

**INSTRUCTIONAL LEADERSHIP ROLE OF DIRE
DAWA SECONDARY SCHOOL PRINCIPALS**

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Contents

| | |
|---|-----|
| ACKNOWLEDGEMENTS | I |
| Acronyms | VI |
| <i>ABSTRACT</i> | VII |
| CHAPTER ONE..... | 1 |
| 1. Introduction..... | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem | 3 |
| 1.3 General Objective | 6 |
| 1.4 Specific Objectives | 6 |
| 1.5 Significance of the Study | 7 |
| 1.6 Delimitation of the Study | 7 |
| 1.7 Operational Definition of key Terms..... | 8 |
| 1.8 Organization of the Study | 8 |
| CHAPTER TWO | 11 |
| 2 REVIEW OF RELATED LITERATURE..... | 11 |
| 2.1 Historical Overview of the Roles of Principals | 11 |
| 2.2 The Role of Principals in Defining & Communicating School Mission | 14 |
| 2.2.1 Defining School Mission..... | 15 |
| 2.2.2 Framing School Goals..... | 15 |
| 2.2.3 Communicating School Goals..... | 16 |
| 2.3 The Role of Principals in Curriculum and Instruction..... | 17 |
| 2.4 Roles of Principals as Instructional Leadership..... | 17 |
| 2.4.1 Definitions of Instructional Leadership | 20 |
| 2.4.2 The concept of Instructional Leadership | 21 |
| 2.4.3 Historical Development of Instructional Leadership | 23 |
| 2.5 Tasks of Principals as Instructional leader | 23 |
| 2.5.1 Focusing on Learning..... | 24 |
| 2.5.2 Encouraging Collaboration..... | 25 |
| 2.5.3 Using Data to Improve Learning | 26 |
| 2.5.4 Providing Support | 27 |
| 2.5.5 Aligning Curriculum, Instruction, and Assessment | 28 |

| | | |
|---------------------|---|----|
| 2.6 | Instructional Leadership and Teaching-Learning | 29 |
| 2.7 | Tasks of Instructional Supervision | 30 |
| 2.8 | The Role of School Principal in Ethiopia | 31 |
| 2.9 | Becoming Effective Instructional Leaders | 33 |
| 2.9.1 | Personal Qualities of Principals as Instructional Leadership | 35 |
| 2.9.2 | Skills Necessary for Effective Instructional Leaders | 36 |
| 2.10 | Barriers to Instructional Leadership | 39 |
| 2.11 | Problems Facing Principals in Playing their Instructional Leadership Role | 40 |
| CHAPTER THREE | | 44 |
| 3 | RESEARCH DESIGN AND METHODOLOGY | 44 |
| 3.1 | Research Methodology..... | 44 |
| 3.2 | Sources of Data | 44 |
| 3.3 | The Study Area and Population..... | 45 |
| 3.4 | Sample Size and Sampling Techniques | 45 |
| 3.5 | Data Gathering Tools | 47 |
| 3.5.1 | Questionnaire | 47 |
| 3.5.2 | Interview | 47 |
| 3.5.3 | Document Analysis | 48 |
| 3.6 | Data Collecting Procedures | 48 |
| 3.7 | Methods of Data Analysis | 49 |
| 3.8 | The Validity and Reliability Checks | 50 |
| 3.9 | Ethical Considerations | 51 |
| CHAPTER FOUR | | 52 |
| 4 | ANALYSIS AND INTERPRETATION OF THE DATA | 52 |
| 4.1 | Characteristics of the Respondents..... | 52 |
| 4.2 | Communicating School Mission/goals | 54 |
| 4.3 | Managing curriculum and instruction..... | 57 |
| 4.4 | The role of Principals in the area of Supervision Instruction..... | 60 |
| 4.5 | Principals in the area of Monitoring Student Progress | 64 |
| 4.6 | Principals in the area of Promoting Instructional learning school climate | 66 |
| 4.7 | Role of principal's in teachers' professional growth | 69 |
| 4.8 | Perception of Teachers on the personal qualities of Principals..... | 71 |

| | | |
|--------------------|--|----|
| 4.9 | Perception of Teachers on the skills of Principal | 73 |
| 4.10 | Analysis of the Open-ended Questionnaires and Interview | 75 |
| 4.11 | Document Analysis | 77 |
| CHAPTER FIVE | | 79 |
| 5 | SUMMARY OF THE RESEARCH, CONCLUSIONS AND RECOMMENDATIONS | 79 |
| 5.1 | SUMMARY OF THE RESEARCH..... | 79 |
| 5.2 | CONCLUSIONS..... | 80 |
| 5.3 | Recommendations | 82 |
| References | | 84 |

| | |
|---|----|
| Table 3.1: Historical Description of the Principals Role by Decade | 12 |
| Table 3.2: Summary of total population, sample size and sampling techniques | 46 |
| Table3.3 Reliability and validity test results with Cronbach's alpha | 50 |
| Table 4.1: Respondents by Sex and Educational Qualification | 52 |
| Table 4.2: Perception of Teachers on the Role of principals in Defining and communicating school..... | 54 |
| Table 4.3: Perception of Teachers on the Role in Managing Curriculum and Instruction | 58 |
| Table 4.4: Perception of Teachers on the role of Principals on Supervision Instruction | 61 |
| Table 4.5: Perception of Teachers on the role of Principals on Monitoring Student Progress..... | 65 |
| Table 4.6: Perception of Teachers on the role of Principals on Promoting Instructional learning school climate | 67 |
| Table 4.7: Perception of Teachers on the role of principal's in professional growth..... | 70 |
| Table 4.8: Perception of Teachers on qualities of principals | 72 |
| Table 4.9: Perception of Teachers on the skills of Principal | 73 |

Acronyms

| | |
|--------|--|
| BGRS | Benishangul Gumuz Regional State |
| BLS | Bureau of Labor Statistics |
| CSA | Central Statistically Agency |
| EDPM | Educational Planning and Management |
| IEL | Institute for Educational Leadership |
| MOE | Ministry of Education |
| NAESP | National Association of Elementary School Principals |
| NASSP | National Association of Secondary School Principals |
| PTA | Parent Teacher Association |
| SSS | Secondary School Supervisor |
| DDCAEB | Dire Dawa City Administration Education Bureau |
| KES | Kebele Education Supervisors |
| KEC | Kebele Education Coordinator |

