



**THE ROLES AND PRACTICES OF SCHOOL PRINCIPALS AS
INSTRUCTIONAL LEADERS IN GOVERNMENT SECONDARY
SCHOOLS OF ASSOSA ZONE IN BENISHANGU GUMUZ
REGIONAL STATE**

BY

ABEBE TESHOME YIMER

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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The undersigned here certify that they have read and recommended for acceptance of a Master

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ABEBE TESHOME YIMER

Approved by Board of Examiners

_____	_____	_____
Department Head	Date	Signature
_____	_____	_____
Advisor	Date	Signature
_____	_____	_____
External examiner	Date	Signature
_____	_____	_____
Internal Examiner	Date	Signature

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Abbreviations/Acronyms

BGRS- Benishangul-Gumuz Regional State

MoE- Ministry of Education

PTA-Parent Teacher Association

REB – Regional Education Bureau

SPSS- Statistical Package for Social Scientists

SS – Secondary School

TGE-Transitional Government of Ethiopia

WEO- Woreda Education Office

ZEO – Zone Education Office

Abstract

The purpose of this study was to assess the roles and practices of school principals as instructional leaders in government secondary schools of Assosa Zone of Benishangul Gumuz regional state. A descriptive survey design was employed in this study. The size of sample taken was 92 teachers, 10 principals, 20 Members of PTA and 6 school cluster supervisors were included in the study making a total sample size of 128 by using simple random for teachers and availability sampling techniques for principals. Questionnaires, semi structured interview and documents were used to collect data. 102 questionnaires were properly filled and analyzed using both descriptive and inferential statistical techniques: frequencies, percentages, one sample t-test and independent sample t-test. In addition to this, the data gathered through open ended questionnaire, semi-structured interview and documents were analyzed qualitatively. With regards to the result, one sample t-test showed that school principals were not effective in encouraging and motivating staff, creating conducive environment for teaching learning process, promoting professional development, observing and evaluating classroom instruction. Contrary to these, school principals were effective in monitoring students' progress, group development and school curriculum implementation, evaluation and improvement. Moreover, Independent t-test results showed that significant mean differences were not found between teachers' and principals' in implementing instructional leadership roles. Both the quantitative and qualitative results indicated although school principals were effective in implementing some of their instructional leadership roles still they have faced serious problems to implement all of their roles. Therefore, it is possible to conclude that although school principals were qualified they were not able to fully exercise their instructional leadership roles to improve the performance of their schools. To alleviate the problem of the implementation of instructional leadership, the selection and assignment of school principals should be based on the criteria set by Ministry of education. In addition, it is recommended that educational leadership and management training should be given for school principals to improve their instructional leadership capacities. Moreover, it needs to provide training professional development training, delegate responsibility and supply adequate resources to implement it.

CHAPTER ONE

INTRODUCTION

This chapter specifically deals with the background of the study, statements of the problem, objectives, significance, delimitation, limitation, operational definition and organization of the study.

1.1. Background of the Study

Educational institutions are valuable for each and every community. And they are well-structured entities where people come together and develop through teaching and learning process. In maintaining the development of peoples, they need committed and competent administrators with various duties like instructional leaders, supervisors, managers, etc. In this view, the Bureau of Labor Statistics (2010) explained that successful operations of educational institutions require competent administrators and their major duties are explained as follows:

Educational administrators provide instructional leadership and manage day-to-day activities in schools, colleges and universities. They set educational goals and establish the policies and strategies required to achieve them. They also supervise all activities, support staff and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers, manage career counseling and other student services. (p.1)

Among the various educational institutions, schools are places where people come together to acquire knowledge. They are formal agencies where citizens are developed. Concerning this, Million (2010) noted that schools are the formal agencies of education where the future citizens are shaped and developed through the process of teaching and learning.

Schools prepare students for the future; teach them the skills they need to be successful in life; and motivate them to read, write and think creatively. Moreover, schools are concerned with the development of students who are not only employable, but also autonomous and responsible individuals who are effective members of the society (Harris, 2003). To achieve this, there must be a commitment among the various stakeholders. In supporting this, Agrawal as cited in Million

(2010) explained that in maintaining the above objectives, the school requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management.

School principals as instructional leaders play a key role in creating conducive school environment in which instructional leadership can thrive (Poirier, 2009). According to McEwen (2003) effectiveness of school is mainly due to the leadership abilities of the principals, particularly in the area of instructional leadership. Supporting this, Hopkins (2003) noted that the most important single factor in the success of a school is the quality of school principals' instructional leadership. Thus, the result of effective schooling heavily depends on the roles and activities of school principal (Elliot & Capp, 2001).

Among the many roles of school principals, instructional leadership has been widely studied since the 1980s, and research has shown that the principal's instructional leadership role is an important element of effective management in successful schools. It can, therefore, be argued that instructional leadership is one among all the other school related factors that contribute to student learning (Leithwood, 2004).

Different roles of school principals as instructional leaders as outlined by Brewer (2001) are focusing on instruction, building a community of learners, sharing decision making process, supporting ongoing professional development for all staff members and creating and maintaining a climate of collaboration, and continuous improvement. Philip (2001) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. He also asserted that instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plan, and evaluating teachers.

Quite differently, Reitzug (1994) has listed some attributes of the principal, which constitute to instructional leadership. These are providing staff development, encouraging risk taking and requiring justification of practices. Effective instructional leader is a principal who actively promotes more effective practice in the teaching and learning processes (Daresh, 2002). The key to instructional leadership is to define his/her role in terms of recognizing instructional priorities rather than by serving as a school manager.

School principals in Ethiopia are also expected to perform well with educational leadership activities, such as allocation of resources, involving and working with parents, working with school communities related to instruction, curriculum improvement and implementation, professional development, supervision, classroom observation and evaluation. To meet the needs of educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials the role of principals as instructional leadership is vital.

Nowadays, more principals fail to exhibit day-to-day instructional leadership behavior as there are many complex problems that hinder the implementation of the instructional leadership at schools (Doyle, 2002). Nevertheless, as the contradiction of the instructional leadership, some researchers declare that instructional leadership is a problematic nature in leadership and does not reflect on students' democratic decision making and needs to be satisfied (Leithwood, 1994; Macneill, Cavanagh & Silcox, 2005). As a result, many education activists try to break the dogma of instructional leadership and change it with transformational leadership (Leithwood, 1994).

Mulugeta et al. (2005) in their study also pointed out that the current situation in Ethiopia indicates that due to shortage of teachers and quality leadership and management, Ethiopian schools are being run by subject specialists selected from subject teachers rather than professionally trained and qualified education managers. Research in Benishangul Gumuz Regional state on role and practices of principals as instructional leader and related areas has not been done well, but practically as the researcher observed in his experiences the concept findings explained above by Mulugata et al.(2005) are also true in Benishangul Gumuz Regional State. Due to this pressing issue, the researcher was highly motivated to conduct a comprehensive study on the roles and practices of secondary school principals as instructional leadership in Assosa zone secondary schools of Benishangul Gumuz regional state.

1.2. Statement of the Problem

The role of school principal has become more complex, overloaded and unclear in the past decade. School principal as instructional leader expected to play many roles. However, many writers argued that the role of school principal is multi-dimensional and complex. For instance, Phillips (2001) in his study noted that school principal wears many hats being a manager, administrator, instructional leader and curriculum leader at different points in a day.

While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. Among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership (Stronge, 1988). Similarly, Stronge as cited in Poirier (2009) also found that typical principals spend 62% of their time performing managerial activities, and spend only 11% of their time to work related to instructional activities. This result may differ from country to country. Supporting to this, George (2001) noted that, due to lack of time and paper work, principals devoted very little of their time to instructional leadership.

The Milken Family Foundation and National Association of Secondary School Principal (as cited in Poirier, 2009), which suggested that a typical week from a principal consisted of:

Sixty-two hours per week on administrative duties such as parental issues, community related tasks, discipline, and facilities management. Although principals believed that instructional leadership is important, very little of their time gets devoted to instructional leadership due to lack of time and paper work. (p.22)

Sometimes, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice instructional leadership as expected. “Instructional leadership is often conceived of as a blend of supervision, staff development and curriculum development facilitates school improvement “(Smith & Andrews, 1989). Similarly, Budhal (2000), stated that principals fail to practice instructional leadership due to lack of understanding the importance of instructional leadership, lack of training, appointment of incompetent and inexperienced classroom teachers in principal ship, shortage of time to observe and assist educators with curricular problems and an extra teaching load. As a result, school principals spend more time on administrative duties at the expense of instructional leadership activities.

MOE (2008) also explained that the appointment of secondary school leaders in Ethiopia is very much based on experience and only half of them has got professional development courses which shows that the sector is lacking qualified leaders. Mulugeta et al. (2005) in their study also pointed out that the current situation in Ethiopia indicates that due to shortage of teachers and quality leadership and management, Ethiopian schools are being run by subject specialists

selected from subject teachers rather than professionally trained and qualified education managers.

Most educational managers, supervisors and school principals who are assigned at the position do not have any training in the area of educational management and leadership (Mulugeta et al., 2005). Similarly, Tekleselassie (2002) reported that principals attended a one - month in service course on school management. Limitations of the training included curriculum unresponsiveness to the training needs of principals, short duration of training, ill - preparedness of trainees and incompetence of trainers, disconnect between the training and the vision of the Ministry of Education and the training did not reach all teachers and principals. As a result, the impacts of the training for quality, through teachers and principals were not given emphasize as much as expected.

Though the importance of leadership role to be played by school principal is unquestionable due to the above factors, it remains a handicapped. For instance, the review of Ethiopian Education and Training Policy and its Implementation (2008) stated that school principals in Ethiopian secondary education are less than the average in the following areas:

The ability to perform technical management; building school culture and attractiveness of school compound; ability to create participatory decision making and school management for teachers and students; ability to create orderly school environment by clarifying duties and responsibilities; selection and recruitment skills and ability to communicate with different stakeholders. (P.10)

Likewise, Wudu (2003) also noted that secondary school principals do not create facilitative condition in arranging for staff development. Mulugeta et al., (2005) also explained that due to the existence of unqualified principals; schools instructional process remains ineffective, curriculum implementation become poor, and collaborative working behavior do not get exercised in the school.

As indicated in the research done by different scholars in the field, there were insufficient practices of instructional leadership role played by secondary school principals. Although some researches had been conducted on the practices of instructional leadership at national level, but the researcher had not get researches conducted in secondary schools of Assosa zone of

Benishangul Gumuz regional state. In addition, the researcher often observed that some of secondary school teachers in this Zone do not seem satisfied with instructional leadership services and professional support being rendered to them. Due to this, they may encounter difficulties to use different teaching methodologies, assessment techniques, implement new curriculum and instructional training.

