756	.081
		Pr.	57	2.95	.666		
3	Reveal events to be encouraged and those requiring improvement	Gov.	78	3.26	.746	.825	.394
		Pr.	57	3.16	.591		
4	Make an agreement on what to be done on both side for the next time	Gov.	78	3.36	.868	2.097	.574
		Pr.	57	3.07	.728		
	Average	Gov.	78	3.26	.887	1.37	.368
		Pr.	57	3.07	.646		

N.B: Extent of the practice: Mean ≥ 4.5 very high

1.5 $\leq$ Mean < 2.5 Low

3.5 $\leq$ Mean < 4.5 high

Mean < 1.5 very low

2.5 $\leq$ Mean < 3.5 Moderate

Concerning post observation conference activities of instructional leaders' activities in government and private schools were rated moderate as can be seen from the mean values of item 1-4 of table 6.4 above. However government and private school settings show close similarity in items 1 and 3 with mean values of (3.21 and 3.11) and (3.26 and 3.16) respectively this shows that instructional leaders in both school settings present data for future plan and reveal events to be improved and encouraged, more or less in a similar manner. But in item 2 of table 6.4, that deals with conducting discussions with

teachers on what is planned and the actual classroom observation, private schools were rated with mean value 2.95.

In making agreement on activities of what is to be done between the instructional leader and the teacher for the future (item 4) government schools were rated with mean value 3.36 while private schools with mean value 3.07. This indicates that both items 2 and 4 are well performed by instructional leaders in government schools than in private schools. As can be seen in the table above the t-values obtained for items 1 and 3 were .802 and .825 for government and private schools respectively, which is less than the t-critical (1.96). This shows that there is no statistically significant difference between the two school settings. But as to item 2 and 4 of table 6.4 the calculated t-values of 1.75 and 2.097 were much greater than the t-critical (1.96). This shows that even though discussion with teachers on planned activities and identifying events to be improved and encouraged, were collectively rated moderate, government schools rated the items a bit greater than private schools indicating better performance as indicated in the average mean score.

Table 6.5 respondent's views on post conference analysis

No	Item instructional leaders-----	Respon dents	Responses				
			N	mean	sd	t-test	P value
1	Evaluate the whole supervisory process for future improvement.	Gov.	78	3.14	.817	.119	.596
		Pr.	57	3.07	.563		
2	Analyze the interest areas, the level of participation of the teacher and the feedback that was given to him.	Gov.	78	3.05	.896	-.847	.398
		Pr.	57	3.18	.759		
3	Identify what strategy to follow to improve once own supervisory skills.	Gov.	78	3.09	.866	-.150	.881
		Pr.	57	3.07	.593		
4	Plan for the next session of clinical supervision.	Gov.	78	3.19	.814	-.776	.422
		Pr.	57	3.09	.635		

N.B: Extent of the practice: Mean ≥ 4.5 very high
3.5≤ Mean < 4.5 high
2.5≤ Mean < 3.5 Moderate
1.5≤ Mean < 2.5 Low
Mean < 1.5 very low

As indicated in items 1, 3 and 4 of table 6.5, the school leaders' extent of evaluating the whole supervisory process for future development, identifying the strategy to follow and improve once own supervisory skills and planning for the next session of clinical supervision were rated moderate with mean values of (3.14 and 3.07), (3.09 and 3.07) and (3.19 and 3.09) for government and private schools respectively. From this mean values obtained it can be seen that the items were performed better by leaders in

government schools than in private schools. However in item 2, analyzing the interest areas, the level participation and the feedback given to the teacher was rated with mean values 3.05 and 3.07, for government and private schools respectively. This shows that private school leaders follow the interest, level of participation and feedbacks given to the teacher slightly better than those in government schools.

Regarding to post observation analysis, as can be seen from table 6.5 mean value of items 1,3 and 4 of table 6.5 indicates that instructional leaders in government schools show slightly better effort in evaluating the whole supervisory process, strategies to be followed to improve one's own supervisory skills and planning for the next session of clinical supervision

In general the overall assessment of instructional supervision was rated moderate as revealed from data in tables 6.1- 6.5. However principals and woreda supervisors were interviewed to evaluate the extent of their supervisory practice. The supervisors replied that due to their number as compared to the number of schools they are assigned to supervise and other workloads they could not give support as required. School principals were also asked the same question. They claim work overload as the main reason for failure to follow up the instructional process.

Students were asked to give their opinion on whether regular supervision was conducted in their classrooms or not in their focus group discussion. Almost all of them, except few in private schools, reported that the class supervision practice by instructional leaders was poor. They added the following:

Principals visit the class room twice a year to rate principals' performance. But they do not observe the instructional process frequently. We students realized that, teachers tried to present the lesson in a better way than the usual, as principals appear for class observation. That day, even most of the teachers come to classes with teaching aids, documents and text book.

The researcher has also observed using checklist that there is a gap in conducting internal and external regular supervision as there was little or no justification for the implementation of internal and external supervision on a regular basis.

5- Barriers to Instructional Leadership Practices

For the purpose of the study, besides identifying the major problems in some key roles of principals in instructional leadership, it is also very helpful to make analysis on major barriers to instructional leadership effectiveness of secondary school principals in government and private schools. To identify the barriers that may hinder instructional leadership practice, forecasted factors were selected and presented to respondents to be rated on a five point Likert scale: strongly agree(SA)=5; agree(A)=4; undecided(UD)=3; disagree(DA)=2;strongly disagree(SD)= 1. For analysis purpose, based on principle of rounding off, the mean values were interpreted as: Mean ≥ 4.5 strongly agree, $3.5 \leq \text{Mean} < 4.5$ agree, $2.5 \leq \text{Mean} < 3.5$ undecided; $1.5 \leq \text{Mean} < 2.5$ Disagree and $\text{Mean} < 1.5$, Strongly Disagree.

For the sake of simplicity and clarification of the barriers are analyzed under 5 sub divisions 1) vision will and courage 2) skill and training 3) cooperation and commitment 4) resource availability and allocation, and 5) instructional time constraint.