ABSTRACT

The main purpose of this study was to assess the role and practices of secondary school principals as an instructional leader. To accomplish this purpose, descriptive survey design was used which is supplemented by qualitative research to enrich data. The study was carried out in seven randomly selected secondary schools of Dire Dawa City Administration. Then all 100 teachers in the sample schools included using census method. All 7unit leaders, 7 principals, 5 Secondary school supervisors, 7Parent Teacher Associations and 5 Kebele supervisors were also involved in the study for interviewing through census and purposive sampling techniques respectively. Questionnaire was the main instrument of data collection. Document analysis & interview were also utilized to substantiate the data obtained through the questionnaire. Frequency distributions, percentage, mean Score and standard deviation were employed in analyzing and reporting the results. Qualitative data obtained through document analysis & interview was analyzed using narration. Findings revealed that Dire Dawa City Administration secondary school principals did not successfully implemented the eight major instructional leadership roles under the study. Accordingly, principals have shown weak performance in defining & communicate school mission; managing curriculum& instruction; instructional supervision; instructional learning climate; monitoring student progress; and promote teachers professional growth etc. The major factors that affected the roles of the school principals are lack of leadership and management skills, insufficient experience in principal ship, workload, less parental involvement and lack of support from Kebele Education Coordinator, and Dire Dawa City Administration Education Bureau. At the conclusion, the study revealed that most principals have given moderate attention to this part of their role. As a result, instructional leadership is not provided strongly by most school principals. Moreover, the majority of principals did not also perform effectively in each instructional leadership dimension. They were assigned the post without having educational planning and management skills. Finally the study found that principals had weak performance in defining & communicating their school goals with, staff, students, and parents. Therefore, it is recommended that principals should clearly define & communicate their school goals & their goals should be incorporate data based on past and current student performance with participating staffs, students, and parents because, their experience will be created as a foundation for determining school goals. Moreover, involving staff, students, and parents will also give other important information which refers to their experience in defining school goals. Apart from this, based on the findings and conclusions of the study recommendations forwarded that KEC and DDCAEB should regularly attend trainings organized by NGOS, different stakeholders and educational partners for principals to acquire more knowledge about their role as instructional leaders and principals should to be committed and effective to implement properly their roles as instructional leaders.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, organization of the study and definition of key terms.

1.1 Background of the Study

School systems are the bases for the production and provision of qualified human resources. They are in charge of achieving educational objectives to shape pupils in accordance with the needs and interest of beneficiaries. It is generally believed that a society's future layer depends on the success of schools in effectively carrying out their objectives.

In order to accomplish their purpose or need to deliver learning through effective teaching (Krug, 1992:432) and the success is determined by schools outcomes, the quality and quantity of graduates. However, this cannot be attained without adequate and proper provision of school curriculum and instruction for each level and grades. The responsibility for proper and adequate provision of school curriculum and instruction rests with the school principal.

School leaders are expected to mobilize the abilities and efforts of the teaching staff to provide effective educational program. To this end instructional leaders should devote considerable time to coordinate and manage instruction, and stay close to the instructional process Lockheed and Verspoor, (1991:44).

Hallinger and Murphy (1987:56) developed a three dimensional conceptual frame work which embraces ten functional categories framing goals, communicating goals, Knowledge of curriculum and instruction, coordinating curriculum, supervising and evaluating instruction, monitoring progress, setting standards, setting expectations, protecting time and Promoting Improvement.

Recent authors and researchers, however, reframed the conceptual framework of instructional leadership in to five dimensions based on Halingers and Murphy (1987:86) functional categories and other similar studies, these dimensions that are: Defining the school mission, Managing curriculum and instruction, Supervising instruction ,Monitoring student progress and Promoting instruction climate (Krug, 1992:431).These researcher and authors believed that the five dimensional are Structurally more tenable, simpler to work with and not appreciably less precise

According to Daresh (2002) “effective instructional leader actively promotes more effective practice in the teaching and learning processes in his/her school. The key to instructional leadership is in the principal defining his/her role in terms of recognizing instructional priorities rather than by serving as a school manager. The well-defined instructional leader is the principal who makes instructional and learning excellence the center of his/her actions, communications, and decisions.

The effective instructional leader is involved in several facets of the school culture. This individual is involved in the coordination of staff development, receiving input from all stakeholders in planning and implementing staff development programming. The well-defined instructional leader supervises and evaluates all staff members by collaborating with them to set instructional goals and objectives and by meeting with them to check their progress. He/she facilitates instruction by supporting teachers who have innovative ideas and by making instruction a priority in terms of time.

An effective instructional leader resolves student problems by assisting teachers with student discipline, enforcing attendance policies in order to increase instructional time, and by interacting with students daily.

From the above statement we can conclude that principal is the pivotal point within the school who affects the quality of individual teacher instruction, enhanced student achievement and the degree of efficiency of school functioning. He makes frequent observations of classroom instruction, provides clear communication to staff of expectations relative to the instructional program, teacher involvement in decision making regarding instructional program, active participation in planning and evaluating the instructional program, and demonstrating high expectations for the effective instructional program.

In Ethiopia context, although an attempt has been made to make the educational administration system professional, still a lot remain to be done, particularly in the area of training and professionalizing principals. Regarding the effectiveness of principal in leadership (MOE.2005:11-12) argues that principals failed to play their key roles.

Concerning school leadership, principals have been selected from subject teachers. This indicates that principals were not recognized as professionals, unstable school leadership, and workload on principals and interference of Kebele education coordinator and Dire Dawa City Administration education bureau on the function of principals were apparently prevailing in the education system in Dire Dawa.

1.2 Statement of the Problem

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

Hallinger and Heck (1996) state that the most theoretically and empirically robust models are used to study school leadership and how principals can influence on student achievement when efforts are aimed towards influencing internal school process. Those internal process emanate from school polices and norms for example Academic expectations, school mission, student opportunity to learn, instructional organization, academic learning time, etc.) to the practices of teachers. The theory and practice of the roles of instructional leadership continues to be important issue to assess school principals' role and practice. In this regard, Lunenburg and Ornstein (1991) assert that there are still disagreements on the roles, behaviors and amount of time spent by principals in the area of curriculum and instruction.