Therefore, this study assessed the roles and practices of school principals as instructional leaders in secondary schools of Assosa zone. Thus, the researcher was formulated the following basic questions:

1. To what extent do school principals play their instructional leadership roles in government secondary schools of Assosa zone?
2. Are there statistically significant differences between teachers and principals on the implementation of instructional leadership roles of principals in government secondary schools of Assosa zone?
3. To what extent do school principals professionally qualified to play instructional leadership roles in government secondary schools of Assosa zone?
4. What are the challenges school principals encountered in playing their instructional leadership roles in government secondary schools of Assosa zone?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to assess the roles and practices of school principals as instructional leaders in government secondary schools of Assosa zone in Benishangul Gumuz Regional state.

1.3.2. Specific Objectives

More specifically, the objectives of this study are:

- To assess the extent to which school principals played their instructional leadership roles in government secondary schools of Assosa zone.

- To decide whether there were statistical significant difference between teachers and principals on the implementation of instructional leadership roles in government secondary schools of Assosa zone.
- To evaluate the extent to which school principals professionally qualified to play instructional leadership roles in government secondary schools of Assosa zone.
- To identify the challenges school principals encountered in playing their instructional leadership roles in government secondary schools of Assosa zone.

1.4. Significances of the Study

This study assessed the roles and practices of school principals as instructional leaders in government secondary schools of AssosaZone in Benishangul Gumuz Regional state. It is crucial to the improvement of instructional leadership practices in secondary schools, since it finds to provide vital information about the contribution of instructional leadership practices in promoting quality education. This in turn will help the school management to determine suitable ways in familiarizing instructional leadership practices in school.

It is also hoped that, this study has the following significance. These are;

- It may help school principals and other school administrators initiate to improving instructional leadership as it relates to teacher development and promotion at the secondary school level.
- It also assists educational officers, principals and supervisors for effectively supporting the operation of the education system and help to evaluate their instructional leadership functions that would enable them to take the necessary measures.
- It may provide information for regional, zonal and woreda educational expertise about the contribution of instructional leadership in promoting quality education and help them to do their share to improve instructional leadership practice in secondary schools.
- It may also give relevant and timely information to school principals, teachers, supervisors and educational officers concerning the existing system and practice of instructional leadership.
- It may show the major contribution of instructional leadership for quality education and the professional development of secondary school teachers.

- It may serve as a starting point for other researchers who are interested to conduct research in this area.

1.5. Delimitation of the Study

Although it is important to study the roles and practices of school principals as instructional leaders in all government secondary schools of Assosa Zone of Benishangul Gumuz Regional State, But this study is delimited to 10 government secondary schools of Assosa zone to make it manageable.

In addition, this study delimited to the roles and practices, challenges and professional qualification school principals to exercise instructional leadership. Even though the role of school principals as instructional leader is multi-dimensional and complex, an attempt was made to see the instructional leadership roles of school principals specifically in the area of, encouraging staff in instructional issues, creating conducive environment for the teaching learning process, promoting teachers professional development, classroom observation and evaluation, monitoring students' progress, group development, curriculum implementation, evaluation and improvement. It also assessed whether there was significance difference between teachers and principals on the implementation of instructional leadership. In addition, the professional qualification of school principals was also included as part of this study. Finally, it tried to identify the major challenges school principals faced while they implement instructional leadership.

1.6. Limitation of the Study

The study was conducted on 10 selected secondary schools of 6 wereda of Assosa zone. There were some problems encountered in the progress of finalizing this research. The lack of similar research works on the issue in study area impedes the researcher from dealing with more findings in the literature as well as in the discussion part. Moreover, during the process of data collection especially in interviewing some respondents were unwilling to give information sufficiently and some individuals were busy in routine works. To overcome this limitation, the researcher made consent with the respondents through explaining as their information is critically important for the success of this study.

1.7. Definitions of key terms

In this study, the following words and phrases might have contextual definitions as described below.

Instructional leadership: being a visionary who is out and around creating a visible presence for the staff, students, and parents at both the physical and philosophical levels concerning what the school is all about (Smith & Andrews, 1989).

Principals: school leaders who plans, directs, organizes and controls the work and schools the achievement of educational objectives (Goldmen, 1920).

Supervisor: refers to school personnel involved in conducting instructional supervision in the school administration and other assessments of the school.

Secondary schools: secondary schools include grades 9 and 10 (Ministry of Education, 1994).

1.8. Organization of the Study

This research has five chapters. The first chapter dealt with the introductory part that consists of background, statement of the problem, objectives, significance and delimitation of the study including operational definitions. The second chapter reviewed about the historical context of instructional Leadership, school principal roles as instructional leaders in general and in Ethiopia in particular. In addition to this, recruitment and training of secondary school principals were also presented as a part of this section. Finally, the challenges and weaknesses of instructional leadership in schools in current provision.

The third chapter dealt with the research design, research method, sources of data, research site, population, and sample, sampling techniques, data gathering instruments and procedures, pilot study as well as method of data analysis. Results and discussion of the major findings were presented in the fourth chapter. The fifth chapter included summary, conclusion and recommendations as part of the study. Finally, the reference and appendices were attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discussed and analyzed studies related to instructional leadership roles of school principals. Specifically, the historical context of instructional leadership, school principal roles as instructional leaders in general and in Ethiopia in particular were presented. In addition to this, recruitment and training of principals also presented as a part of this section. Finally, the challenges and weaknesses of instructional leadership in schools was presented. It also reviewed the challenges school principals faced while they play their instructional leadership role.

2.1. Historical Context of Instructional Leadership

The historical context section of the literature review examined the emergence of the instructional leadership concept in the educational field, and its evolution from the principal being the sole instructional leader to instructional leadership being the shared responsibility of all staff members. According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school effectiveness. The principal became the leader who shaped the organization into the instructional leadership model. Hallinger (2003) identified instructional leadership models in the 1980s as “strong, directive leadership focused on curriculum and instruction from the principal”.

The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable. Traditionally, principals were expected to be managers of school buildings and focus on handling routines like teacher evaluation, budgeting, scheduling, and facilities maintenance. During the eighties, there was a shift in attention to educational roles with both teachers and principals receiving emphasis. A prevailing assumption of this era was that the principal should become directly involved with the teaching and learning processes. Principals

were required to “intervene” to ensure that teachers focused on the central mission of the school (Beck & Murphy). According to Jenkins (2009), instructional leaders lead learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community’s support for school success.

The top-down approach became apparent in leadership that focuses predominately on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school (Hallinger, 2003). Hallinger also synthesized essential elements of various researchers’ explanations of instructional leadership and noted that the principal’s expertise and the principal’s character both needed to be goal-oriented, and that there must be a focus on student outcomes and achievement. The principal also needed to help improve teaching and learning through curriculum and instruction.

Hallinger (2003) pointed out principals who “shared leadership responsibility with others would be less subject to burnout than principal ‘heroes’ who attempt the challenges and complexities of leadership alone”. Brewer (2001) outlined the focus of instructional leadership as the focusing on instruction; building a community of learners; sharing decision making; sustaining the basics, leverage time; supporting ongoing professional development for all staff; redirecting resources to support a multifaceted school plan and creating a climate of integrity, inquiry, continuous improvement. The historical role of instructional leadership has evolved from an individual responsibility, to a school-based responsibility. However, the principal’s leadership is the central element as facilitator of the instructional leadership in the school, which is connected to the purpose of instructional leadership.

Before displaying various definitions of instructional leadership and the most important instructional practices of principals, it is necessary to refer to the history of instructional leadership to illustrate the different contributions researchers have made to prove the importance of instructional leadership in improving school performance. Bridge as cited in Hallinger's paper (2011) mentioned that the emergence of the idea of instructional leadership dates back to the 1960s. (Hallinger,2011). The notion of instructional leadership became rich material for

researchers and this sort of leadership began to expand and widen on a large scale. Instructional leadership can be defined as those actions that principals take, or delegate to others, to promote growth in students' learning (the concepts 'learner' and 'student' will be used interchangeably). In practice, this means that the principal ensures educational achievement by making instructional quality the top priority of the school. Fullan(1991) explains that instructional leadership is an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace in relation to shared goals, teacher collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning. Instructional leaders spend most of their time dealing strictly with curricula matters rather than administrative functions. The principals as instructional leaders should at all times strive for excellence in teaching and learning with the sole purpose of improving student achievement. Principals should serve foremost as instructional leaders in schools, and that their commitment to instructional improvement should not only be strongly articulated but should be reinforced with experience in the classroom (Glanz, 2006: xv; MacNeill, Cavanagh & Silcox, 2003). In order to secure legitimacy in the eyes of the teachers, principals should have sufficient teaching experience and should understand with firsthand experience the instructional challenges faced by teachers. Instructional leadership demands high standards of academic excellence: setting high expectations for learner success; having knowledge and experience with effective teaching or instructional strategies. Glanz (2006), states that instructional leadership is about encouraging best practices in teaching. Principals should become familiar with innovative theories and practices and motivate teachers to model them in classrooms. Thus, some concerned researchers of educational leadership styles over the years have studied several variables and factors that may have contributed directly or indirectly to the improvement or decline of the role of the principal. They claimed also that instructional leadership can raise or weaken the achievement level of students and school performance in general (Marzano, Waters & McNulty, 2005,) Philip Hallinger and Ronald Heck (1998) combined the finding of 40 testing studies between 1980-1995.

2.2. Principal Roles as Instructional Leaders

The role of a principal as an instructional leader receives strong support from many researchers. Researchers argued that instructional leadership role of school principals are multidimensional and complex. Supporting this, Hallinger (2003) noted that the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". It has often been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching (Philip, 2001). Principals need to ensure that assessment of student learning is aligned with both the school's curriculum and the teachers' instruction (English, 2000). Hall as cited in Zulu (2004) also suggested that instructional leadership of a principal has to do with effective communication, motivation, supervision, and development of staff, dealing with pupils, and the solving of problems and the resolving of conflicts among staff and pupils.

Leithwood and Wahlstrom (2004) stated that principals' working condition has both direct and indirect effects on teaching and students' achievement respectively. The literature suggests that principals of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; discuss work problems with teachers; are more supportive of teachers' efforts to improve (especially by distributing instructional materials or promoting in-service training activities); and are more active in setting up teacher evaluation procedures. The literature also suggests that principals of effective schools show a

higher quality of human relations. They recognize the needs of teachers and help them achieve their own performance goals. They also encourage and acknowledge teachers' good work.