Table 7.1 Respondents view on vision will and Courage

No	Item Instructional leaders of my school.....	Respon dents	Responses				
			N	mean	sd	t-test	P value
1	have clear and well communicated vision, mission in the school	Gov.	78	3.67	1.192	-1.008	.315
		Pr.	57	3.86	1.025		
2	Are courageous to take risks, at any time, for the improvement of instruction	Gov.	78	3.03	1.069	-1.439	.153
		Pr.	57	3.07	.706		
3	Are equipped with adequate knowledge base, of instructional leadership	Gov.	78	2.44	.636	-6.815	.000
		Pr.	57	3.19	.639		
4	Demonstrate willingness to devote more time for instructional issues.	Gov.	78	3.15	.994	-.719	.473
		Pr.	57	3.26	.669		

N.B: Extent of the practice: Mean ≥ 4.5 strongly agree

$3.5 \leq \text{Mean} < 4.5$ Agree

$2.5 \leq \text{Mean} < 3.5$ Undecided

$1.5 \leq \text{Mean} < 2.5$ Disagree

Mean < 1.5 Strongly Disagree

As indicated in item 1 of table 7.1, respondents of both school settings agreed that instructional leaders of government and private schools have clear and well

communicated vision and mission of the school with mean scores 3.67 and 3.86 respectively. On the other hand in item 2 respondents of both school settings were unable to decide whether the instructional leaders are courageous to take risks, at any time, for the improvement of instruction with mean values of 3.03 and 3.07. As can be seen in item 3, respondents of government school disagreed with mean value 2.44 that the instructional leaders are equipped with adequate knowledge base, of instructional leadership. But respondents' in private schools were unable to decide whether instructional leaders' were equipped with adequate knowledge base, of instructional leadership or not with mean value of 3.19.

Instructional leaders need to demonstrate willingness to devote more time for instructional issues, but from item 4, respondents of government and private schools were rated with mean values 3.15 and 3.26 in that they were unable to decide on the willingness of the leaders. This may indicate willingness alone was not considered as a barrier for instructional leaders to devote more time for instructional issues.

Thus, from the above mean result, both school groups show more or less similarity in school mission clarity, being courageous and devotion for more instructional time. But, differ in knowledge base of instructional leadership, in that government school instructional leaders were rated low where as private schools, moderate.

Table 7.2 Respondents view on Skill and Training

No	Item In my school there are.....	Respo ndents	Responses				
			N	mean	sd	t-test	P value
1	Qualified instructional leaders in the field of education	Gov.	78	2.90	1.064	-2.993	.000
		Pr.	57	3.65	.991		
2	Qualified teachers in all subject area.	Gov.	78	3.45	1.112	-1.924	.057
		Pr.	57	3.79	.940		
3	Trainings on instructional leadership	Gov.	78	3.12	.967	4.454	.000
		Pr.	57	2.39	.901		
4	In-service trainings and teachers development program	Gov.	78	3.65	.803	2.676	.000
		Pr.	57	3.28	.796		

N.B: Extent of the practice: Mean $\geq$ 4.5 strongly agree

3.5 $\leq$ Mean < 4.5 Agree

2.5 $\leq$ Mean < 3.5 Undecided

1.5 $\leq$ Mean < 2.5 Disagree

Mean < 1.5 Strongly Disagree

As depicted in item 1 of table 7.2. The calculated mean values of government school respondents was 2.90 while private school respondents score was 3.65. This score indicates that respondents agreed that private schools were led by instructional leaders qualified in the field of educational leadership. In the case of government school the mean value shows respondents were unable to decide on the field of qualification of the instructional leaders. This shows that much has to be done on government school leadership position. The calculated t-value (-4.071) was much greater than the tabulated (t-critical = 1.96 at $\alpha = 0.05$ level of significance and $df = 133$). This shows that there is statistical significant difference between government and private school respondents.

In item 2, of table 7.2 government school respondents' were unable to decide whether there were qualified teachers in all subject areas or not with mean value 3.45 while private schools confirmed the presence of qualified teachers in all subject area in their schools with mean values 3.79. On the other hand respondents disagree on the provision of trainings on instructional leadership in private school (item 3 rated with mean value 2.39). In item 4 respondents of government school agreed with mean value 3.65 that there was in-service training and teachers' development program, where as private school respondents were unable to decide on this item as the obtained mean value was 3.28. This indicates that training on instructional leadership and even in-service training and teachers development program, there was relatively better performance in government schools than in private schools. But the presence of qualified instructional leaders in educational leadership in private schools is may be due to the fact that government schools were unable to retain the qualified and experience leaders in position. Private schools may also absorb skilled instructional leaders and teachers with attractive payment.

From the general picture of the data in table 7.2, we can see the difference between private and government schools in that, private school instructional leaders show better performance in items 1 and 2 where as government schools leaders practiced well in items 3 and 4. Even though the situation is better in government schools, effort has to be added on training of skilled instructional leaders that can make difference on the

teaching and learning process. From the t-test version of analysis, there is statistically significant difference on items 1,2,3 and 4 as the absolute value of the calculated t- value of -4.071, -1,924, 4.454, and 2.676 respectively, are far greater than the tabulated t- value($t_{critical}=1.96$ at $\alpha =0.05$ level of significance and $df=133$).This opinion difference may result from the respondents' difference in position.

Table 7.3 Respondents view on Cooperation and Commitment for Instruction

No	Item There is high cooperation and commitment for instructional improvement among the.....	Resp onde nts	Responses				
			N	mean	sd	t-test	P value
1	Community	Gov.	78	2.82	1.029	-1.588	.115
		Pr.	57	3.09	.872		
2	Zone and Woreda Education Officials	Gov.	78	3.10	1.027	-.894	.373
		Pr.	57	3.25	.830		
3	Parent, Student, Teachers, Association (PSTA)	Gov.	78	3.08	.894	-.538	.591
		Pr.	57	3.16	.819		
4	Teachers	Gov.	78	3.23	.952	-1.108	.270
		Pr.	57	3.39	.675		
5	Supporting – Staff	Gov.	78	3.21	.985	.192	.848
		Pr.	57	3.18	.805		
6	Student	Gov.	78	2.31	.831	.781	.077
		Pr.	57	2.43	.826		

N.B: Extent of Agreement: Mean $\geq$ 4.5 Strongly Agree

1.5 $\leq$ Mean < 2.5 Disagree

3.5 $\leq$ Mean < 4.5 Agree

Mean < 1.5 Strongly Disagree

2.5 $\leq$ Mean < 3.5 Undecided

As can be seen in items 1 , 2, 3 , and 4 of table 7.3, the calculated mean scores of government school respondents were (2.82, 3.10, 3.08 and 3.23) while private school respondents mean scores were (3.09, 3.25, 3.16 and 3.39) respectively. This shows that the cooperation and commitment of the community, the sub city and woreda education officials, PSTA and teachers, for instructional improvement, in private schools was relatively better than those in government schools.