In this regard, there is quite an array of studies that substantiate the failure of principals in practicing their role as instructional leaders. For instance, Blasé (2001) revealed that many school principals spend their daily working time for administrative duties, which are irrelevant to teaching-learning. Blasé emphasized that the factors hindered the focus of teaching are issues not related to teaching, lack of time management as well as principals' pessimistic behavior.

Moreover, evidences from some empirical research have shown that roles of principals as instructional leader is generally limited due to few obstacles (Krajewaski, 1977). Among the obstacles identified are, pattern or types of work, problems related to stress & support, and principal's personal characteristics. According to McEwan (2003), most principals do not put instructional leadership as their primary responsibility due to lack of skills & training, lack of support from the supervisors and the community as well as lack of commitment and enthusiasm.

According to Taole (2013), workload, irregular daily disruptions and lack of parental support & cooperation and external support principals put less attention for instructional leadership.

Moreover, the school principal, as an instructional leader is expected to play many roles. For instance, Philip (2012) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plan, and evaluating teachers.

While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. For example, among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership as Stronge cited in Poirier (2009).

Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training, lack of time management, increased paperwork, and the community's perception of the principal's role as that of a manager. With regard to this, Stronge as cited in Poirier (2009) 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 and the rest 27% also focused with community activities. Similarly, George (2001) noted that, due to lack of time and paperwork principals devote very little of their time to instructional leadership. In line with this, (Krajewaski's study as cited in Sims, 2011), proved that the principals do not practice the role as instructional leaders because most of the time has focused on administrative and clerical matters.

The result of his study indicated that principals are not instructional leaders. Furthermore, from a practical viewpoint (Lovell and Pheps' cited in Sims 2011) study noted that principals do not

monitor and discuss matters related to teachers' teaching as well as monitoring and supervising done by principals were not systematic and not premeditated. Additionally Fullon (1979) noted that principals cannot be reckoned as good examples of instructional leaders because of lack of time & exposure to training and guidance to serve as instructional leaders. His study showed that principals have limited knowledge as instructional leaders & have not founded to become instructional leaders due to lack of leadership management skills.

Schools of developing countries including Ethiopia which manifest inadequate concern for instructional leadership activities have been criticized for wastage of instructional time, when teachers leave classes for various reasons and for minimum participation of parents in following up students learning progress (Lockheed and Vers poor, 1991). In supporting this findings research conducted by Deme (2012), in Benishangul Gumuz region, principals have found weak to have relationship with the school community and parents. Parents visit schools only twice in a year when the schools open and at the end of academic year. In his study found that school principal are not qualified in educational leadership, they are ineffective in improving classroom teaching and learning process, lack of skill and knowledge and lack of support from Woreda education office and other concerned bodies,. Moreover, the study investigates the presence or absence of the above listed problems and to propose solutions and to make further investigation of the roles and practices of principals as instructional leader in Dire Dawa Secondary schools.

Additionally, from the researcher's experience as a curriculum expert and education supervision team many of Dire Dawa Administrative Council Secondary school principals spend most of their time in administrative issues rather than instructional issues.

Therefore, there is a gap in defining school mission, managing curriculum & instruction, monitoring student progress, teachers' professional growth and poor student academic performance in the study area. Because, the students' National examination results in grade ten and 12 are very low in each, 2007 E.C and 2008E.C academic year.

Low student performance is the common problems in Dire Dawa Secondary schools. Thus, due to low performance of school principals and vice principals which in turn leads to low academic achievement of the students in Dire Dawa Administrative Council Secondary schools motivated me to conduct a research in this area.

In light of the above pressing and sensitive issues, the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to Secondary schools in Dire Dawa . Based on the above background and assumption, that school principals as instructional leaders will have a positive effect on instructional practice of schools.

Generally the purpose of this study is to assess the practice of Secondary school principals as instructional leader: the case of Dire Dawa Administrative Secondary schools. Thus this study attempts to answer the following basic research questions.

1. To what extent do secondary school principals practice defining the schools mission and supervising instruction as instructional leader?
2. How adequately do secondary school principals manage curriculum & instruction?
3. How consistent and effective are principals in monitoring student progress?
4. How competent and effective are secondary school principals in promoting teachers' professional growth?
5. What personal qualities and Professional skills do principals possess as instructional leaders to effectively lead their schools?
6. What are the major challenges that the school principals encounter in playing their role as instructional leader?

1.3 General Objective

The major objective of the study was to assess the role and practice of secondary school principals as instructional leaders in Dire Dawa Administrative Council.

1.4 Specific Objectives

1. To examine the extent of Secondary school principals in defining the school's mission as instructional leader.
2. To identify how Secondary school principals supervising instruction.
3. To investigate how Secondary school principals manage curriculum and instruction as instructional leader.
4. To discover to what extent principals of Dire Dawa Administrative Council monitoring student progress.

5. To investigate to what extent Secondary school principals promote school learning climate.
6. To recognize to what extent Secondary school principals promote teachers' professional growth.
7. To identify the personal qualities and professional skills school principals need to develop as an instructional leader.
8. To identify the major challenges that the school principals face in playing their role as an instructional leader?

1.5 Significance of the Study

The researcher hopes that this study will have the following contributions:

1. The study result could serve as a feedback for Dire Dawa Administrative Council Secondary school teachers, Students, and PTA members, kebele supervisors, Dire Dawa Administration Education Bureau, and MOE (Ministry of Education) of Ethiopia about the roles and duties practiced by Secondary school principals in the study area.
2. It would help the Secondary school principals of Dire Dawa Administration to know their Weaknesses and strengths, regarding instructional leadership practices.
3. It would be useful to know and prospective principals as an impetus to act effectively healthier as instructional leaders as well as to examine their strengths and weaknesses when practicing the instructional leadership dimensions.
4. It would provide valuable insights for principals and other school leaders in developing and sustaining excellent school.
5. It may add some input for other school principals who are working at different levels to know the practice of school principals as an instructional leader in the context of different nations or countries.
6. This study might be helpful in providing policy makers valuable information to improve the government education sector.
7. The study would be used as a spring board for further research works in the area.