Attending meetings chaired by leadership team, overseeing leadership team assigned to monitor specific departments, monitoring classroom instruction, conducting leadership meetings to maintain focus, communicating teachers in curriculum related issues and determining professional development based on teaching experience are the major instructional leadership roles of school principals (Decman, Grigsby, Schumacher, and Simieou, 2011). In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of the role of a principle as a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership (John West-Burnham, 2001).

Effective principals as instructional leader use test results, grade reports, attendance records, and data from students accepted in post-secondary education program, students receiving scholarship, honor roll, and other information to spot out potential programs (McEwan, 2003). They also look at the analysis of standardized test scores, review students' quarterly, make frequent classroom observation and talk with teachers and students (Belay, 2009).

Effective principals create a partnership for teaching and learning a strategic approach to engaging students and community more powerfully as direct support for strong student performance (Fullan, 2001). Principals understand the need for family help. Supporting this idea, McEwan (2003) has precisely pointed out that effective instructional leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses (Belay, 2009).

The principal's primary responsibility is to promote the learning and success of all students (Lunenburg, 2010). Demands for greater accountability, especially appeals for the use of more outcome-based measures, requires the principal to be instruction oriented. Are the students

learning? If the students are not learning, what are we going to do about it? The focus on results; the focus on student 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 (Lunenburg, 2010). It is important to know how can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet those goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that “I taught it; they just didn’t learn it.” The role of instructional leader helps the school to maintain a focus on why the school exists, and that is to help all students learn (Smylie, 2010). Schmoker (2005) also claims that the leader’s function is to provide opportunities for teachers to work together in self-managing teams to improve their own instruction, always with the expectation for improved learning. All teachers work on improving their own instruction as they exercise their right to lead, and the designated leader’s role is to facilitate these processes (Mullen & Hutingler, 2008; Murphy et al., 2009). In this manner, in order to create a collaborative environment, school principals must group teachers into effective teams for effective collaboration, believe in the inherent ability of teachers to serve in leadership capacities, provide, encourage and expect participation opportunities for staff involvement in important decisions, empower leadership teams to make decisions and encourage risk-taking.

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). This will require district wide leadership focused directly on learning. School principals can accomplish this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing sustained district wide success for all children (Fullan, 2010; Marzano & Waters, 2010).

2.3. The Role of School Principal in Ethiopia

In Ethiopian context the Ministry of Education ([MOE] as cited in Wudu, 2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions:

- Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated.
- Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities.
- Has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a coordinated service.
- Has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems, which are beyond the abilities of each department.
- Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation.
- Comes up with suggestions that could facilitate the provision of staff development or in-service training programs, and
- Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial:

The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short

term trainings and experience sharing programs at the school level with the view of helping them develop professionally. They coordinate co-curricular activities together with parent-teacher unity for students' educational activities performed in the class as well as outside the class (p. 33).

As teaching learning process is a day-to-day and continuous process, the function of the instructional leadership at the school level should also be a continuous responsibility. Within the school system, the supervisors, the school principal & vice principal, the department heads and the senior teachers. In Ethiopia, principals are expected to be instructional leaders. According to TGE (1994), principals are expected to perform 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 as sited Roza (2016).

The school principals, play as facilitators of both curriculum implementation and improvement (Wudu, 2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school. The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher.

2.4. Principals as Effective Instructional Leaders

Principals may be categorized as effective and ineffective depending on their character or role to their school. When a principal is an effective instructional leader, he or she develops an environment that fosters a direct influence on the three concepts. In turn, the principal's leadership creates a school environment based on trust, collaboration, shared leadership, and empowerment. Supervision and staff development become useful tools for teachers to use to work together to develop their abilities and skills through collaboration (Poirier, 2009).

Blase and Blase (2001) also found that the characteristics of effective instructional leaders fell under three major themes: talk with teachers; promote teachers' professional growth; and foster teacher reflection. Principals in the regional short term training identified several items which spoke to one of these themes: promoting teachers' professional growth. Although the questions and purposes of these two activities were different, it is interesting to compare what teachers and principals say about promoting teachers' professional growth.

Smith and Andrews (as cited in Zulu,2004) conclude that effective instructional leaders usually have the following characteristics: Place priority on curriculum and instructional issues. These goals ,creates a climate of high expectations in the school, characterized by a tone of respect for teachers, students, parents and community, continually monitors student progress towards school achievement and teacher effectiveness in meeting those goals and effectively hold consultation sessions with faculty and other groups in school decision processes.

One of the many tasks of principals as instructional leaders is creating a collective expectation among teachers concerning student performance. That is, principals need to raise the collective sense of teachers about student learning (DuFour, 2010). Then principals must work to ensure that teacher expectations are aligned with the school's instructional goals. Furthermore, principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of the school (Elmore, 2005).

2.5. Recruitment and Training of Principals

The current recruitment criterion of secondary school principal was first regulated by MoE (2009) and specified the criteria. Hence, the candidate should fulfill the specified qualification and should be trained a teacher should at least reach the medium position in the teachers career ladder, should serve as a unit leader, vice principal, or serve as students' dean, department head and pedagogical center head. Additionally the candidate principal is expected to have Masters Degree in education and free from conviction and should not have disciplinary problems were the criteria.

Recent literature on school reform suggests that principals or head teachers play a critical role in the success of strategies to improve teaching and learning. The knowledge they have of good teaching and learning practices, the leadership they provide for the school and community, and

the ongoing support they give to teachers are all elements important to implementing successful school reforms.

According to Muluken et al., (2004) many of the principals in Sub Saharan countries; they did not make clear how they defined leadership. It seemed most often to refer to character qualities, such as ethical, fair, and personable. A couple of principals mentioned that innovative and visionary were necessary qualities for success, and only one stated that an understanding of teaching and learning processes was important. These responses suggest that generally principals do not regard their qualities or roles as including knowledge of effective teaching and learning strategies. Rather, the role and the qualities necessary to be successful as a principal are primarily defined as administrative.

Mulkeen, et al., (2004) noted that most principals in Sub Saharan Africa do not have degrees in educational leadership. Rather, once they become a principal they may participate in in-service or distance education noted workshops to develop skills in needed areas. These workshops tend to focus on administration and management, (e.g., accountability, resource management, and record keeping). Some principals say that they have participated in workshops on communication and community relations.

Principals recognize the need for further training and several stated that it would be important to have a degree in educational leadership or administration. Areas in which principals need further training include information technology for financial management and evaluation, strategic planning, and human resource management. In many countries of the world different researchers argued that there is no an advanced degree program for principals. Rather in-service training was a relatively new idea in the professional development of principals (Mulkeen, et al., 2004). The development of a regional training facility for a master's program in educational leadership, therefore, seems to be an important potential initiative.

2.6. Challenges of Instructional Leadership in Schools

The instructional leadership role of school principals is affected by different barriers. Concerning this, different researchers pointed out the different barriers in different ways. For instance, Bouchard (2002) noted that among the predominant barriers expressed were management tasks, lack of respect for the office, teacher contracts, students with chaotic lives, staff development,

lack of parent participation, and limited resources. Similarly, Sergiovanni (2001) argued that one of the primary challenges of confronted by school principals is the expanding number of duties that require a tremendous investment of time and effort.

According to Chang and Townsend (2000), lack of the necessary knowledge and skills, lack of qualified staff, limited training and education, limited experience, insufficient time, multiple roles and responsibilities, geographic isolation, information and communication overload, paper work overload, too many reports, limited access to professional development (e.g., technology and coursework), poor teachers cooperation, limited technology to access online professional development, political interference and external interruptions, salaries (teachers who teach the day program and run after-school programs make more money than principals), incentives (there should be a financial incentive for principals and assistant principals to accept leadership positions), principals and assistant principals are punished (reassigned) without warning /notice/ consent/ prior knowledge are some of the major barriers school principals are encountered in playing their instructional leadership role.

2.7. Strategies to Improve Principals Instructional Leadership Roles

To improve leadership preparation, educators, policymakers, state education agency officials, and institutions of higher education should do the following:

Establish well organized leadership standards. These standards should be linked and aligned to evaluation systems, professional development requirements, and the direct needs of the districts, Implementation of such standards may mean that local school districts, statewide agencies, and universities have to collaborate and communicate in a more meaningful way (The Wallace Foundation, 2006).

In addition, leadership preparation programs should be monitored and evaluated based on participant, cohort groups. The leadership preparation program should be organized to promote teamwork, collaboration, and support. Most important, all stakeholders should work to single out high-quality candidates for leadership preparation instead of relying on self-selected candidates with administrative credentials but little demonstrated talent for leadership (The Wallace Foundation, 2006).

Recruiting high-quality, diverse candidates to leadership preparation programs may require providing financial support for candidates to permit them to participate in an intensive program with a full-time, supervised internship, coordinating state and district leadership training opportunities while developing and improving leadership preparation programs is also a means for effective instructional leadership roles of principals. Designing a comprehensive and coherent curriculum leadership preparation programs, mentoring for beginning principals, developing a supportive cohort structure for leader candidates, and providing candidates with administrative internships are major strategies to make instructional leadership role and practice of school principals effective.

In order to achieve a coherent program, universities and school districts should work together to recruiting, training, and supporting qualified principals, creating clear pathways to leadership certification, state policy agencies need to have clear guidelines and requirements for licensure and certification of leader candidates. The communication of the requirements and the process to go about it should be readily accessible and easy to understand (The Wallace Foundation, 2006).

A study conducted by Mulkeen et al. (2004) many secondary school administrators in Sub Saharan Africa (in Guinea, Ghana, Ethiopia, Tanzania, Uganda, and Madagascar) are ill-prepared to meet the demands posed by the changing nature of their jobs. As a result he argued that organized and systematic training in educational leadership and effective and transparent management that goes beyond the occasional workshop presently offered in most systems is urgently needed for principals.

Moreover, Horng and Loeb (2011) also suggest that principals should be able to be organizational managers at school. Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such principals are likely able to demonstrate students' academic improvement. However, in daily practice, in average, only one fifth of the principals' time is dedicated to organizational management activities. Most principals spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paper work that does not relate to the school's outcome development. (Horng & Loeb,2011, p. 68.)

A national or regional institution that specializes in advanced degrees or certification for educational leadership could be one option to address this need. Concerted effort to improve school leadership is one of the more promising points of intervention to raise the quality of secondary education across much of Africa. Mechanisms for recruiting teachers to become principals or head teachers are unsystematic and not necessarily based on professional criteria (Ibid). Mulkeen et al. (2004) also indicates that the position of principal is often not professionalized or seen as a career choice. It is sometimes filled by senior teachers who rotate through the position for limited periods of time. Therefore, it needs a more systematic approach to the selection and training of principals would lead to stronger school leadership.