Item 5 of table 7.3, depict that, the mean value was 3.21 and 3.18 for government schools and private schools respectively. This indicates that cooperation and commitment of the supporting staff for instructional improvement is less in private schools than in government schools. But the mean value of item 6 in the above table for government and

private school respondents was (2.31 and 2.43) which was rated low, indicating that respondents in both school settings similarly agree that students show less cooperation and commitment for the instructional improvement. This shows that, students cooperation and commitment is one among the barriers of effective instructional leadership in schools. The t- test obtained for this item was (1.102) which is less than the t-critical (1.96) showing that there is no statically significant difference between government and private school respondents in this indicator. The analysis of this concept may tell us that the extent of gap between the school and students was similarly perceived by respondents of both school groups. Therefore from table 7.3 we can see that the two school settings differ in all items except in item 6. In item 6, the cooperation and commitment for instructional improvement among students were found to be low. But the cooperation and for instructional improvement among the community, sub city and woreda education office, parents, PSTA and teachers was found to be moderate even though it is slightly better in private schools. But as can be seen from the data in item 6, commitment and cooperation of staff towards instructional improvement is better in government schools than in private schools. In both group of schools we see similarity in lack of interest towards instructional improvement by students.

Table 7.4. Respondents view on the availability and allocation of resources for instructional improvement

No	Item There is adequate amount of.....	Respon dents	Responses						
			N	mean	sd	w.m	t- test	P value	Rank
1	Stationary materials for teaching	Gov.	78	3.23	1.194	3.27	-.474	.636	8
		Pr.	57	3.32	.890				
2	Student text	Gov.	78	3.78	.907	3.77		.945	9
		Pr.	57	3.77	.732				
3	Laboratory space, equipment & time	Gov.	78	2.90	1.100	3.01	-1.205	.230	3
		Pr.	57	3.12	1.036				
4	Classroom furniture	Gov.	78	3.21	1.024	3.15	.192	.848	5
		Pr.	57	3.09	.892				
5	Library space and time	Gov.	78	3.24	.809	3.14	1.303	.193	4
		Pr.	57	3.05	.875				
6	Qualified human resource	Gov.	78	3.74	.973	3.84	-.474	.636	10
		Pr.	57	3.95	.610				
7	Re current budget support	Gov.	78	3.08	.864	3.18	.069	.945	6
		Pr.	57	3.28	.648				
8	Teachers guide	Gov.	78	3.60	1.036	3.24	4.173	.000	7
		Pr.	57	2.89	.880				
9	Instructional time	Gov.	78	2.86	1.148	2.96	-1.350	.214	1
		Pr.	57	3.07	.651				
10	ICT service	Gov.	78	3.18	.722	2.99		2.891	2
		Pr.	57	2.81	.639				

N.B: Extent of Agreement: Mean $\geq$ 4.5 Strongly Agree

1.5 $\leq$ Mean < 2.5 Disagree

3.5 $\leq$ Mean < 4.5 Agree

Mean < 1.5 Strongly Disagree

2.5 $\leq$ Mean < 3.5 Undecided

As can be seen in table 7.4 ,government and private schools show similarity ,in that the respondents agreed on the availability of resources indicated under items,1,3,4,5,7,9 and 10 to be moderate. This indicates that stationary materials, laboratory space & equipment, classroom furniture, library apace, re-current budget, instructional time and ICT service hindered the instructional leadership more or less moderately. The two school settings also show similarity in that, both rated the availability of student text and qualified human resource high with weighted mean values 3.77 and 3.84. But government schools differ from private schools in the availability of teachers guide was rated high with mean value of 3.60 and moderate in private schools with mean value of 2.89.

As shown in table 7.4, concerning resource availability and allocation the major factors that affect leadership effectiveness of government and private secondary schools in Arada -Sub City have been identified and ranked. Accordingly, instructional time, ICT service, laboratory space, equipment and time (i.e items 9,10 & 3) were ranked from 1st to 3rd, to be the three top factors which affected school leadership practices with weighted mean values of (2.96, 2.99 and 3.01) respectively. The t-test conducted show that there is no statistical significant difference between government and private school respondents on items 9 and 3. But from an independent sample t- test, there is statistically significant difference on item 10, as the calculated t-value of this item (2.891) is greater than the tabulated t-value (t-critical = 1.96 at $\alpha = 0.05$ level of significance and df = 133). This indicates that ICT service in government schools is not relatively perceived as a serious problem that affects instructional leadership as compared to private school. This finding was in line with the data obtained from students' focus group discussions and observation checklist.

Table 7.5 Respondents view on instructional time constraint affecting instructional leadership effectiveness

No	Item There is adequate time to carryout instructional leadership in my school because of.....	Respo ndents	Responses				
			N	mean	sd	t-test	P value
1	Limited roles of the principal	Gov.	78	2.74	.746	.709	.479
		Pr.	57	2.84	.862		
2	less paper work, and few reports	Gov.	78	2.77	.882	-1.141	.256
		Pr.	57	2.95	.915		
3	Non-academic demand	Gov.	78	2.44	.831	-.648	.518
		Pr.	57	2.53	.758		
4	No information and work overload	Gov.	78	2.69	.916	-1.194	.235
		Pr.	57	2.89	1.047		

N.B: Extent of Agreement: Mean $\geq$ 4.5 Strongly Agree
 3.5 $\leq$ Mean < 4.5 Agree
 2.5 $\leq$ Mean < 3.5 Undecided
 1.5 $\leq$ Mean < 2.5 Disagree
 Mean < 1.5 Strongly Disagree

As it can be seen in items 1, 2, & 4 of table 7.5. the mean values of each item was rated moderate for government and private schools. This indicates even though the situation is slightly better in private schools, the average mean value in the items were below average indicating that there is considerable instructional time constraint that could affect instructional leadership effectiveness. But government schools differ from private

schools in that instructional leaders are more affected by non instructional activities than those in private schools. Moreover, the t-test analysis conducted show that there is no statically significant difference between government school and private school respondents on these items. This may reveal that both private and government school respondents agreed that principals do have multiples roles, more paper work and many reports, non academic demands and work load which enables them not to spend more time for instructional activities. Opinion gathered from supervisors and principals through interview revealed that, most of them agreed on the fact that instructional time was not protected by the instructional leaders due to the above limiting factors. But few private school principals disagree with this issue, as if they were following the teaching learning process properly.