1.6 Delimitation of the Study

Even though, there are governmental and nongovernmental secondary schools in Dire Dawa, the study is delimited to government secondary schools due to money and time constraint. To make

the study more manageable & feasible, the study is delimited the existing ten governmental Secondary schools (9-12) grades in Dire Dawa.

Hence, to make the research more feasible and manageable, the study is delimited to instructional leadership role of principals specifically in the area of defining the schools mission; managing curriculum and instruction; supervising instruction; monitoring student progress; promoting school learning climate and promotes teachers professional growth. The practice of Principals in the area of personal qualities, professional skills, weaknesses and strengths and challenges of principals as an instructional leader was examined.

1.7 Operational Definition of key Terms

Instructional Leader: A person who attempts to improve student performance focusing on teaching and learning (instruction).

Instructional Leadership: Refers to role behavior (or practices) of school leaders, the principal in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting learning climate (krug, 1992).

Practice: An action rather than ideas; exercising the actual framework of principal's task.

Role: The expected and characteristic pattern of behavior exhibited by principals as a member of a school.

School Principal: In this study context, it can be defined as a person who manages the school excluding the assistant or vice principals.

Secondary School: Structure of education system that includes general education (Grades9-10) and preparatory education (11-12).

Supervision: Supervision is an act by the principal of managing, overseeing and giving direction to educators.

1.8 Organization of the Study

The research report divided in to five main chapters. The first chapter deal with the problem and its approach and it include background of the study, statement of the problem, objectives, and significances, delimitation, limitation of the study, operational definition of basic terms and organization of the study. Chapter two presents the review of related literatures. Chapter three

deals with the research design, method, sources of data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis and interpretation. Chapter four includes the data presentation, analysis and interpretation. Chapter five dealt with summary, conclusion and recommendations of the study.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 Historical Overview of the Roles of Principals

Educational administrators who manage elementary, middle, and secondary schools are called principals. They are primary leaders in a school (Meador, 2011). National Center for School Leadership (Blasé, 1987) identified the key roles of effective principals as defining and communicating the school's educational mission, coordinating curriculum, supervising and supporting teachers, monitoring student progress, and nurturing a positive learning climate. This served to organize the principal and assist with prioritizing the goals of the principal and the school.

Lyons (1999) agreed with Prestine (1991) that school principals were considered the managers and leaders of relationships in schools. To accomplish this, the principal-led networks developed collaborative, participatory staff and teams.

Daresh and Playko (1992) described Prestine's views and described the principals' work as complex with a wide range of demands and expectations. Daresh and Playko (1992) described principals as managers who must develop the necessary skills and knowledge to effectively manage a school. Some skills are learned through on-the-job training.

Fullan (2006) agree with Prestine and Daresh and Playko's views of the principal as a cultivator of relationships and stated, "Schools are complex adaptive systems that undergo self organization during educational change".

Beck and Murphy (1993) conducted extensive research on the changes in the principals roles by each decade from the 1920s-1990s. Their description utilized metaphors to explain each decade and can be found in Table, 1 below. Although, the descriptions were unique to each decade, transition to a new decade did not mean that previous roles "disappeared". Role descriptions and their emphases appear to be based on underlying events and philosophies of the items.

Starting in the 1920, Becky and Murphy described the principals' role as a Values Broker whereby principals' roles emphasized values. School leadership is portrayed as a lofty, essential

mission during this time period. The 1930s brought a shift of the principals' role to that of a scientific manager. The emphasis became the 'how' of administration. The principal or "school executive" became the expert in finance, curriculum and instruction, school reports, and business management. In the 1940s principals became known as Democratic leaders for their renewed emphasis placed on values. Specifically, the concepts of democracy, equality, patriotism, and human relations defined the era. The 1950s became known for the theory-Guided Administrator role description and principals were encouraged to exercise authority and work through hierarchical structures. As the 1960s began, the principal became known as the Bureaucratic Executive. During this era, principals were compared to military leaders for their keen ability to make decisions, take action, and exercise their command within the position. The 1970s categorized principals as Human Facilitators because they were responsible for maintaining the school through proper administration and management of people and of things.

This era emphasized social connections with the human-side of employees emphasized. As principals of the 1980s, they were commonly known as instructional leaders, because of their emphasis on teaching and learning. Their chief priority was student achievement and development of quality teachers. Beck and Murphy concluded their analysis of historical roles of the principal with the 1990s and the principal as the community connector. The 1990 them was promoted by the changing social dynamics in society and the importance of family and communities becoming more involved in the schools.

Table 1: Historical Description of the Principals Role by Decade

| Decade | Metaphorical Phrase | Description of Principal |
|--------|-----------------------------|--|
| 1920 | Values Broker | Principal accepts and promotes values |
| 1930 | Scientific Manager | "The school executive and business expert" |
| 1940 | Democratic Leader | The emphasis on values resurfaces |
| 1950 | Theory-Guide Administration | Hierarchical authority |
| 1960 | Bureaucratic Executive | Principals as military leaders |
| 1970 | Humanistic Facilitator | Principals responsible to maintain school |
| 1980 | Instructional Leader | Teaching and learning top priorities |
| 1990 | Community Connector | Restructuring movement |

Source: Beck and Murphy (1993)

By the 1980s principals became instructional leaders. During this period, they had the role in defining the school's mission and set clear goals, coordinated and supervised curriculum and instruction, established any academic climate that set high academic expectations and standards and fostered a healthy, safe school culture for both students and teachers. They were involved in direct supervision of the instructional process and had to ensure that their schools remained focused on learning and teaching. This role of a "learning expert" remains important today, although principals are now expected to be not only learning experts but also experts in knowledge areas (a point which was not emphasized in the past) (Johnson cited in Botha, 2004).

During the 1990s the role of the principal changed rapidly and dramatically as a result of organizational consequence stimulation accountability was the movement to more decentralized decision making so that individual school faculties and principals were more directly responsible for instructional decisions that affect their school. In general, traditionally, principals were expected to set clear goals, allocate resources to instruction, manage the curriculum, monitor the lesson plans and evaluate teachers. On the other hand, today, the principals' roles include a deeper and broader involvement in the mechanics of teaching and learning, defining & communicating school mission, managing curriculum and instruction, supervision instruction and monitoring student progress the use of data to make decision, and prescribe and participate in meaningful and innovative professional development (King, 2002).