2.8. Summary of the Literature Review

The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982).The Principals as instructional leadership has been widely studied since the 1980s, and research has shown that the principal's instructional leadership role is an important element of effective management in successful schools. It can, therefore, be argued that instructional leadership is one among all the other school related factors that contribute to student learning (Leithwood, 2004).

Hallinger(2003) pointed out principals who “shared leadership responsibility with others would be less subject to burnout than principal ‘heroes’ who attempt the challenges and complexities of leadership alone”. Before displaying various definitions of instructional leadership and the most important instructional practices of principals, it is necessary to refer to the history of instructional leadership to illustrate the different contributions researchers have made to prove the importance of instructional leadership in improving school performance.

Researchers argued that instructional leadership role of school principals are multidimensional and complex. Supporting this, Hallinger (2003) noted that the principal's function in a school is a complex one consisting of “managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school”.

Effective principals as instructional leader use test results, grade reports, attendance records, and data from students accepted in post-secondary education program, students receiving scholarship, honor roll, and other information to spot out potential programs (McEwan, 2003). They also look at the analysis of standardized test scores, review students' quarterly, make frequent classroom observation and talk with teachers and students (Belay, 2009).

Blase and Blase (2001) also found that the characteristics of effective instructional leaders fell under three major themes: talk with teachers; promote teachers' professional growth; and foster teacher reflection. Principals in the regional short term training identified several items which spoke to one of these themes: promoting teachers' professional growth. Although the questions and purposes of these two activities were different, it is interesting to compare what teachers and principals say about promoting teachers' professional growth. In the areas in which principals need further training include information technology for financial management and evaluation, strategic planning, and human resource management. In many countries of the world different researchers argued that there is no an advanced degree program for principals.

In addition, leadership preparation programs should be monitored and evaluated based on participant, cohort groups. The leadership preparation program should be organized to promote teamwork, collaboration, and support.

Educational institutions are valuable for each and every community. And they are well-structured entities where people come together and developed through teaching and learning process. Among the various educational institutions, schools are places where people come together to acquire knowledge. They are formal agencies where citizens are developed. Schools prepare students for the future; teach them the skills they need to be successful in life; and motivate them to read, write and think creatively. To achieve this, there must be a commitment among the various stakeholders. In supporting this, Agrawal as cited in Million (2010) explained that in maintaining the above objectives, the school requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This study was aimed to assess the roles and practices of school principals as instructional leaders in government secondary schools of Assosa Zone, Benishangul Gumuz regional state. This chapter specifically dealt with the research design, research method, sources of data, population, sample and sampling techniques, data gathering instruments, pilot study and data collection procedures and method of data analysis to attain the above purpose.

3.1. Research Design

Research design is the “...plan that describes the conditions and procedures for collecting and analyzing data” (McMillan & Schumacher, 2010). Since this study involved large number of participants to assess the roles and practices of school principals as instructional leaders in government secondary schools of Assosa Zone, Descriptive survey design is found suitable. As a result, In relation to this, Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the status, nature of prevailing conditions, practices, and trends through relevant and precise information.

3.2. Research method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus, both quantitative and qualitative data were required to assess the role and practices of principals as instructional leadership in secondary schools of Assosa Zone. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview was employed (Muijs, 2004). A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the role and practice of principals as instructional leader . Furthermore, the qualitative information was used to provide greater clarity and understanding of the information obtained from the quantitative survey response (Creswell, 2002). Therefore, these methods were selected with the assumption that they were helpful to obtain precise information concerning the

current role and practices of principals as instructional leaders in detail from numerous numbers of respondents.

3.3. Research Site

Assosa Zone is one of the three Zones in Benishangul-Gumuz Regional State of Ethiopia, which is bordered on the south by the Mao-Komo special Woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel and on the east by the Dabus River, which separates it from Kamashi. Assosa is the capital city of this zone and also to BGRS. It is 678 KM from Addis Ababa. Assosa Zone comprises seven Woredas; Assosa, Banbasi, Homosha, Kurmuk, Mengie, Oda-Godere and Sherkole Woreda. These Woredas vary in their infrastructure, weather conditions and socio economic status. The total number of primary and secondary schools in a Zone are 136 and 18 respectively. The numbers of teachers are also 1412 in primary and 259 in secondary including preparatory schools.

3.4. Sources of Data

For the purpose of this study, both primary and secondary sources of data were used. The primary data were collected from school cluster supervisors, member of PTA, principals and teachers through questionnaire and semi-structured interview. The decision to use these subjects as a source of primary data is based on the expectation that they have a better experience and information on the role and practices of principals in secondary schools. To complement and supplement results obtained from the above respondents, documents like annual statistical abstracts of BGRS, acknowledgment letter and teacher qualification were used. More over the school rewarding and in-school teacher professional growth and development strategies were the documents which were consulted to supplement the data collected through questioners and interviews.

3.5. Population, Sample size and sampling techniques

In Benishangul Gumuz regional state, there are three zones. Out of these, the researcher selected Asossa zone as a target of the study due to its proximity and the researcher had experience when working as a principals in different secondary schools found in this zone. In this Zone, there are 7 woredas. Out of 7 woredas, the researcher selected 6 woredas using simple random sampling

technique mainly lottery method. Specifically, there were a total of 16 general secondary schools (from grade 9-10) and and Preparatory schools (from grade 11-12) in these 6 woredas. Thus, the researcher selected only 10 secondary schools randomly using simple random sampling technique. In these 10 secondary schools, there were 180 teachers, 10 principals, 6 school cluster supervisors and 50 members of PTA. Therefore, this study constituted a total of 246 research respondents as a target population shown in the table 1 below.

Table1: Summary of sample teachers, principals, supervisors and member of PTA

Woreda	Name of schools	Teachers		Principals		PTAs		Cluster supervisors	
		Number	Sample (50%)	Number	Sample (100%)	Number	Sample (40%)	Number	Sample (100%)
Assosa	HohaKutir 2Secondary School	13	7	1	1	5	2	1	1
	Oura General Secondary School	13	7	1	1	5	2		
	Megele General Secondary School	10	5	1	1	5	2		
Bambasi	Bambasi Sec. and Preparatory School	60	30	1	1	5	2	1	1
	Ewuket Fana Secondary School	12	6	1	1	5	2		
Homosha	Homosha General Secondary School	13	7	1	1	5	2	1	1
Mengie	Mengie General Secondary School	21	11	1	1	5	2	1	1
	Oundulu Secondary School	14	7	1	1	5	2		
Kurmuk	Kurmuk Secondary School	12	6	1	1	5	2	1	1
Sherkole	Halmu Secondary School	12	6	1	1	5	2	1	1
Total	10	180	92	10	10	50	20	6	6

For manageability reason, the researcher selected 50% of teachers from each school proportionally using simple random sampling technique due to the number of teachers across 10 schools were significantly varied. To support this, simple random sampling technique involves selecting randomly from a population such that each subset has an equal chance being selected as a sample (Evans, 2007).

First, the researcher took a total of 50% (92) teachers from 10 schools. Then, each participant of the study was selected using simple random sampling technique mainly by lottery method. In the lottery technique, the researcher also took the names of the teachers from each school and wrote their name on a piece of paper having equal size and then folding the papers, putting them on a carton. Then, the researcher put back in each of the drawn participants before the next draw until

the required number of samples obtained to ensure that each participant had equal chance to be selected.

With regard to school principals, the researcher took 100 % (10) principals as a sample using comprehensive sampling technique due to the manageability of their numbers. The researcher also selected 40% (20) of PTA members using purposive sampling technique while 100% (6) of school cluster supervisor selected using comprehensive sampling technique.

Therefore, in this study, 92 teachers, 10 principals, 20 PTA member and 6 school cluster supervisors were included as samples making a total of 128 respondents as shown in the table 1.

3.6. Data Gathering Instruments

Questionnaire, semi- structured interview and relevant documents were used as a data gathering tools to get the necessary data about instructional leadership. Questionnaire is the instrument found relevant to collect data from teachers and principals in the sample for this study. Because, it is more suitable to get large amount of data from large number of respondents with short period of time and minimum cost. It is quick and easy to analyze data using statistical techniques and enabling comparisons to be made across groups. It also helps the respondents to choose one option from the given scales that best aligns with their views (Somekh and Lewin, 2005). Thus, it was administered for teachers and school principals.

With regard to interview, it was designed to collect more supplementary opinion so as to validate and triangulate the data gathered through quantitative method. The interview was prepared for school cluster supervisors and members of PTA. The reason behind semi-structured interview items are the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee (James et al., 1997).

To complement and supplement results obtained from the above respondents, documents like annual statistical of BGRS, acknowledgement letters and teachers qualification were used. The school rewarding strategies and in-school teacher professional growth and development strategies were the documents which were consulted to supplement the data collected through questionnaire and interview.

3.7. Pilot Study

To ensure the validity and the reliability of evidences gathered through the instruments which was administered to teachers, principals, school cluster supervisors and members of PTAs, theoretical support will sought out from the pertinent literature and technical evaluation of the instruments from the pilot study. After the comments gathered from advisors and colleagues, have been incorporated, the researcher piloted the instruments to check its validity of instrument. The researcher pre-tested the questionnaire at Nebar komishiga and Mengele secondary school. To this end, the researcher distributed seventeen draft questionnaires with two principals and fifteen teachers through randomly selected teachers and school principals which were outside the main sample of the study. The reliability coefficients of the questionnaire with Cronbach Alpha (α) = (0.91, 0.88, 0.90) for items related to the implementation of instructional leadership roles, professional qualification of school principals and challenges of school principals faced while they played their roles respectively. The results indicated that the reliability of the instruments were high since the results of 0.65 and above are reliable for attitude, opinion, and perception question items (Yalew,2011).

3.8. Data Gathering Procedures

To answer research questions raised, the researcher engaged through series of data gathering procedures. After receiving the authorized official cooperation letters from concerned organizations; Addis Ababa University and Assosa Zone Educational office, then the researcher went to each identified woreda in order to access the lists of all teachers, principals, PTAs and cluster supervisors to determine the sample respondents. Then, using the list of research participants, the researcher identified sample respondents using different sampling techniques based on the nature of data and number of respondents. Following the identification, the researcher themselves contacted research participants and clarified the purpose of the study before administering the questionnaire and conducting interview.