6. Factors affecting the effectiveness of instructional leadership

Many factors hinder principals from being effective in their instructional leadership role. Respondents in this study were asked to rank the factors that affect instructional leadership practice of school principals. The respondents were required to rank nine items according the degree of the problems.

Table 8 – Ordering Factors Restricting Instructional Leadership Effectiveness

No	Item	Responses	
		Got (N=78)	Private (N=57)
		Rank	Rank
1	Lack of knowledge base	6	6
2	Lack of vision	3	4
3	Lack of commitment	9	9
4	Lack of trust in others	4	3
5	Being unable to empower others	2	1
6	Wastage of allotted instructional time	1	2
7	Resistance to change	7	5
8	Inadequate & poor allocation of resources	5	7
9	The presence of pressing non instructional jobs	8	8

As can be seen in table 6.1 from the list of nine factors that were assumed to restrict instructional leadership effectiveness of principals in the school, item 6, wastage of

allotted instructional time was rated as first and most serious problem of instructional leaders by government school respondents where as this item was rated as second by private schools. This indicates that wastage of allotted instructional time is a serious problem in secondary schools' even though the degree varies slightly.

Item 5 was rated as 2nd by respondents in government school samples, and as 1st affecting factor in private schools. Both groups agreed on being unable to empower others as a serious problem of instructional leaders even though the degree varies slightly. Empowerment requires devoting in stakeholders the right to participate in the determination of school objectives, professional judgment and curriculum. Cohen and scheer (2003) states that teaching is fundamentally a moral activity and as such it requires, teachers' to participate meaningfully in decision making about their schools. Response gathered through open ended questions of sample respondents too was in favor of both failure to delegate others and wastage of instructional time as predominant problems that affect instructional leadership practice of principals in the schools. Lack of vision found on item 2 in the table was ranked as the third serious problem by government school respondents, but it was ranked as fourth factor by private school respondents. This indicates that lack of vision of high school principals contributes more to the un effectiveness of instruction leadership, as compared to principals in private school.

Similarly respondents in government schools rated item 4, lack of trust in others as the 4th most serious problem where as this is rated as the 3rd problem in private schools. To be fully effective instructional leaders must work hard in the area of developing trust. Regarding this, Johnson and Johnson (1987:430) note that, when the trust level is low in the group, members will be evasive, dishonest and inconsiderable in their communication. The above impeding factors of effective instructional leadership are inter-related by in large. Commitment may be caused by the inhibiting factors such as lack of communication and trust, high level of interpersonal conflict, non alignment of personal and organizational goal, such problems can be improved by promoting factors

such as administrative support, empowerment, collegiality and collaborative climate (Varona 1991, Menzies, 1995).

Inadequate and poor allocation of resource materials (item 8) in the table was ranked 5th in government schools, and ranked as 7th in private schools. Similarly respondents ranked item 1, lack of knowledge base as the 6th problem in both government and private school groups. Furthermore, resistance to change indicated in item 7 was ranked as 7th by government school respondents 5th by private school respondents.

As can be seen from table 8, government and private schools converge at 3 items (i.e 1, 3, and 9) and showed difference at items 2, 4, 5, 6, 7 and 8. However we can generalize that, respondents in both school settings agreed on items 5, 6, 2, and 4 to be the major four impending factors of instructional leadership practice of school principals. These were; being unable to empower others, wastage of allotted instructional time, lack of vision and lack of trust in others.

The interview conducted with principals, supervisors and opinions collected from students' focus group discussions, almost all of them reveal that being unable to empower others mainly due to lack of trust, wastage of instructional time due to prolonged meetings and incidental trainings, lack of vision, were taken as the major factors that influence the instructional leadership practice of principals. To confirm the correlation between the response of government and private school respondents, a spearman test was conducted. The spearman correlation rank $P = (0.91)$ shows that there is nearly positive correlation between the responses of the two groups of respondents. This implies that the respondents view the impending factors of instructional leadership in the school almost in the same manner.

CHAPTER FIVE

Summary, Conclusion and Recommendation

This chapter deals with the summary of major findings, conclusions drawn from the findings, and recommendations that the researcher offers on instructional leadership practices of principals.

5.1. Summary of Major Findings

The main purpose of the study was to assess the instructional leadership practices of principals in government and private secondary schools and then to compare and contrast the performance of principals on the basis of the objectives of the study. Regarding instructional leadership practices of principals, execution of different dimensions of instructional leadership differences and similarities between government and private secondary school principals' instructional leadership effectiveness and major factors affecting instructional leadership were raised.

To this end, a descriptive survey design was employed in this study. The study was carried out in six secondary schools, 3 from government and 3 private schools. The subjects of the study were 6 principals, 12 vice principals, 36 department heads, 81 teachers 5 Woreda supervisors and 120 students were also involved in the study to collect quantitative and qualitative data. The study employed questionnaires for principals, vice principals, department heads and teachers. Interview was carried out with principals and Woreda supervisors using semi- structured guide questions. Focus group discussions were also conducted with student respondents. Check-list and document analysis was also used as data collection instrument. The data collected were analyzed using statistical tools such as percentage, frequencies, mean, standard deviation, and an independent t-test for sample mean comparison. Based on the analysis made, the following were major findings of the study in relation to the research basic questions.

Characteristics of Respondents

Concerning the characteristics of respondents, there were no female principals in the sample schools of both government and private schools. As to the vice principals 66.7% were male and 33.3% were females in government schools where as in private schools 83.3% were male and the rest 16.7% were female. This shows that there is imbalance of gender in school leadership position. The role of females on the instructional leadership position is less in private schools as compared to government schools. Concerning fields of study 66.7% principals were with teaching related subjects. Only 33.3% were EdPM graduates. The reverse was the case in private schools. Even though there is a better condition in private schools, generally schools were not headed by principals, trained with educational planning and management. In terms of qualification 66.7% of the principal respondents were qualified with first degree and the rest 33.3% with second degree both in government and private schools. Thus most of the principals do not fulfill the standard set by MOE as a secondary school principal.

Defining and Communicating School Mission

The extent to which instructional leaders define and communicate school mission was analyzed from the data obtained in table 3. Accordingly, government school instructional leader's performance was slightly better in developing school wide mission that is achievable and easily understood by the community on the other hand private school instructional leaders were better rated in activities such as promoting stakeholders participation communicating the school mission, allocating resources based on need assessment and students achievement data to develop school goals.