Many authors argued that the role of school principal is multi-dimensional. For instance, over the last few decades numerous studies on school principalship around the world have shown that the role is highly challenging, multi-dimensional, and a significant determinant of school performances and effectiveness. Phillips (2001) in his study of Manager-Administrator to Instructional Leader noted that 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.

The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and several others. A principal has a very important role to fulfill in their daily job duties and responsibilities. They are the guiding force which makes schools what they are today. Being an effective principal is hard work consuming. A good principal is balanced within

all their roles and works hard to ensure that that they are doing what they feel is best for all constituents involved (Meador, 2011).

According to the GLISI (2006) study, there are eight major roles of school principals: Curriculum, assessment, and instruction; data analysis; process improvement; learning and professional development; leadership; performance; operations; and change. On the other hand, www.wikipedia.org listed about seven major roles of school principals: They make sure the faculty is doing their jobs correctly and are happy doing their jobs. They make sure the curriculum is up to standards of teaching. They make sure that staff learning need and professional development is maintained. They keep lines of communication open with the teachers and parents. They keep up on what is going on at other schools around them so they can stay on top of educational needs and preferences. They get together with staff on a regular basis to see if any new ideas or suggestions can be used at their school to improve it for the students' learning process. They deal with administration, funding, etc. Principals also meet with other administrators and students, parents, and representatives of community organizations. School principals have greater flexibility in setting school policies and goals, but when making administrative decisions, they must pay attention to the concerns of parents, teachers, and other members of the community. Principals also are responsible for preparing budgets and reports on various subjects, such as finances, attendance and student performance (BLS, 2010).

Today's principal must be a legal expert, health and social services coordinator, fundraiser, public relations consultant, parental involvement expert, and security officer, who is technologically savvy, diplomatic, with top-notch managerial skills, whose most important duty is the implementation of instructional programs, curricula, pedagogical practice, and assessment models(Phillips *et al.*,2003).

2.2 The Role of Principals in Defining & Communicating School Mission

The following sections discuss the literature to the dimension of defining the school mission comprises of two main functions namely “framing school goals and communicating school goals of the instructional leadership formulated by Hallinger and Murphy (1985), Greenfield (1987), Doyke and Rice (2002), Latip (2006), and Glikman, Gordon and Ross-Gordon (2007).

2.2.1 Defining School Mission

Green Hallinger and Murphy (1985), Quinn, (2002), McEwan (2003), Latip (2006), and Glikman, Gordon, and Ross-Gordon (2007) admitted that an important dimension of the principal's role as instructional leader is to define and communicate a mission or purpose for the school.

Instructional leaders are often said to have a "vision "of what the school should be trying to accomplish. Defining a school mission involves communicating this vision to the staff and students in such a way that a sense of shared purpose exists, linking the various activities that takes place in classrooms throughout the school. The principal's role in defining the mission involves framing school wide goals and communicating these goals in a persistent fashion to the entire school community (Hallinger and Murphy, 1985). Greenfield (1987), Doyke and Rice, (2000), and Southworth (2002) stated that operating without a clear mission is like beginning a journey without having a destination in mind.

2.2.2 Framing School Goals

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

Activities that define the school goals are the most important function where the schools are need a vision to accomplish reform goals Unhiyama, Wolf, (2002). Powel and Napoliello (2005) also noted that visions are intended realities that reinforce the focus.

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

Effective school leaders involve staff, students and parents in determining and defining school goals and objectives to be implemented and evaluated at the end of the year (Leithwood *et al.* (1999), and Quinn (2002)). This condition increases their commitment to cooperate in achieving the schools goals. Therefore, each school would be confident of being a success if it has a clear vision and mission as well as teacher commitment.

2.2.3 Communicating School Goals

After defining school goals, principals expected to communicate those school goals to the school community. Because communicating and explaining school goals are one of the crucial roles of the principal as an instructional leader (Norris (2007)). Clear goals and high expectations commonly share among the school community are one of characteristics of an effective school (Wildy and Dimmock, 1993). Common sense, if nothing else, indicates that a clearly defined purpose is necessary for any Endeavour hoping for success. Within the limits imposed by the common public school philosophy, schools need to focus on these tasks they deem most important. This allows the school to direct its resources and shape its functioning towards the realization of the goals (Purkey and Smith, 1983).

Dwyer (1984) and Cotton (2003) stressed that this function is concerned with the ways in which the principal communicates the schools important goals to teachers, parents, and students. Principals can ensure that the importance of school goals is understood by discussing and reviewing them with staff periodically during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both the formal communication (e.g. goal statements, staff bulletins, articles in the principal or cite-council news letter, curricular and meetings, parent and teacher conferences, school handbook, assemblies) and informal interaction (e.g. conversation with staff) can be used to communicate the school's mission (Hallinger & Murphy, 1985; Hoy and How, 2006). Therefore, all school communities, especially staff and

teachers as well as students need to understand the school goals to enable them to contribute to developing school achievement and achieving the school mission.

2.3 The Role of Principals in Curriculum and Instruction

The school principals need to be knowledgeable about and provide guidance in curriculum and instruction. According to Daresh (2002) “effective instructional leader actively promotes more effective practice in the teaching and learning processes in his/her school. The key to instructional leadership is in the principal defining his/her role in terms of recognizing instructional priorities rather than by serving as a school manager also have noted that principals’ focus is to be knowledgeable about professional educational issues, rather than the management of the day-to-day functioning of the school. They also further stated that the school principal has to have the knowledge of curriculum design, implementation, evaluation and refinement. Principal must be knowledgeable about each of the content areas included in a school’s course of study, its scope sequence and expected outcome.

The school principal is a key granter of successful implementation. He can also play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems.

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

2.4 Roles of Principals as Instructional Leadership

According to Hallinger (2003), the principal’s function in a school is a complex one consisting of “managerial, political, instructional, institutional, human resource, and symbolic leadership roles

in school". Therefore, the principal's role as instructional leader is one of the many duties a principal has.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching.

It has often been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning.

One aspect of leadership that is unique to principals is that of instructional leader. The role of 'instructional leader' by school leaders is a relatively new concept that emerged in the early 1980's which called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders.