Finally, after collecting the questionnaires returned to the researcher, interview was conducted using face to face approach in school compounds with each interviewee.

3.9. Data Analysis Techniques

Data analysis is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. The data were checked for completeness. Then compiled and coded, it was entered (SPSS) version 20.0 for analysis. Both quantitative and qualitative data analysis techniques were used to analyze the data it were gathered by questionnaire, semi-structured interviews and document analysis as data gathering tools. The data gathered through closed ended questionnaire was tabulated and analyzed with the help of both descriptive and inferential statistical techniques mainly percentage, frequency, one sample t- test and independent sample t test.

One sample t-test was used to assess the role of school principals as instructional leaders, the qualification of school principals, teachers professional support and factors that hinder school principals while they played instruction leadership role in the classroom.

In addition, independent sample t test used to determine whether there was significant difference between teachers and principals on the implementation of instructional leadership roles.

Finally, the data gathered through semi-structured interview, open ended questions and documents were analyzed using qualitative description, specifically, interpretive and reflective analysis.

3.10. Ethical Considerations

Efforts was made to make the research process professional and ethical by taking all possible safeguards to avoid doing wrong to anyone involved in the research. To this end, the respondents were informed about the purpose of the study. They were also informed that there was no coercion of any of the participants either before, to force them to be involved, or during the study to get them to disclose information. They were informed that their participation would be purely voluntary in this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This study aimed at assessing the roles and practices of school principals as instructional leaders in Assosa zone secondary schools of Benishangul Gumuz Regional state. To this end, data was collected from a total of 92 teachers and 10 school principals making a total of 102 respondents using questionnaire with 100% return rate. In addition, 20 members of PTAs and 6 school cluster supervisors were interviewed about the practices of instructional leadership.

Data presentation, analysis and discussion of results were made based on the themes of the research questions. School principals' roles, qualification, support teachers' professional development, challenges school principals faced while they played their roles and possible strategies used to improve the practices of instructional leadership respectively. Qualitative and quantitative results were presented concurrently. Finally, this chapter presented the results and discussion of results simultaneously.

4.1. Background Information about research respondents

The background information of participants analyzed in terms of; sex, age, work experience, educational qualification and teaching stream in which teachers engaged. All these information indicated in the table below.

Table 2: Back ground information about the participants

Participants' background		Teachers		Principals		Supervisors		PTA	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Sex	Male	74	80.4	10	100	6	100	20	100
	Female	18	19.6	-	-	-	-	-	-
Age	<20 years	-	-	-	-	-	-	-	-
	20 - 25 years	20	21.7	-	-	-	-	-	-
	26-30 years	33	35.9	4	40	-	-	5	25
	≥31 years	39	42.4	6	60	6	100	15	85
Teaching Experience	1-5 years	39	42.4	-	-	-	-	-	-
	6-10 years	32	34.8	5	50	-	-	5	25
	11-15 years	15	16.3	5	50	2	33.3	5	25
	≥16 years	6	6.5	-	-	4	66.7	10	50
Educational qualification	Diploma	1	1.1	-	-	-	-	-	-
	Degree	84	91.3	6	60	4	66.7	10	50
	Master Degree	7	7.6	4	40	2	33.3	-	-
	Others	-	-	-	-	-	-	10	50
Teaching stream	Natural Science	46	50.0	2	20	6	100	-	-
	Social science	29	31.5	8	80	-	-	-	-
	Language	17	18.5	-	-	-	-	-	-
	Art	-	-	-	-	-	-	-	-

As shown in Table 2, from 92 teachers, the majority 74(80.4%) of the participants were male teachers while women constituted small number 18(19.6%) compared to their male counterparts. However, all principals, supervisors and members of PTA were male. This indicates that even though there is small number of female teachers, none of them are participating in school leadership. So the schools and Woreda Education Offices are expected to encourage women/females to engage in both the teaching profession and leadership through different systems.

With regards to the distribution of respondents by age as indicated in Table 2, the majority of teachers 39(42.4 %) were above the age of 30 years and teachers who were found between the age of 26-30 years constituted 33 (35.9%) of the sample while 20(21.7%) of the sample of teachers belonged to 20-25 age group. Regarding school principals, the majority of principals 6 (60%) were above the age of 30 years while 4(40%) of the sample belonged to 26-30 year of age group. The majority of PTA 15(85%) was found above the age of 30 years but small numbers of PTA members constituted were 5(15%) while all supervisors were found above the age of 30 years.

Table 2 also shows that 39(42.4%) and 32(34.8%) of teachers in this sample had 1-5 and 6-10 years of teaching experience respectively. However, 15 (16.3%) and 6(6.5%) of teachers had 11-15 and ≥ 16 year of working experience respectively. In addition to this, 5(50%) of them had 6-10 and 11-15 years of working experiences. Moreover, the majority of supervisors 4(66.7%) and PTA 12(60) had 16 and above years of working experience while small numbers of supervisors 2(33.3%) and PTAs 8(40%) had 11-15 working experience. This suggests relatively a large number of educators have high working experiences.

Table 2 further indicates that most of the educators were well qualified, the majority of teachers 85(92.4%), principals 6 (60%) and supervisors 4(66.7%) had first degree while 7(7.6%), 4(40%) and 2 (33.3%) of teachers, principals and supervisors had second degree respectively. In addition to this, 10(50%) of PTA had first degree while 10(50%) of PTA had other type of qualification related to certificate. In the present situation the preparation of secondary school principals is instructional leadership in master's level.

Furthermore, Table 2 portrays that 46(50 %) of teachers were science subject teachers while those who taught social science subjects constituted 29(31.5%) of the sample. But the minority of teacher 17(18.5) were language teachers respectively. In contrast to this, 2(20%) of principal participants were trained in the field of natural sciences while 8(80%) were trained in social science subject. Additionally, all supervisors were trained in the fields related to social sciences while half of the members of PTA belonged to social sciences and natural science stream.

4.2. The Roles of School Principals as Instructional Leaders

Table 3: A one sample t- test of teachers and principals on the roles of principals in encouraging and motivating staff to participate in instructional issues

The role of principals in encouraging and motivating staff to participate in instruction	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Encourages teachers to exercise their instructional leadership roles	102	2.26	.984	-7.545	.000
Encourages teachers to undertake action research	102	2.46	1.105	-4.928	.000
Encourages teachers towards using innovative teaching methods	102	2.54	1.059	-4.393	.000
Recognizes the good teaching among teachers	102	2.73	1.016	-2.728	.008
Delegates some of his instructional leadership tasks to teachers.	102	2.87	1.050	-1.226	.223
Discusses instructional related policies and issues with staff	102	2.85	1.112	-1.336	.185
Motivate teachers to participate in school instructional issues	102	2.70	1.042	-2.947	.004
Grand mean score of respondents	102	2.630	.5803	-6.435	.000

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

As indicated in Table 3, both teachers and principals believed that staffs were not encouraged and motivated to participate in instructional issues. The result of a one sample t-test of teachers and principals about the role of principals in encouraging and motivating staff to participate in instructional issue revealed that the grand mean score of respondents (2.63) was lower than the average mean value (3) at ($t = -6.44$, $p < 0.05$). This result showed that school principals did not play significant roles in encouraging and motivating staffs to participate in different activities to improve the teaching learning process as they were expected. Similarly, most of the interview result obtained from 6 school cluster supervisors and 20 PTAs revealed that principals were not competent enough in encouraging teachers to exercise their instructional leadership roles effectively as well as encouraging teachers to conduct action research.

As it is mentioned in the review of literature, school principals need to devote more time in discussing, coordinating and controlling the instruction. Related to this, school principals are expected to encourage and acknowledge teachers' good work related to instruction (Leithwood

K. and K.Wahlstrom, 2004).However, quantitative and qualitative result showed that school principals were not effective in encouraging and motivating teachers in the teaching and learning process. It is argued by many scholars that teachers should do their own classroom research; since teachers must use the result of their own inquiry to change and improve their practice. Teachers plan, collect data, experiment, develop materials, and evaluate. All teachers work on improving their own instruction as they exercise their right to lead, and the designated leader’s role is to facilitate these processes (Mullen & Hutinger, 2008; Murphy et al., 2009

Table 4: A one sample t- test of teachers and principals on the roles of principals in creating conducive environment for teaching learning process

The role of principals in creating conducive environment for teaching learning process	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Maintains classes that is conducive to teaching and learning	102	2.43	1.139	-5.042	.000
Create conducive school climate for continuous collaboration for good teaching and learning	102	2.57	.980	-4.445	.000
Give advice and immediate feedback whenever conflicts arise	102	2.59	1.008	-4.124	.000
Establish procedures on classroom related problems	102	2.40	.998	-6.054	.000
Listen the idea of teachers	102	2.53	1.022	-4.652	.000
Assist teachers who encounter teaching related problems	102	2.54	.897	-5.186	.000
Grand mean score of respondents	102	2.51	.517	-9.57	.000

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

As indicated in Table 4, both teachers and principals agreed that school principals did not play their roles in creating conducive environment for teaching learning process. Thus, the result of a one sample t-test of teachers and principals about the role of principals in creating conducive environment for teaching learning process showed that the grand mean score of respondents (2.51) was significantly lower than the expected mean value (3) at (t =-9.66, p< 0.05). This result showed that school principals did not apply their roles to create favorable school environments for teaching learning process through giving advice and immediate feedback whenever conflicts arise, establishing procedures on classroom related problems, listening to the ideas of teachers and assisting teachers when they encountered teaching related problems.

Creating conducive environment and positive learning climate is one of the instructional leadership roles of school principals which is important to influence the teaching learning process (Mintzberg, 1973, cited in Porter, 2005). Similarly, the data collected from the school supervisors and PTAs through interview revealed that school principals were not effective in creating conducive environment for teaching learning process. Creating conducive environment and positive learning climate is one of the instructional leadership roles of school principals which is important to influence the teaching learning process (Mintzberg, 1973, cited in Porter, 2005).

Thus, it is possible to conclude that principals were not effective in creating conducive school environment for teaching learning process in their schools.