From the data obtained in table 3, there was no statistically difference between sample means of activities, developing and communicating achievable school mission and resource allocation for accomplishing instructional goals. Where as in practices like stakeholders participation, the use of need assessment and students achievement data; there was statistically difference between government and private schools.

Generally the overall performance of the items under this dimension was moderate even though the performance was likely promising in private schools than in government schools. However the data collected reveals that activities such as communicating the school academic goals to stake holders, resource allocation for instructional goals, and articulating the school mission which gives priority to instructional process, were done well in private schools than in government schools. This in turn indicates that there is relatively strong connection between the school and the community in private schools.

Managing Curriculum and Instruction

From the data obtained in table 4, respondents in government and private schools showed more or less similarities, on activities of instructional leaders such as reviewing curriculum materials, timely allocation of resources, conducting supervision and planning the activities of professional development to improve classroom instruction.

On the other hand significant differences were observed in activities such as, safe guarding instructional time, programming co-curricular activities in support of the instructional process, an attempt to harmonize school curricular objectives and achievement tests, following the instructional process being available in the school compound and communicating the academic progress of students with teachers based on test results.

When we see the overall dimension, the evaluation on managing curriculum and instruction, most of the items were rated as a moderate performance in government and private schools. However, in the dimension of managing curriculum and instruction, instructional leaders' in government schools are performing less as compared to leaders in private schools as the mean values of most of the items in table 4 indicate with the exception of items 2,3 and 11.(i.e controlling class size for effective instructional process, promote quality instruction by conducting teaching conference and plan the activities of professional development to improve classroom instruction). Opinion gathered from majority of the principals and supervisors and from focus group

discussions of students supports the existence of the above difference between the two groups of schools.

Promoting a Positive School Learning Climate

In the study, the data in table 5.1 reveal that, there is more wastage of instructional time in government schools as compared to private schools. Responses obtained from supervisors and students revealed that protection of instructional time is under question in government schools because of frequent and prolonged meetings and non instructional demand mainly. The participation of stake holders in the instructional process is relatively promising in private schools, than in government schools as the mean values (3.23 and 3.14) in item 4 of table 5.1 indicates. As to visibility of principals in the school compound, results obtained from all directions indicate that government school principals tends to be less visible in the school than private school principals. The provision of incentives for teachers, students and for parents as the data in table 5.2 indicates, even though it is moderate, it is not satisfactory as it is supposed to be. Concerning the overall assessment of supervisory support and instructional evaluation, delivered to teachers by instructional leaders particularly in clinical supervision, the data showed that it was nearly moderate. However opinion gathered from teachers and woreda supervisors through interviews, focus group discussions of students and analysis of documents reveal that the rate of formal observation made to class rooms was low.

Barriers to Instructional Leadership Practice

From the above mean results in table 7.1 both school groups show more or less similarity in school mission clarity, being courageous and devotion for more instructional time. But, differ in adequate knowledge base of instructional leadership, in that, respondents agreed government schools instructional leaders to be rated low with mean value 2.87 while private schools moderate with mean value 3.19 indicating that instructional leaders in government school were not equipped with adequate knowledge of instructional leadership as compared to those in private schools.

From the general picture of the data in table 7.2, we can see the difference between private and government schools in that, private school instructional leaders show better performance in the presence of qualified leaders and teachers (items 1 and 2) where as government schools leaders were better in the presence of instructional leadership training and teachers development program (items 3 and 4).

Respondents of both school settings agreed with mean values 2.31 and 2.41, respectively that students' cooperation and commitment was very low for improvement of instruction. Regarding availability and allocation of resources, the data analysis with mean values (2.96, 2.99 and 3.01) revealed that wastage of instructional time, lack ICT service, and lack of laboratory spaces, equipment and time were found to be the three top factors that affect instructional leadership in both groups of school settings in the sub-city. It is also found that due to multiple roles, work load, non academic demands and a number of paper work and reports, instructional leaders could not engage themselves in to instructional activities as needed. In addition to this, failure to empower others, wastage of instructional time and lack of vision and lack of trust on others were found to be the major factors that restrict instructional leadership effectiveness of principals.

5.2. Conclusions

The instructional leadership of the principal is a critical factor in the success of school improvement initiatives and the overall effectiveness of the school. The primary responsibility of the principal is to promote the learning and success of all students. In relation to this, a wide variety of issues related to instructional leadership practices of principals were analyzed and based on the findings discussed earlier the following conclusions were drawn.

1. Concerning the current practice of instructional leadership practice of principals, it was found in the study that, the majority of the principals in government schools, were first degree holders, which is below the standard set by MOE as a secondary school principal, and they were not trained in educational administration. The reverse was

the case in private schools. This difference was due to the availability of qualified instructional leaders in the market which they were able to attract. These conditions will have an effect on the leadership activities of the principals in that lack of knowledge, skills and ability in the fields of educational administration are major draw backs that makes principals fail in their instructional leadership practice. There was also significant difference between males and females in attaining school leadership position. The overall role of females on the instructional leadership position is less in private schools than government schools. Low female's participation in school leadership position is the result of societal attitude towards girl's education and on their effectiveness on leadership position.

2. With regard to defining and communicating school mission as a whole the performance of instructional leaders in government schools is found to be lower than those in private schools. But in both cases, the tendency of developing the school mission in relation to student learning, and the effort done to ensure stake holders participation in goal setting that takes students achievements into consideration exists to be a problem. This could be due to lack skill and knowledge in educational administration.

Use of need assessment to secure staff input to mission development was practiced slightly moderate by instructional leaders in both school settings. School leaders need to provide the staff with opportunity to develop collaboratively and individually through various approaches based up on the analyzed and prioritized needs. From this it can be concluded that school based staff development was not carried out properly mainly in private schools.

The study revealed that protection of instructional time, assessing the relationship between curricular objectives and the school achievement test and the visibility of principals within the school compound was not satisfactory particularly in government schools. This indicates that principals were not fully involved in leadership activities, as much of their time was spent on administrative tasks. This could be resulted from a heavy work load, and inability to delegate tasks.

3. In the study it has been found that the interest of students towards learning was very low both in government and private schools. Document analysis and observations proved that absenteeism, late coming, failing to conduct home assignments are day to day experiences of most of the schools. In the absence of students' cooperation and commitment, the intended instructional goals could not be attained. This also remains as one of the challenges of school principals. Community participation in instructional improvement is low in government schools as compared to private schools.