Leithwood *et al.* (2005) state 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.

The literature on effective schools also shows that effective principals are more powerful over making decisions regarding curriculum and instruction than those in ineffective schools. Studies conducted in the United States show that strong district involvement in curriculum and

instruction that supports principals' instructional goals is yet another aspect of an effective school Leithwood (2005).

However, district involvement is dependent upon principal's power within the district. In addition, principals of effective schools are effective within the community. They understand community power structures and maintain appropriate relations with parents. Workplace factors such as teachers' job satisfaction, sense of professionalism and influence, collegial trust, and opportunities to collaborate influence how leadership is exercised in school, but less is known about how principals contribute to them.

According to Decman, *et al* (2011), the role of the instructional leader are the following: attend meetings chaired by leadership team, oversee leadership team assigned to monitor specific departments, old leadership team accountable for monitoring classroom instruction, conduct leadership meetings to maintain focus, communicate to teachers that the district curriculum is available online, determine professional development based on teaching experience.

From the perspective as mentioned, leaders must equip themselves with skills, knowledge and specific efficiency to be effective leaders. According to West-Burnham (1998), knowledge and skills are needed to build personal values, self awareness, feelings and moral capabilities. When principals play the role as instructional leaders, they need to have the knowledge of learning theory and effective teaching.

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.

Effective principals use test results, grade reports, attendance records, 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 to enhance student achievement.

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 (March in Fullan, 2006). 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.

2.4.1 Definitions of Instructional Leadership

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

For instance, Murphy (1988) classified the definition of instructional leadership in to narrow and broad. The narrow definition focuses on instructional leadership as a separate entity from administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning. The broader view entails all leadership activities that affect students' learning. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum Sims, (2011).

Jenkins (1991) also define instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

Instructional leadership refers to a series of behaviors designed to affect classroom instruction.

Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom (Leithwood in Sindhvad, 2009).

The National Association of Elementary School Principals (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In 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.

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

More recently, the definition of instructional leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning. As emphasis shifts from teaching to learning, some have proposed the term "learning leader" over "instructional leader" (DuFour, 2008). Instructional leadership is about guiding and inspiring the teachers in putting their school curriculum in to practice and improving it (Zulu, 2004).

2.4.2 The concept of Instructional Leadership

The term "Instructional leadership" has been vague for decades as the desired model for educational leaders, especially for principals (Leithwood *et al.*, 2004). Yet the term is often more a slogan than a well defined set of leadership practices. It certainly conveys the importance of keeping teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process (Elliot and Capp, 2001).

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

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

Different authors defined the concept of instructional leadership in different ways. For instance, Lue (1984) defined the concept of instructional leadership as consisting of direct and indirect behaviors that significantly affect teacher instructions and as a result, student learning. Hopkins (2003) pointed that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Research by Murphy (1995) indicated three instructional leadership processes undergird reform initiatives at the school level: (1) defining and sustaining educational purpose, (2) developing and nurturing educational community, and (3) fostering personal and organizational growth. Hallinger and Murphy (1998) states that instructional leadership comprises three broad categories: Defining the school's mission, managing the instructional program, and promoting the school climate conducive .It is also used to refer creating learning opportunities for students and teachers(Hopkins,2003).

Blase and Blase's (1998) research of 800 principals in United States elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection.

Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a principal takes to promote growth in student learning (Flath, 1989). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization.

2.4.3 Historical Development of Instructional Leadership

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

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

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

In the first half of the 1990s, attention to instructional leadership seemed to waver, displaced by discussions of school based management and facilitative leadership (Lashway, 2002). Recently, however, instructional leadership has made a comeback with increasing importance placed on academic standards and the need for schools to be accountable. Instructional leadership became a current issue these due to an increasing importance placed on academic standards, quality and accountability.

2.5 Tasks of Principals as Instructional leader

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 (Blankstein, 2010; Bulach, Lunenburg, and Potter, 2008).

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 (Blasé, Blasé, and Phillips, 2010; Smylie, 2010).

Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for school 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 and 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; Lunenburg, 2003; Marzano and Waters, 2010).

2.5.1 Focusing on Learning

Principals can help shift the focus from teaching to learning if they insist that there are certain critical questions that are being considered in that school, and principals are in a key position to pose those questions (DuFour, and Eaker, 2008). What do we want our students to know and be able to do? The focus in a professional learning community is not on: Are you teaching, but are the students learning? How will you know if the students are learning? That points to student progress. How will we respond when students do not learn? What criteria will we use to evaluate student progress? How can we more effectively use the time and resources available to help students learn? How can we engage parents in helping our students learn? Have we established

systematic collaboration as the norm in our school? These are the questions principals need to pose in order to shift the focus in schools from teaching to learning.

2.5.2 Encouraging Collaboration

A key task for principals is to create a collective expectation among teachers concerning student performance. That is, principals need to raise the collective sense of teachers about student learning (DuFour, Eaker, Karhanek, 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; Senge, 2006).

Principals must develop and sustain school structures and cultures that foster individual and group learning. That is, principals must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership (English, 2008; Northouse, 2010). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information.

Teachers can become willing recipients of research information if they are embedded in a setting where meaningful and sustained interaction with researchers occurs in an egalitarian context (Blankstein, Houston, and Cole, 2009).

One popular collaboration structure is teacher teams. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classrooms. High performing teams will accomplish four different things (Smylie, 2010): (1) they will clarify exactly what students should know and be able to do as a result of each unit of instruction. We know that if teachers are clear on the intended results of instruction, they will be more effective, (2) they will then design curriculum and share instructional strategies to achieve those outcomes, (3) they will develop valid assessment strategies that measure how well students are performing, and (4) then they will analyze those results and work together to come up with

new ideas for improving those results. Regular assessment and analysis of student learning are key parts of the team's process.

2.5.3 Using Data to Improve Learning

How can schools gauge their progress in achieving student learning? Three factors can increase a school's progress in achieving learning for all students (Blankstein, Houston, and Cole, 2010; Love, 2009). The primary factor is the availability of performance data connected to each student. Performance data need to be broken down by specific objectives and target levels in the school curriculum. Then the school is able to connect what is taught to what is learned. The curriculum goals should be clear enough to specify what each teacher should teach. And an assessment measure, aligned with the curriculum, will indicate what students have learned (Popham, 2010). Also, teachers need access to longitudinal data on each student in their classroom. With such data, teachers are able to develop individual and small-group education plans to ensure mastery of areas of weakness from previous years while also moving students forward in the school curriculum.