Table 5: A one sample t- test of teachers and principals on the roles of principals in Promoting teachers’ professional development

The role of principals in promoting teachers’ professional development	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Takes definite steps to aid teachers professional development	102	2.64	.888	-4.127	.000
Arrange school workshop for teachers related to instruction	102	2.63	1.033	-3.641	.000
Organize experience sharing program for teachers inside the school related to instruction	102	2.62	.902	-4.283	.000
Organize experience sharing program for teachers outside the school related to instruction	102	2.59	.958	-4.341	.000
Plans and executes in-service training programs for teachers	102	2.68	1.045	-3.126	.002
Organizing induction program for novice teachers related to teaching and learning	102	2.54	.908	-5.123	.000
Arrange pedagogical skill improvement program for teachers	102	2.53	.864	-5.500	.000
Provide support for teachers work	102	2.25	1.021	-7.367	.000
Encourages new ideas related to teaching	102	2.38	.975	-6.395	.000
Supports practice of new skills, innovation and creativity by teachers	102	2.63	.889	-4.232	.000
Grand mean score of respondents	102	2.548	.3536	-12.91	.000

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

The key role of instructional leadership is the promotion of teachers’ professional growth and development with respect to teaching methods and collegial interactions about teaching and learning. The principal, as chief coordinator of the schools staff development program, provides the resources for activities that are necessary to meet perceived needs (Snyder, 1983). Concerning this, teachers and principals perceived that adequate professional development

opportunities were not provided for staffs to improve their skill of teaching. The result of a one sample t-test of teachers and principals about the role of school principals in promoting teachers' professional development indicated that the grand mean score of respondents was (2.55) lower than expected mean value (3) at ($t = -12.91, p < 0.05$). This result showed that school principals did not play significant roles in promoting teachers' professional development through arranging workshops, experience sharing program, in service training, induction program for novice teachers, pedagogical skill improvement training and supporting innovation and creativity tried by teachers in relation to school improvement practices.

Similarly, most the respondent result obtained through interview from 6 school cluster supervisors and 20 members PTA about the role of principals in promoting teachers' professional development was the same as quantitative results. The majority of interview showed that most of the principals were not attempt properly to practice the tasks under this dimension, because they have not appropriate skills and knowledge of educational leadership and management. Specifically, the interview result revealed that school principals are not effective in organizing experience sharing programs both inside and outside the school and arrange school workshop for teachers related to instruction.

Similarly, one school cluster supervisor indicates that:

I think principals know what a professional growth and development is. However, with excessive work load it is a dream for them to put into practice. In most cases they start work at 7 in the morning and leave work at 7 every day. Sometimes they have to be at schools at weekends as there are urgent tasks and issues that need immediate solutions. Most of the times they cannot find time to support teachers towards their professional growth and development because of their daily office work and other routine tasks.

Generally, this implies that teachers didn't properly participate in different forms of professional development process in order to update their profession due to work load.

Table 6: A one sample t- test of teachers and principals on the roles of principals in observing and evaluating classroom instruction

The role of principals in the area of observing and evaluating classroom instruction	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Evaluate teachers curriculum implementation regularly	102	2.52	.853	-5.689	.000
Checks the teachers' lesson	102	2.61	.881	-4.498	.000
Provide immediate feedback/supports after he/she checks teachers lesson	102	2.66	1.048	-3.306	.001
Regularly evaluates the instructional methods and makes his/her contributions if necessary	102	2.44	.981	-5.755	.000
Talks with teachers as colleagues to know the progress of the instruction	102	2.61	.822	-4.816	.000
Evaluating teachers overall performance related to teaching	102	2.62	.934	-4.135	.000
Gives teachers feedback on effective use of instructional time in their classes.	102	2.65	.897	-3.973	.000
Grand mean score of respondents	102	2.58	.4013	-10.43	.000

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

As indicated in Table 6, the result of a one sample t-test of teachers and principals about the role of principals in observing and evaluating classroom instruction indicated that the grand mean scores of respondents (2.58) was lower than the expected mean value (3) at ($t = -10.43$, $p < 0.05$). This result showed that school principals were not effectively observed and evaluated teachers in classroom instruction. Similarly, most of school cluster supervisors and PTAs explained that the effort made by school principals in the area of observing and evaluating classroom instruction was not adequate. Accordingly the majority of the respondents replied that school principals in the case of evaluating the instructional methods, evaluating teachers overall performance related to teaching and providing feedback in the instructional process is not effective.

Due to this, they were not played their instructional leadership role to improve the teaching learning process.

Table 7: A one sample t- test of teachers and principals on the roles of principals in Monitoring students' progress

The role of school principal in monitoring students' progress	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Regularly collect classroom information on student achievement	102	3.34	1.029	3.367	.001
Use exam results to assess academic progress of students	102	3.37	.943	3.989	.000
Regularly meet teachers to discuss about students' academic progress	102	3.40	.893	4.547	.000
Regularly talk with parents regarding students' academic progress	102	3.29	.839	3.538	.001
Make analysis of standardize exam results to see the performance of the school in relation to other schools	102	3.23	.943	2.415	.018
Grand mean score of respondents	102	3.327	.6783	4.876	.000

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

As indicated in Table 7, both teachers and principals replied that school principals were properly monitored students' progress. The result of a one sample t-test of teachers and principals about the role of principals in monitoring students' progress showed that the grand mean score of respondents (3.33) was higher than the expected mean value (3) at ($t = 4.88, p < 0.05$). This quantitative analyzed result shows that school principals were played their roles in monitoring students' progress in relation to their strength and weakness of academic results.

Effective school leaders may be the essential of a successful school system. Research has identified school leadership quality as second only to teacher quality in its influence on student achievement (Leithwood, Louis, Anderson, &Wahlstrom, 2004).This is an important responsibility of those principal who need to monitor student progress (Belay, 2009). Principals are key players in the analysis of standardized test scores, review students' quarterly, make frequent classroom observation and talk with teachers and students (Belay,2009).Concerning this, PTA members were also asked during interviews to explain the roles of school principals in monitoring students' progress. Regarding to this, the majority of the respondents agreed that principals were effective to meet with parents regularly concerning students' academic progress; they don't regularly collect classroom information on student achievement and check tests regularly while they are effective in analyzing the results of National exams. Hence, it is possible

to conclude that the role of principals in monitoring students' progress was properly implemented. Moreover, the data obtained from school cluster supervisors confirmed that the effort held with instructional process by principals was appropriate with teaching-learning/instructional process. Therefore, from the above finding, one may conclude that secondary school principals in Assosa zone have maintained close contact with instructional process.

Table 8: A one sample t- test of teachers and principals on the roles of principals in group development

The role of school principal towards group development	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Create smooth relationship with school community related to instructional issues.	102	3.27	.869	3.189	.002
Encourages teachers to participate in identifying their common needs	102	3.52	.962	5.455	.000
Facilitates teachers working for common mission	102	3.42	.949	4.489	.000
Encourages teachers to conduct peer observation	102	3.31	.975	3.251	.002
Coordinate school communities instructional purpose	102	3.44	.950	4.690	.000
Grand mean score of respondents	102	3.394	.6722	5.921	.000

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

As indicated in Table 8, the result of a one sample t-test of teachers and principals about the role of principals towards group development indicated that the grand mean score of respondents (3.39) was higher than the average mean value (3) at ($t = 5.92, p < 0.05$). This result showed that school principals were play their roles in developing groups in schools. Due to this, teachers can help each other to improve the teaching learning process which in turn, enhance student learning outcome. Similarly, the qualitative result obtained through interview and open ended question from 6 school cluster supervisors and 20 PTAs support this idea in that principals' role towards group development is high. This implies that school principals were effective in developing group for the purpose of teaching learning process. Therefore, it is possible to conclude that principals were played their roles in group development.

Table 9: A one sample t- test of teachers and principals on the roles of principals in school Curriculum implementation, evaluation and improvement

The role of principals in school curriculum implementation, evaluation and improvement	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Check and evaluate the school curriculum regularly	102	3.30	.899	3.415	.001
Motivate teachers to appropriately implement the school curriculum	102	3.25	.930	2.768	.007
Coordinate different groups for curriculum implementation	102	3.19	.941	1.999	.048
Check whether adequate materials are supplied for the implementation of the curriculum	102	3.09	.834	1.069	.288
Urge teachers to comment and improve the curriculum	102	3.26	.855	3.126	.002
Invite parents, students and community members to comment on the existing curriculum for improvement.	102	3.16	.931	1.702	.092
Grand mean score of respondents	102	3.20	.611	3.452	.001

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

Table 9 showed that the result of a one sample t-test of teachers and principals about the role of school principal in school curriculum implementation, evaluation and improvement indicated that the grand mean score of respondents (3.21) was higher than the expected mean value (3) at ($t = 3.45, p < 0.05$). This result showed that school principals were played their roles in school curriculum implementation, evaluation and improvement. School principals are facilitators of curriculum implementation and improvement. Principals play key role in the betterment of the curriculum.

Contrary to the quantitative data analysis, the qualitative result obtained from PTA, and school cluster supervisors using interview revealed that school principals were not effective in checking the curriculum regularly and inviting parents, students and other community members to comment the curriculum. They were not effective in motivating teachers to appropriately implement the school curriculum and in coordinating different groups for curriculum implementation. The quantitative analysis result would be the main finding because it was based on large numbers of respondents and the data were gathered through well-organized questionnaire. Principals are the prominent key players in school curriculum implementation and improvement activity by coordinating the school community members and by creating

conditions suitable for curriculum activity at school level (Wudu, 2010). The school principal's effort to coordinate different group for curriculum implementation and improvement is low.

4.3. The mean difference between teachers and principals on the implementation of instructional leadership roles

Table 10: Independent sample t-test of the mean differences of teachers and principals on the implementation of instructional leadership roles

Roles of teachers and principals	Groups	N	Mean	SD	T- test for equality means		
					Mean difference	t-value	Sig(2-tailed)
Encouraging and motivating staff to participate in instructional issue	Teachers	92	2.61	.565	-.15652	-.809	.421
	Principals	10	2.77	.722			
Creating conducive school environment	Teachers	92	2.474	.478	-.35870	-	.307
	Principals	10	2.83	.749			
Promoting teachers' professional development	Teachers	92	2.52	.333	-.24609	-	.306
	Principals	10	2.77	.467			
Observation and evaluation of classroom instruction	Teachers	92	2.59	.404	.01553	.116	.908
	Principals	10	2.57	.392			
Monitoring students' progress	Teachers	92	3.34	.682	.14130	.624	.534
	Principals	10	3.20	.653			
Group development	Teachers	92	3.38	.695	-.09522	-.424	.673
	Principals	10	3.48	.413			
Curriculum implementation, evaluation and improvement	Teachers	92	3.24	.608	.34275	1.698	.093
	Principals	10	2.90	.578			

As indicated in Table 10, the results of independent sample t-test revealed that statistically significant mean differences were not observed between teachers and principals about the implementation of instructional leadership roles. This indicated that both participants had almost similar mean scores across the major roles of instructional leadership which is $p > 0.05$ as indicated in 10 above.