Teachers' commitment and cooperation is very essential for schools to be effective in their instructional process. In this study the commitment of teachers were found to be low both in government and private schools, even though it is slightly better in private schools. This indicates that there was lack of motivation of teachers. Less motivated teachers are likely performing their expected duties less. This may lead to job dissatisfaction which eventually results high turnover of experienced teachers. It is evident that this will have a negative effect on the instructional process and eventually on instructional leadership.

It was found that most schools in government and private, were not effective to accomplish frequent classroom visit. They conduct classroom visit simply to evaluate semester performance of teachers rather than assessing the instructional process regularly to improve professional competence of teachers and students achievement. Moreover school based staff development was not implemented properly.

4. Concerning instructional leadership barriers, the data of the study confirmed that being unable to empower others, wastage of instructional time and lack of vision were found to be the three top factors that restrict instructional leadership effectiveness. It is also found that due to multiple roles, work load, non academic demands and a number of paper work and reports, instructional leaders could not engage themselves in to instructional activities as needed. In addition to this, failure to empower others, wastage of instructional time and lack of vision and lack of trust

on others were found to be the major factors that restrict instructional leadership effectiveness of principals.

5.3. Recommendations

Based on the findings and conclusions of the study the following possible solutions are suggested to improve instructional leadership practices of principals in the secondary schools of Arada – Sub City.

1. Schools are the corner stone for any social, cultural and economic development. School leadership exhibited by principals ultimately determines the school to succeed or fail. Thus without appropriate leadership the intended quality of education will not be obtained. The study has shown that the majority of the school principals did not have the required qualification, knowledge and skill in educational leadership. Thus the Arada – Sub City Educational Office should assign school principals on the basis of merit who possess the required qualification and appropriate training in educational administration. In addition to this in collaboration with Addis Ababa Education Bureau on job trainings, refreshment courses, workshops should be given. Female candidates should be encouraged to improve their participation in school leadership positions. Strengthening knowledge and skill of principals leadership needs serious attention to change the existing situation of schools. Short term trainings and technical support should be given by the education office not only for government but also for private schools.

2. For principals to be effective instructional leaders, they need to have personal vision for their schools aimed at high learner achievement. The vision and the mission of the school should be well communicated to educators, learners and parents. School principals should allow teachers, students and parents to participate in developing the school mission and in goal setting focused at students learning.

Need assessment is essential to prioritize and to make decision on who needs what and when. Once need assessment is done, and the problems prevailing are identified,

then it will be easy to plan on what is to be done. Conducting trainings, resource allocation and time budgeting in a much economical way based on the basic need that is prioritized, enables staff development. In this case, the Woreda educational office, and the Sub - City Educational Office should support trainings at the school level aimed at developing teachers' skill and knowledge in both government and private schools.

Effective principals are able to protect instructional time of the school. To do so, there is a great need for principals to be visible and accessible to teachers and students. The visible principal has an opportunity, to model behaviors consistent with the schools vision. As the problem is serious in government schools, the Woreda Education Office, Sub - city Education Office and Addis Ababa Education Bureau should minimize frequent and prolonged meetings during school days that decreases the visibility of the principals. Non educational demands and workloads on the principals should be minimized. School principals, be it in government or private, should encourage active participation of teachers, students supporting staff and parents in instructional activities and share some of their tasks.

As students are the main role players in the instructional process, they need to be motivated to achieve in their educational carrier. Joint effort of stake holders should create attractive school environment. Parents strict follow up and close attachment with the school can improve the learning behavior of students. Securing basic facilities and instructional materials, following attractive and participatory method of teaching may help students to add interest. Proper Guidance and counseling service must be provided by professionals at school level. Moreover, skilled teachers and principals and committed staff support enables the provision of quality education which intern adds interest towards learning. Frequent supervision and support are also among the various factors that improve the interest and commitment of students and enhance the instructional process. Student's active participation in various school clubs based on interest should be encouraged. Moreover low achievers should be assisted by teachers.

Teacher's cooperation and commitment is a decisive aspect of the instructional process. For teachers to perform their tasks effectively they have to be highly motivated and make them love their jobs. To do so, from school to the MOE due attention should be given to realize teachers motivation, as far as possible promoting positive changes in the living condition of teachers, creating conducive work environment, exercising good governance in the schools, providing meaningful incentives for better performance etc. are some of the ways in which they are motivated. This definitely adds values on the improvement of instructional process.

As an educational leader principals need to strengthen relationship with teachers by spending more time in classroom instructional observation and provide instant feedback after lesson observation. By doing so, principals support teachers as much as they could in enhancing teachers skill to improve their instructional competency and exert direct influence on the quality of teaching and learning in the schools. Therefore principals should give priority for frequent classroom observation. Moreover, Woreda Education Office, Arada Sub City Education Office and A.A. Education Offices need to develop or capacitate the school leaders' instructional supervisory capacities and performances by providing training, and arranging experience sharing programs among the schools.

Concerning the scarcity of educational resources, first principals need to take the initiative and responsibility for utilizing the available resource and facility wisely and be creative to generate income. Besides this they need to convince authorities to allocate adequate budget for the school. It should be noted that without the necessary educational material much progress could not be made by the principals in the teaching learning process. Therefore in order to improve the quality of instruction, adequate instructional materials should be provided to schools. As education demands huge financial investment, government, non government institutions and the community at large should work together to overcome the problem.

The primary duty of the principal is to assist the instructional process. However, there are challenges like information and work overload, paper works (reports), non academic demands, etc. thus it could be very difficult to accomplish many tasks alone. In such a situation and private schools' principals should appropriately share and delegate other administrative tasks to the right person or individual in the schools, so that they could have enough time to discharge their instructional leadership duties. Besides the above recommended solutions, factors that affect instructional leadership practices of principals could be minimized or alleviated by continuous experience sharing between schools of the same group or between government

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APPENDICES

Appendix - A
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

A Questionnaire to be filled by principals, vice principals, department heads and teachers.

Dear respondents:

This questionnaire is designed to assess instructional leadership practices of principals in government and private secondary schools of Arada Sub City. The information gathered through this questionnaire will be used by the researcher for academic purpose only. Therefore, your honest response and genuine professional opinion will be vital for the success of the study. All your responses will be kept confidential. Thus, you are kindly requested to attempt all items in the questionnaire.

Note:

- There is no need of writing your name
- Each item has its own instruction to follow
- Please return the questionnaire to the person you received from, as soon as possible after completion.

Thank you in advance for your kind cooperation.