The second factor is the public nature of the assessment system. Annually, the school district should publish a matrix of schools and honor those schools that have performed at high levels. This provides role models for other schools to emulate. At the school and classroom levels, it provides a blueprint of those areas where teachers should focus their individual education plans (IEPs) and where grade levels or schools should focus the school's professional development plans. The public nature of the data from the accountability system makes clear where schools are. Data should be disaggregated by race/ethnicity, socioeconomic status, English language proficiency, and disability. Performance of each subgroup of students on assessment measures makes the school community aware of which students are well served and which students are not well served by the school's curriculum and instruction.

The third factor in gauging progress toward achieving student learning is the specifically targeted assistance provided to schools that are performing at low levels. Before the advent of accountability systems, it was not evident which schools and students needed help (Lunenburg and Ornstein, 2008). The first step is to target the schools in need of help based on student performance data. Each targeted school is paired with a team of principals, curriculum

specialists/instructional coaches, and researchers to observe current practices; discuss student performance data with staff; and assist in the development and implementation of an improvement plan. The targeted schools learn how to align their program of professional development to the weaknesses identified by the data. They learn how to develop an improvement plan to guide their activities and monitor the outcomes of the activities, all of which are designed to raise student performance levels.

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

2.5.4 Providing Support

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

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

facilitating professional networks; and creating an environment that supports school improvement efforts (Lunenburg and Ornstein, 2008).

A focus on student learning usually means changes in curriculum, instruction, and assessment - that is, changes in teaching. The history of school reform indicates that innovations in teaching and learning seldom penetrate more than a few schools and seldom endure when they do (Elmore, 2005). Innovations frequently fail because the individual who make it happen - those closest to the firing line - classroom teachers, may not be committed to the effort or may not have the skills to grapple with the basic challenge being posed (Fullan, Hill, and Crevola 2006; Fullan and St. Germain, 2006). Principals need to insure that teachers have the skills to help all students perform at high levels.

2.5.5 Aligning Curriculum, Instruction, and Assessment

Principals need to ensure that assessment of student learning is aligned with both the school's curriculum and the teachers' instruction (English, 2000; Popham, 2010). When they are well constructed and implemented, assessment can change the nature of teaching and learning. They can lead to a richer, more challenging curriculum; foster discussion and collaboration among teachers within and across schools; create more productive conversations among teachers and parents; and focus stakeholders' attention on increasing student achievement.

For curriculum goals to have an impact on what happens in classrooms, they must be clear. When school districts, administrators, and students are held accountable for results, more specificity is needed in implementing the curriculum. In a high-stakes accountability environment, teachers require that the curriculum contain enough detail and precision to allow them to know what the students need to learn.

Professional learning communities attempt to align their assessment measures with their curriculum. English (2000) encourages schools to consider three principles in this endeavor. First, assessments not based on the curriculum are neither fair nor helpful to parents or students. Schools that have developed their own assessment measures have done a good job of ensuring that the content of the assessment can be found in the curriculum. That is, children will not be assessed on knowledge and skills they have not been taught. This is what Fenwick English refers

to as “the doctrine of no surprises.” However, the same is not true when schools use generic, off the- shelf standardized tests. Such tests cannot measure the breadth and depth of the school’s curriculum. Second, when the curriculum is rich and rigorous, the assessments must be as well. Assessments must tap both the breadth and depth of the content and skills in the curriculum. Third, assessments must become more challenging in each successive grade. The solid foundation of knowledge and skills developed in the early grades should evolve into more complex skills in the later grades.

If one accepts the premise that assessment drives curriculum and instruction, perhaps the easiest way to improve instruction and increase student achievement is to construct better assessments (Pop ham, 2010; Yeh, 2001). According to Yeh (2001), it is possible to design force-choice items (multiple choice items) that test reasoning and critical thinking. Such assessments could require students to use facts, rather than recall them. And questions could elicit content knowledge that is worth learning.

2.6 Instructional Leadership and Teaching-Learning

In-depth studies of teachers perceptions about characteristics of school principals that influence teacher’s classroom instruction have conclude that the behaviors associated with instructional leadership positively influence classroom instructions (Larson-knight, 200: Blasé and Blasé, 1998: shepperd, 1996, and chrispeels, 1992). Especially, (Blasé and Blasé, 1998.1999) findings indicate that when instructional leaders monitor and provide feedback on teaching learning process, there were increases in teacher reflection and reflectively informed.

Instructional behaviors, in implementations of new ideas, greater variety in teaching strategic, more responses to students diversity, lessons were prepared and planned more carefully teachers were more likely to take risks and more focus on the instructional process, and teachers used professional discretion to make changes in classroom practice. Teachers also indicate positive effects on motivation, satisfaction, confidence and sense of security. Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on classroom practice, (Chris peel, 1992)

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

Locke and Latham (1990, p.520 asserts that goal setting is effective way to increase motivation and performance. They postulate that goals increased attention to obtainment of the task, increase the effort expanded on goals relevant to activities, increase persistent to achieve, increase the development of strategies to obtain the goal. This is true even loosely coupled organizations, such as public schools. Book Binder (1992) explains frequent communication of school goals by instructional leaders promote accountability, a sense of personal ownership, and instructional improvements.

A principal that define and communicate shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press challenges teacher's behaviors with in the classroom, which leads to more effective schools (Book Binder, 1992; Blasé and Blasé, 1998).

2.7 Tasks of Instructional Supervision

Supervision is the key in creating effective teaching and learning process. It is also central to the improvement of the quality of teaching in a school and if educators are well led and are aware of the benefits of supervision (Zulu, 2004). It is noted that most researchers are in agreement about the importance of supervision in the delivery of education.