4.4. The professional qualification of school principals as instructional leaders

Table 11: A one sample t- test of teachers and principals on the professional qualification of school principals as instructional leaders

Professional qualification of school principals as instructional leaders	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Principals are specialized and experienced in the field related to instructional leadership.	102	3.42	.959	4.440	.000
Workshop, Seminars and trainings related to instructional leadership were prepared to improve their advisory status.	102	3.16	.887	1.786	.077
Principals have taken induction training before they were assigned to work	102	3.25	.861	2.875	.005
In service training has been arranged for principals to advance their profession	102	3.17	.880	1.913	.059
Principals are skillful in applying different instructional technology for classroom instruction	102	3.23	.932	2.442	.016
Principals have enough pedagogical knowledge and skill to apply different teaching methods and assessment techniques	102	3.34	.873	3.969	.000
Experience sharing sessions has been arranged for principals	102	3.44	.960	4.640	.000
Principals can create a smooth relationship with teachers to improve instruction.	102	3.38	.944	4.089	.000
Principals have effective communication skills to deal with teachers and students	102	3.47	.909	5.230	.000
Principals have high level of goal setting and problem solving skills	102	3.47	.864	5.500	.000
Principals have decision-making and time management skill	102	3.20	.901	2.197	.030
Principals have sufficient knowledge and skill to conduct action research evaluation	102	3.16	.865	1.832	.070
Grand mean score of respondents' response	102	3.31	.574 0	5.390	.000

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

As shown in Table 11, both teachers and principals replied that school principals were professionally qualified although they were not played their roles as instructional leaders. Hence, the result of a one sample t-test of teachers and principals about the professional qualification of school principals as instructional leaders showed that the grand mean scores of respondents (3.31) was significantly higher than the mean value (3) at ($t = 5.39$, $p < 0.05$). This result showed that school principals were highly professionally qualified as instructional leaders in relation to pedagogical knowledge and skill, time management and decision making skill, goal

setting, problem solving, action research, communication, preparing work shop, seminar, using instructional technology as well as applying different teaching methodology and assessment techniques.

Similarly, information obtained through interviews with 6 school cluster supervisors and 20 PTAs were incorporated to see the professional qualifications of principals and how they were assigned to the principal ship position in their school. Concerning this question, the majority of them agreed that there are principals in the study area assigned to the principal ship position through experience in teaching than leadership qualification. Hence, it is possible to determine that school principals in Assosa zone qualified although they failed to implement their roles due to adequacy of budget hadn't got support from educational officers and shortage of time for support. In the present situation the preparation of secondary school principals is instructional leadership in master's level.

4.5. Factors that hinder the implementation of instructional leadership

Table 12: A one sample t- test of teachers and principals on the factors that hinder the implementation of instructional leadership

Factors that hinder the implementation of instructional leadership	N	Mean	SD	Test value = 3	
				t-value	Sig(2)
Teachers perceive instructional leadership as a means to improve instruction.	102	2.67	1.172	-5.689	.000
Teachers perceive instructional leadership as means of teachers' CPD	102	2.69	2.238	-4.498	.000
Principals are specialized in the field related to instructional supervision.	102	2.62	1.186	-3.306	.000
Adequate budget was allocated for instructional leadership program in schools.	102	2.70	1.106	-5.755	.005
Presence of adequate material resource like; guidelines, checklist for instructional supervision, manuals	102	2.80	1.169	-4.816	.000
Principals create a smooth relationship with teachers for the improvement of instruction.	102	2.84	1.115	-3.973	.000
School leaders have enough time to support all teachers instructionally	102	2.55	1.202	-5.689	.000
School leaders are getting support from Education Office	102	2.70	1.217	-4.498	.001
School leaders have no work loads	102	3.06	1.273	3.306	.000
Grand mean score of respondents' response	102	2.44	1.29	-10.66	.000

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

As indicated in Table 12, the result of a one sample t-test of teachers and principals about the factors that hinder the implementation of instructional leadership revealed that the grand mean scores respondents (2.66) was less than the expected mean value (3) at ($t = -11.52, p < 0.05$). This result showed that all the factors mentioned above affect the implementation of instructional leadership implementation in relation to administrative tasks, support from Woreda Education offices, smooth relationship between teachers and school principals, adequate budget to implement instructional leadership program and teachers' level of awareness about purpose of instructional leadership with regard to instructional improvement and teachers' professional development.

Similarly, the interview result obtained from PTA members and school cluster supervisors indicated, shortage of time, lack of the necessary skill and knowledge in the area of leadership and management, lack of budget, poor interest to work as a principal are some of the major challenges that school principals encountered in playing their instructional leadership roles. In supporting this, Bouchard (2002) in his study noted that among the predominant barriers for school principals are management tasks, lack of respect for the office, teacher contracts, students with chaotic lives, staff development, a lack of parent participation, and limited resources. Similarly, according to principal respondents the major factors that principals encountered in playing their role were shortage of time, insufficient budget allocation, parental involvement of support and cooperation, and lack of adequate and continuous support from WEO.

Related to this, the findings of Zulu (2004) that education systems nearly everywhere are managed poorly and administered inefficiently. Despite the enormous expectations from school principals, many are poorly prepared for the task. They lack understanding and training regarding their instructional leadership role (Ibid). After being engaged, school principals should then be provided with a high-quality induction and mentoring program that equips them with the necessary skills and knowledge to be effective from the start (The Education Alliance & National Association of Elementary School Principals, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATION

5.1. Summary of the findings

The purpose of this study was to assess the roles and practices of school principals as instructional leaders in secondary schools of Assosa zone of Benishangul Gumuz regional state. The practice of instructional leadership was major problems that observed in secondary schools up on which the study opted to rest. In line with the stated problem, the following research questions were formulated:

1. To what extent do school principals play their instructional leadership roles in Assosa zone secondary schools?
2. Are there significance differences between teachers and principals on the implementation of instructional leadership roles of principal in Assosa zone secondary schools?
3. To what extent are school principals professionally qualified to play instructional leadership roles in Assosa zone secondary schools?
4. What are the challenges school principals encountered in playing their instructional leadership roles in Assosa zone secondary schools?

Descriptive survey design was employed to conduct this study and a survey method was found suitable. The researcher employed both quantitative and quantitative data gathering instruments to collect data pertinent to the issue under researched. That is, closed ended and open ended questionnaire, semi-structured interview related to instructional leadership were used as data collection instruments. Pilot study was conducted to check the reliability of the questionnaire using Cronbach Alpha. Questionnaire was distributed and its results were tabulated and analyzed with the help of both descriptive and inferential statistical techniques. The total samples of respondent were 128 respondents which include 92 teachers, 10 school principals, 20 PTAs and 6 school cluster supervisors. Finally, quantitative and qualitative data were analyzed and discussed thematically.

Based on the interpretations and analysis of the data, the following major findings were obtained:

1. The result of the compiled data showed that, both teachers and principals believed that staffs were not encouraged and motivated to participate in instructional issues. The result of a one sample t-test of teachers and principals about the role of principals in encouraging and motivating staff to participate in instructional issue revealed that the grand mean scores respondents (2.63) was lower than the average mean value (3). This result showed that school principals didn't play their roles properly in encouraging and motivating staffs to participate in different activities to improve the teaching learning process as they were expected. Similarly, the qualitative result obtained from interview and open ended question support this idea in that school leaders were not able to encourage and motivate staff to participate in different instructional activities.
2. The result of the analyzed data showed that, both teachers and principals agreed that school principals were not effectively able to play their roles in create conducive environment for teaching learning process. Thus, the result of a one sample t-test of teachers and principals about the role of principals in creating conducive environment for teaching learning process showed that the grand mean scores of respondents (2.51) was lower than the average mean value (3). This implies that school principals were not able to create favorable school environment for teaching learning process. Similar qualitative results were also obtained from school cluster supervisors and PTA using interview and open ended question.
3. The result of the compiled data showed that, teachers and principals perceived that professional development opportunities were not adequately provided for staffs to improve their skill of teaching. The result of a one sample t-test of teachers and principals about the role of school principals in promoting teachers' professional development indicated that the grand mean scores of respondents (2.55) was lower than the average mean value (3). This result showed that school principals didn't played their roles adequately in promoting teachers' professional development through arranging workshops, experience sharing program, in service training, induction program for novice teachers, pedagogical skill improvement training and supporting innovation and creativity tried by teachers in relation to school improvement practices. Similar qualitative research finding was also obtained through interview and open ended questions.

4. The result of the analyzed data showed that, the result of a one sample t-test of teachers and principals about the role of principals in observing and evaluating classroom instruction indicated that the grand mean scores of respondents (2.59) was lower than the average mean value (3). This result showed that school principals didn't effectively observe and evaluated teachers in classroom instruction. In the same way, the qualitative result obtained from interview and open ended questions proved that the implementation of instructional leadership was unsuccessful.
5. The result of a one sample t-test of teachers and principals about the role of principals in monitoring students' progress revealed that the grand mean score of respondents (3.33) was higher than the average mean value (3). This result showed that school principals played their roles in monitoring students' progress in relation to their strength and weakness during teaching learning process. Similarly, the member of PTAs and school cluster supervisors participated in the interview confirmed that school principals were participating in monitoring students' progress.
6. The analysis of the data about role of principals towards group development indicated that the grand mean score of respondents (3.39) was higher than the expected mean value (3). This result showed that school principals played their roles in developing groups in schools. At the same time, the qualitative result also proved the survey result.
7. The result of a one sample t-test of teachers and principals about the role of school principal in school curriculum implementation, evaluation and improvement indicated that the grand mean score of respondents (3.21) was higher than the expected mean value (3). This result showed that school principals played their roles in school curriculum implementation, evaluation and improvement.
8. The result of the compiled data showed that, the results of independent sample t-test revealed that statistically significant mean differences were not observed between teachers and principals about the implementation of instructional leadership roles. This indicated that both participants had similar mean scores across the major roles of instructional leadership which is $p > 0.05$.
9. With regards to professional qualification, the school principals were professionally qualified although they were not played their roles as instructional leaders. Hence, the result of a one sample t-test of teachers and principals about the professional qualification of

school principals as instructional leaders showed that the grand mean scores of respondents (3.31) was significantly higher than the average mean value (3). Related to this, the qualitative result obtained from interview and open ended question also confirmed the quantitative results.

10. Concerning factors that hinder instructional leadership implementation, the result of a one sample t-test of teachers and principals revealed that the grand mean scores respondents (2.66) was lower than the expected mean value (3). This result revealed that the implementation of instructional supervision was ineffective due to overburdened of school principals by many administrative tasks, lack of sufficient support from woreda education offices, absence of smooth relationship between teachers and school principals, lack of adequate budget to implement instructional leadership program and low level of teachers' awareness about purpose of instructional leadership with regard to instructional improvement and teachers' professional development. Therefore both the qualitative and quantitative result showed that school principals faced various problems while implementing instructional leadership roles.