PART ONE: - General Information

Direction: - Please put "✓" mark for questions with alternatives, and write briefly your opinion for the open ended question items.

1.1. Name of the School _____

1.2. School Type: Government

1.3. Sex: Male ☐ Female ☐

Private ☐

1.4. Age: Below 20 ☐

20 - 29 ☐

30 - 39 ☐

40 - 49 ☐

50 and above ☐

1.5. Level of Educational Qualification:

Diploma ☐

BA/BSC ☐

MA/MSC ☐

Other _____

1.6. Field of Specialization:

EdAd ☐ Pedagogical Science ☐

EdPM ☐ Other (Specify) _____

1.7. Your experience on current position as:

Principal ☐ Department head ☐

Vice Principal ☐ Teacher ☐

1.8. Work Experience:

5 years and below ☐

6 - 10 Years ☐

11 - 15 years ☐

16 - 20 years ☐

21 - 25 years ☐

26 years and above ☐

Part Two: Instructional Leadership Dimensions

Direction: The following statements show the implementation of instructional leadership practices. Read each statement carefully and indicate the extent to which instructional leadership is practiced in your school by putting "✓" mark in one of the boxes against each item using the following rating scale: 5 = always; 4 = Frequently; 3 = sometimes; 2 = Rarely; 1 = Never at all.

2.1. Defining and Communicating School Mission.

No	The extent to which leaders in my school under go through the following tasks as instructional leader	5	4	3	2	1
2.1.1.	Develop a school wide mission focused on student learning					
2.1.2.	Promote stakeholders participation in goal setting					
2.1.3.	Communicate the school academic goals with students, teachers, parents and the community					
2.1.4.	Allocate resources required for the accomplishment of instructional goals.					
2.1.5.	Use student achievement data when developing school goals.					
2.1.6.	Develop mission that is achievable and easily understood by the school community					
2.1.7.	Use need assessment to secure staff input to mission development					
2.1.8.	Articulate the school mission which gives priorities to instructional process.					

2.2. Managing Curriculum and Instruction

No		5	4	3	2	1
2.2.1.	Safe guard the instructional time from wastage by announcements, meetings, trainings etc.					
2.2.2.	Control class size for effective instructional process					
2.2.3.	Schedule co-curricular activities in support of the formal teaching – learning process.					
2.2.4.	Participate actively in the review of curriculum materials.					
2.2.5.	Assess the relationship between the school curricular objectives and the school achievement tests.					
2.2.6.	Ensure the timely allocation of human, material and financial resources, necessary for instructional process.					
2.2.7.	Conduct continuous supervision in the school					
2.2.8.	Be available in the school compound during					

	instructional time and conduct formal and informal classroom observation on regular bases with the necessary feed back to improve instruction.					
2.2.9	Promote quality instruction by conducting teaching conference.					
2.2.10	Check the standards and curriculum coverage of the exams.					
2.2.11	Plan the activities of professional development to improve classroom instruction.					
2.2.12	Discuss with teachers academic progress of students, based on test results.					

2.3. Promoting a Positive School Learning Climate.

2.3.1.	Protect Instructional Time	5	4	3	2	1
1.	Make teachers to use instructional time for teaching and practicing new skills and concepts					
2.	Provision of guidance to late comers, early leavers and absentee students & teachers.					
2.3.2.	Promote Professional Development	5	4	3	2	1
1.	Support the use of skills acquired during the in service training in classroom.					
2.	Arrange time for staff meeting to promote teachers share ideas.					
2.3.3.	Maintain High Visibility	5	4	3	2	1
1.	Participate in extra co-curricular activities.					
2.	Tutor or provide direct instructions to classes					
3.	Take time to talk informally with students and teachers					
4.	Create opportunities for stake holders to discuss on school affairs so as to contribute for the enhancement of the instruction.					
2.3.4.	Provide Incentives	5	4	3	2	1
1.	Reward special efforts of teachers, students and even parents.					
2.	Reinforce excellent practices of performances of teachers during staff meetings, public gatherings, newsletters or memos.					
3.	Honor students for best academic achievements, behavioral changes or any valuable contribution.					

2.4. Supervising Instruction.

Direction: School clinical supervisory practice is one among many supervisory practices provided to improve classroom instruction. It involves certain activities that both the teacher and the supervisor have to deal with.

Please rate each item using the scale (1-5) that best describes the degree to which the item is practiced in your school.

Note: 5 = always; 4 = frequently; 3 = sometimes; 2 = rarely; 1 = never at all

a. Pre - Observation Conference

No	In pre - observation conference the supervisor and the teacher	Always	Frequently	Some times	Rarely	Never at all
		5	4	3	2	1
1.	Create report that facilitates communication and understanding					
2.	Agree on objectives, methods of recording, the class and time of observation					
3.	Decide on instruments of recording					
4.	Discuss on aspects of the lesson to focus on while observing					
5.	Set time for post observation conference					

b. Class Observation

No	While the lesson is going on the supervisor	Always	Frequently	Some times	Rarely	Never at all
		5	4	3	2	1
1.	Observes the teachers teaching behavior					
2.	Records the classroom behavior including students reflection					
3.	Focus on events that need either encouragement or improvement					

c. Analysis of Observation

No	While analyzing data of Classroom Observation, the Supervisor	Always	Frequently	Some times	Rarely	Never at all
		5	4	3	2	1
1.	Analyses data to display critical incident clearly.					
2.	Organize information as a constructive feedback that enables to build teachers capability and teaching behavior.					
3.	Distinguish area that should be encouraged and those which need further improvement and reinforcement.					
4.	Consider teachers experience, nature and content of the lesson, and levels of relationship before post observation conference.					

d. Post Observation Conference

No	In Post Observation Conference the Supervisor	Always	Frequently	Some times	Rarely	Never at all
		5	4	3	2	1
1.	Presents data in a supportive way consistent with plan in advance.					
2.	Holds discussion with teachers on what is planned and the actual classroom behavior.					
3.	Reveal events to be encouraged and those requiring improvement					
4.	Make an agreement on what to be done on both sides for the next time.					

e. Post Conference Analysis

No	In Post Observation Conference the Supervisor	Always	Frequently	Some times	Rarely	Never at all
		5	4	3	2	1
1.	Evaluate the whole supervisory process for future improvement.					
2.	Analyze the interest areas, the level of participation of the teacher and the feedback that was given to him.					
3.	Identify what strategy to follow to improve once own supervisory skills.					
4.	Plan for the next session of clinical supervision.					