5.2. Conclusions

The purpose of this study was to assess the roles and practices of school principals as instructional leaders in government secondary schools of Assosa zone of Benishangul Gumuz regional state. The researcher found both positive and negative quantitative and qualitative results about the roles of instructional leadership. It is possible to conclude that:

- School principals didn't properly play their roles as instructional leader in relation to encouraging and motivating staff, creating conducive school environment, promoting teachers' professional development and observation and evaluation of classroom instruction while they were effective in monitoring students' progress, group development as well as curriculum implementation, evaluation and improvement.
- School principals were professionally qualified as instructional leadership although they failed to play their role in providing the required services in the school as they were expected.
- The practices of instructional leadership were insufficient to improve teachers' instructional practice due to overburdened of school principals with administrative tasks, lack of sufficient

support from woreda education offices, absence of smooth relationship between teachers and school principals, lack of adequate budget to implement instructional leadership program and low level of teachers aware of teachers' awareness about purpose of instructional leadership with regard to instructional improvement and teachers' professional development.

- Finally, the researcher strongly believes that if instructional leadership properly designed and implemented, teachers' instructional practice will improve so as to bring change on the part of the learners.

5.3. Recommendations

Based on the findings of this study, the researcher recommended the following points;

1. School principals should create awareness on the part of teachers about the purpose of instructional leadership to have positive attitude towards the practices of instructional leadership and perceive it as a means to solve problems related to classroom instruction.
2. They should gain further knowledge in the philosophical underpinnings of educational pedagogy, to question common assumptions and be a consistent consumer of educational research.
3. They have to observe classroom instruction regularly through devoting much time at the expense of administrative tasks to identify learning difficulties.
4. They need to arrange short term training and experience sharing program to support teachers to prepare different instructional materials, conduct action, arrange short term training to teachers continuously; use effective teaching methods and wide range of assessment techniques to evaluate students' performance.
5. It is better to give sufficient time to teachers to participate in some form of professional development program and praise teachers with outstanding performance.
6. Head of regional education bureau are supposed to allocate sufficient financial resources to carry out the activities of instructional leadership and give support for school personnel whenever necessary.

Recommendation for further study

Further researches need to be conducted in order to widen understandings of secondary school principals' about the roles and practices of school principals as instructional leader across regions as this study focused on one Zone, which may not represent the whole region and country. So to make the results more credible and valid, it is important to conduct more extensive investigation by a wider scope of research. Moreover, it is better to conduct systematic longitudinal study to get consistent results with regard to the role and practices of principals' as instructional leader. Finally, extending similar research to other organizations is desirable.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire filled by Teachers and School Principals

General Directions

This questionnaire is designed to assess the role and practices of school principals as instructional leaders in public secondary schools of Assosa Zone in Benishangul Gumuz regional state. The researchers kindly requested you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your responses will be kept confidential and will only be used for academic purpose. In addition, the researchers would like to inform you that there is no right or wrong answer for each item rather the answers reflect your perceptions. And again, there is no need of writing your name. Finally, the researchers would like to express their appreciation for the time and effort you have to complete the questionnaire.

Thank you in advance for your cooperation!!

Part I: Respondents' back ground

Put a / χ / mark in the boxes for each of the following items.

1.1 Your sex:

1. Male 2. Female

1.2. Your age range:

1. Under 20 years 2. 20-25years 3. 26-30 years 4. \geq 31 and above years

1.3. Your years of teaching experience:

- 1.1-5 years 2. 6-10 years 3. 11-15 years 4. Above 16 years

1.4. Educational qualification:

1. Diploma 2. Degree 3. Master Degree 4. Others

1.5. Your teaching stream:

1. Science Teacher 2. Social science 3. Language 4. Art

Part II: The role of school principals

This section is designed to gather information about the role of school principals. Please, respond to all items by encircling a scale that represents your opinions. (NB. 1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree & 5 = Strongly Agree).

No	Items	Responses				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of school principals in encouraging and motivating staff to participate in instructional issues						
2.1	Encourages teachers to exercise their instructional leadership role effectively	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.2	Encourages teachers to undertake action research	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.3	Encourages teachers towards using innovative teaching methods	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.4	Recognizes the good teaching among teachers	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.5	Delegates some of his instructional leadership tasks to teachers.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.6	Discusses instructional related policies and issues with staff	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.7	Motivate teachers to participate in school instructional issues	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of principal in the area of creating conducive environment for the teaching learning process						
2.8	Maintains each classes that is conducive to teaching and learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.9	Create conducive school climate for continuous collaboration for good teaching and learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.10	Give advice and immediate feedback whenever conflicts arise	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.11	Establish procedures on classroom related problems	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.12	Listen the idea of teachers	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.13	Give assistance to teachers who encounter teaching related problems	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of principal's in promoting teachers' professional development						
2.14	Takes definite steps to aid teachers professional development	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.15	Arrange school workshop for teachers related to instruction	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.16	Organize experience sharing program for teachers inside the school related to instruction	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.17	Organize experience sharing program for teachers outside the school related to instruction	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.18	Plans and executes in-service training programs for teachers	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.19	Organizing induction program for novice teachers related to teaching and learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.20	Arrange pedagogical skill improvement program for teachers	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.21	Provide support teachers work	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.22	Encourages new ideas related to teaching	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.23	Supports practice of new skills, innovation and creativity by teachers	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of principals in the area of classroom observation and evaluation						
2.24	Evaluate teachers curriculum implementation regularly	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.25	Checks the teachers' lesson	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.26	Provide immediate feedback/supports after he/she checks teachers lesson	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.27	Regularly evaluates the instructional methods and makes his/her contributions if necessary	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

2.28	Talks with teachers as colleagues to know the progress of the instruction	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.29	Evaluating teachers overall performance related to teaching	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.30	Gives teachers feedback on effective use of instructional time in their classes.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of school principal in monitoring students' progress						
2.31	Regularly collect classroom information on student achievement	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.32	Use test/exam results and grade reports to assess academic progress of students	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.33	Regularly meet teachers to discuss on students' academic progress	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.34	Regularly talk with parents regarding students' academic progress	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.35	Make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of school principal towards group development						
2.36	Create smooth relationship with school community regarding instructional related issues.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.37	Encourages teachers to participate in identifying their common needs	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.38	Facilitates teachers working for common mission	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.39	Encourages teachers to conduct peer observation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.40	Coordinate school communities instructional purpose	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Principals' role in the area of school curriculum implementation, evaluation and improvement						
2.41	Check and evaluate the school curriculum regularly	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.42	Motivate teachers to appropriately implement the school curriculum	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.43	Coordinate different groups (parents, students, teachers, and community members) for curriculum implementation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.44	Check whether or not adequate materials are supplied for the implementation of the curriculum	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.45	Urge teachers to comment and improve the curriculum	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2.46	Invite parents, students and community members to comment on the existing curriculum for improvement.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

2.47 Specify and discuss if there are other roles that school principals play to improve the performance of teachers to make meaning full teaching learning process.

Part III. The professional qualification of school principals as instructional leaders

This section is designed to gather information about the professional qualification of school principals as instructional leaders. Please, respond to all items by encircling a scale that represents your opinions. (NB. 1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree & 5 = Strongly Agree).

No	Items	Responses				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.1	Principals are specialized and experienced in the field related to instructional leadership.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.2	Workshop, Seminars and trainings related to instructional leadership were prepared to improve their advisory status.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.3	Principals have taken induction training before they were assigned to work	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.4	In service training has been arranged for principals to advance their profession	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.5	Principals are skillful in applying different instructional technology for classroom instruction	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.6	Principals have enough pedagogical knowledge and skill to apply different teaching methods and assessment techniques in the classrooms.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.7	Experience sharing sessions has been arranged for principals	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.8	Principals can create a smooth relationship with teachers to improve instruction.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.9	Principals have effective communication to deal with teachers and students	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.10	Principals have high level of goal setting and Problem solving skill	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.11	Principals have Decision-making and time management skill	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.12	Principals have sufficient knowledge and skill to conduct action research evaluation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

3.13 Specify and discuss if there are other criteria that shows the qualification of school principals as instructional leaders to provide the required services in the schools.

Part IV. Factors that hinder the implementation of instructional leadership

No	Items	Responses				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.1	Teachers perceive instructional leadership as a means to improve instruction.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.2	Teachers perceive instructional leadership as means of teachers' CPD	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

4.3	Principals are specialized in the field related to instructional leadership.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.4	Adequate budget was allocated for instructional leadership program in schools.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.5	Presence adequate material resource like; guidelines, checklist for instructional leadership, manuals	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.6	Adequacy of qualified and well experienced instructional leaders.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.7	Principals create a smooth relationship with teachers for the improvement of instruction.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.8	School leaders have enough time to support all teachers instructionally	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.9	School leaders are getting support from Education Office	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4.10	School leaders have no work loads	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

4.11 Specify and discuss if there are other barrier which affect the practices of instructional leadership.

Appendix B

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for PTAs members and school cluster supervisors

The purpose of this interview is to assess the roles and practices of school principals as instructional leaders in secondary schools of Assosa Zone in Benishangul Gumuz regional state. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

Thank you in advance for your cooperation!

Section one: Background Information

1. Sex: _____
2. Educational level: _____
3. Working experience: _____

Section two: Questions regarding the role played by your school principal as an instructional leader

4. Do you think that school principals in these schools have specialized training for school principal ship position? If yes, from which field of study?
5. Can you describe the competency of your school principal in the following issues
 - In encouraging others
 - Creating conducive environment for the teaching learning process
 - Promoting teachers professional development
 - Monitoring students' progress
 - Group development
 - School curriculum implementation and improvement.....
6. Does your principal have specialized training for school principal ship? If yes, from which field of study?

7. In a typical 'actual' week at your school what tasks does your principal spend the least and the most amount of his/her time?
A. Instructional leadership B. administrative tasks
8. Do you think that teachers acquired professional support from school principals in order to improve their instructional skills?
9. What are the challenges your school principal faced in performing his/her instructional leadership role?
10. What do you think are the possible measures to be taken by the different bodies to solve the problems that the school principals encountered and improve their role?

DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other University, and that all sources of materials have been duly acknowledged.

Name: Abebe Teshome

Signature -----

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

Name: Befekadu Zeleke (PhD)

Signature-----