PART THREE - Barriers to Instructional Leadership Practice

Direction: Please tick "✓" mark to what extent the following impediments affect the instructional leadership practice in your school, using the following rating scale: 5 = strongly agree (SA); 4 = agree (A); 3= undecided (UD); 2=disagree (DA); 1 = strongly disagree (SD).

3.1. Vision, will and courage

No	Instructional Leaders of my School	SA	A	UD	DA	SD
		5	4	3	2	1
1	have clear and well communicated vision, mission in the school					
2	Are not courageous to take risks, at any time, for the improvement of instruction					
3	Are equipped with adequate knowledge base, of instructional leadership					
4	demonstrate willingness to devote more time for instructional issues					

3.2. Skill and Training

No	In my School there is sufficient Amount of:	SA	A	UD	DA	SD
		5	4	3	2	1
1	Qualified instructional leaders in the field of education					
2	Qualified teachers in all subject area.					
3	Training on instructional leadership					
4	In service training and teachers development program.					

3.3. Cooperation and Commitment for Instructional Improvement.

No	There is high cooperation and commitment for instructional improvement among them:	SA	A	UD	DA	SD
		5	4	3	2	1
1	Community					
2	Zone and Woreda Education Officials					
3	Parent, Student, Teachers, Association (PSTA)					
4	Teachers					
5	Supporting – Staff					
6	Students					

3.4. Resource Availability and Allocation.

No	There is adequate amount of:	SA	A	UD	DA	SD
		5	4	3	2	1
1	Stationary materials for teaching					
2	Student text					
3	Laboratory space, equipment & time					
4	Classroom furniture					
5	Library space and time					
6	Qualified human resource					
7	Re current budget support					
8	Teachers guide					
9	Instructional time					
10	ICT service					

3.5. Instructional time Constraint.

No	There is adequate time to carryout instructional leadership because of:	SA	A	UD	DA	SD
		5	4	3	2	1
1	Limited roles of the principal					
2	Less paper work, and few reports					
3	Non academic demands					
4	No information and work overload					

1. Would you please list any other factors that influence instructional leadership practice that are not mentioned above?

2. What possible solutions would you suggest to be taken to avoid/ alleviate factors that hinder instructional leadership practice.

3.6, factors that affect instructional leadership practice

Direction: The following are assumed to be some of the factors that restrict instructional leadership effectiveness in the school. Please rank them from (1-9) according to the degree of the problem. (Rank the most affective problem as 1st).

Factors that affect Instructional Leadership Practice		1-9
1	Lack of knowledge base	
2	Lack of vision	
3	Lack of commitment	
4	Lack of trust in others	
5	Being unable to empower others	
6	Wastage of allotted instructional time	
7	Resistance to change	
8	Inadequate & poor allocation of resources	
9	The presence of pressing non instructional jobs	

Appendix -B
Addis Ababa University
Department of Educational Planning and Management

Interview Guide Questions for Principals

1. How do you describe the development of mission and its communication in your school. Do you involve stake-holders in the process.
2. How often activities of supervision and support carried out? How do you evaluate your supervisory practice (mainly clinical supervision).
3. How could you manage curriculum and instruction?
4. Describe the implementation of teachers professional development program (CPD) of your school. What are the main strengths or weaknesses.
5. How do you describe the teaching – learning climate in your school particularly in terms of; protecting instruction time; providing incentives (reward systems); maintaining high visibility; developing a supportive work environment and establishing a positive expectation and standard.
6. What do you think are the major factors that affect your instructional leadership practice?

Appendix - C
Addis Ababa University
College of Education
School of Graduate Studies
Department of Educational Planning and Management

Interview Guide Questions for Supervisors

1. Back ground information

a. Sex

b. Age

c. Level of Education

1.2 Year of service as

a. a teacher

b. a principal

C. a supervisor

1.3 Field of specialization

2. Guide Questions

2.1. How do you often provide supervisory services to the schools you are supposed to support. Do you think clinical supervision takes place in the secondary schools.

2.2. To what extent you provide training to enhance the capacity of instructional leadership practices of principals.

2.3. How do the schools whom you assist define school mission and communicate into stakeholders.

2.4. What are the major factors that influence instructional leadership practices. What possible solutions do you suggest for the hindering factors as a supervisor?

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

Guiding Question for Students – (FGD)

1. Are you familiar with the missions of your school. How do you describe the extent of your participation in the instructional activities.
2. Is instructional time protected in your school. If yes, how and to what extent? If no, why not?
3. Do you observe regular supervision conducted by concerned bodies in your classroom? How often principals visit your classroom to control & support your learning.
4. How do you see the degree and availability of essential instructional facilities and resources.
5. How often your school principals are visible in the school compound? Do they give feedback to issues raised by students related to the teaching – learning process.
6. What factors do you think are barriers of instructional leadership in your school.

Appendix - E
Addis Ababa University
College of Education
School of Graduate Studies
Department of Educational Planning and Management
Observation Checklist

Name of the School: _____

Type of the School: Government ☐ Private ☐

1. Documents on school goals and teaching and learning process as a whole.
 Available ☐ Unavailable ☐

2. Documents showing duties and responsibilities given to role players in instructional process:
 Available ☐ Unavailable ☐

3. Document on analysis of student achievements: Available ☐ Unavailable ☐

4. Check list aimed at protecting instructional time: Available ☐ Unavailable ☐

5. Documents on continuous professional development programs: ☐
 Available ☐ Unavailable ☐

6. Documents showing whether discussion is carried out with parents and PSTA on teaching – learning process: ☐ available U ☐ available

7. Documents showing feedbacks from internal & external regular supervision programs: ☐ ☐
 Available Unavailable

8. Attraction of the school compound (Water, Flowers shade, Green Area):
 Available ☐ Unavailable ☐

9. Availability of instructional resources:

	<i>available</i>	<i>Unavailable</i>
Qualified teachers		
Pedagogical center		
Student text books		
Teachers guide		
Laboratory (equipments, chemicals, manuals ...)		
Library (Reference materials, space, furniture's ...)		
Instructional class rooms		
Toilet (Male/ Female...)		
Play ground		
Instructional equipments		
Water		

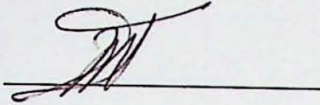
Declaration

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

Name : Tegene Mengistu

Date : June

Signature :



Submission of Approval Sheet

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

Name : Ato Kenenisa Dabi

Date : _____

Signature : _____