Principals are a key player in school supervision. In this view, Zulu (2004) declared that the key person in the supervision exercise is the principal. According to him supervision is an act by the principal of managing, overseeing and giving direction to education. It is, therefore, important for the principal, to have a shared of what is supposed to be happening in the classroom with the teacher. Bondi and Wiles (1986) pointed out that in improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedure of the

classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that the principal should in a systematic way; draw the connection between curriculum and instruction for the teacher. This will help in enabling the principal to understand the educator's classroom concerns and be in a position to provide necessary assistance. This is more so because the principal is an instructional specialist and his expertise should help novice educators by actually going into classrooms to demonstrate how prepared lessons should be presented.

Researchers such as Bondi, Lovell and Wiles (1983) have suggested some models of supervision that could be used effectively by school principals. One such model is the clinical supervision model by Cogan as illustrated by Rossouw (1990) consists of 4 stages:

A) Pre-Conference: Principal and educator aims to reach a common understanding of the objectives, approaches to learning and teaching and intended outcomes in a lesson.

B) Classroom observation: Principal gathers information through observation while the educator conducts the lesson planned.

C) Analysis and reflection: Principal and educator reflect in and draw inferences from what is known and observed.

D) Post-Conference: Principal and educator meet to share their analysis and draw implications, intentions on the part of the educator and the basis for discussion and judgments are provided. It is worth noting that class visits and (lesson observation form the basis of the principal's supervision practices. This clearly indicates that supervision is focused on improving professional performance so as to deliver the valued outcomes of the school which includes increased student achievement (Zulu, 2004).

2.8 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:

1. 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.
2. 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.
3. 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 services.
4. Has to provide topics of instructional problems to different departments for discussion. School principal monitors the smooth going of such activities and also provides solutions for teaching learning problems, which are beyond the abilities of each department.
5. Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended and also provides solutions by studying the problems encountered during the process of implementation.
6. Comes up with suggestions that could facilitate the provision of staff development or in-service training programs.
7. 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. And coordinates co-curricular activities together with parent-teacher unity for the success of 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 supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal and vice principal, the department heads and the

senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows:

Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

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 (Wudu, 2003).

2.9 Becoming Effective Instructional Leaders

Principals may be categorized as effective and ineffective depending on their character or role to their school. Glickman (1990) has much to say about how to become an effective instructional leader. Using his works as the base, and including the research findings of others, effective instructional leadership is comprised of the following three major categories and subcategories. Knowledge Base-Effective schools literature, research on effective speaking, awareness of your own educational philosophy and beliefs, administrative development, change theory, and knowledge of curriculum theory/core curriculum; Tasks- Supervision/evaluation of instruction,

staff development, curriculum development, group development, action research, positive school climate, and school and community and Skills- Interpersonal, communication, people, decision making, application, problem solving/conflict management.

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

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

Bamburg and Andrews (1990) also noted that to be an effective instructional leader, one must: Have a vision for the organization that is clearly focused upon desired outcome (i.e., "ensuring academic excellence") secondly Communicate that vision to everyone connected with the organization to obtain support for it thirdly Provide and/or obtain the resources needed to accomplish the vision (i.e., materials, information, or opportunity) as well as Manage one so the above can occur. Their research on effective schools strongly suggests that instructionally effective schools have principals who are viewed by their teachers as the primary instructional leader in the school. They developed an operational definition of instructional leadership behavior.

Smith and Andrews (1989) conclude that principals who are effective instructional leaders usually have the following characteristics: Places priority on curriculum and instructional issues is dedicated to the goals of the school; is able to rally and mobilize resources to accomplish these goals; Creates a climate of high expectations in the school; characterized by a tone of respect for teachers, students, parents and community; Continually monitors student progress towards

school achievement and teacher effectiveness in meeting those goals; Effectively hold consultation sessions with faculty and other groups in school decision processes.

2.9.1 Personal Qualities of Principals as Instructional Leadership

The concepts of historical context, role, and functions of instructional leadership have been previously addressed, but it was necessary to examine the personal qualities needed for an individual to be a principal as well as an effective instructional leader.

Effective school principals in the modern age should also possess certain qualities of leadership that distinguish them from their peers. Qualities such as reflection, vision, commitment, courage, power, and empowerment come immediately to mind when one thinks about excellence in principal ship (Steyn, 2002).

The overview of the literature provided a list of researchers' findings on the necessary personal qualities for principals as instructional leader, which included trust and perseverance, gender, good communication, flexibility, listening, open-mindedness, creative problem solving, vision, and expectations(Poirier, 2009).

Quinn (2002) stated that instructional leadership can be learned; however, principals need to have high expectations of all members of the school community to create an atmosphere of trust and perseverance. A trusting atmosphere may be accomplished through developing positive relationships with teachers, allowing teachers to take risks without penalty, providing opportunities for professional development, giving leadership in staff development, and working collaboratively. Though instructional leadership can be learned, there are other variables, which need to be addressed. For instance, Harchar and Hyle (1996) indicated a key requirement for a principal to be an instructional leader was to have been a successful classroom teacher.

In examining instructional leadership qualities, one finds that, here also, the research varies. Duke (cited in Flath, 1989) concluded from his research on instructional leadership qualities that "there is no single leadership skill or set of skills presumed to be appropriate for all schools or all instructional situations".

Human relations: Deal effectively with staff, parents, community, and students. Also, there is the work of Rutherford (cited in Anderson and Pigford, 1987) who mentions five general leadership qualities of effective leaders:(1)Have a vision-work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instruction and assessment,(2)Translate the vision into action-work as a team; emphasize school wide goals and expectations,(3)Create a supportive environment-promote an academically-oriented, orderly, and purposeful school climate,(4)Know what's going on in the school-find out what teachers and students are doing and how well, and (5)Act on knowledge: Intervene as necessary accommodating different teacher personalities, styles, and teaching strategies.

2.9.2 Skills Necessary for Effective Instructional Leaders

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his/her instructional leadership duties satisfactorily. Many researchers classify the skills of instructional leader in different ways For instance; Mansers as cited in Zulu (2004) suggest the following are the skills necessary for school principals as an instructional leader:

i) Instructional skills- The school is a place of learning and the main purpose of schooling is to educate. Therefore the main function of a principal is that of an instructional leader. The principal may not have an in-depth knowledge of all learning areas, but he should have three basic sets of instructional competencies. These are: ability to monitor classroom instruction, ability to work with educators to plan instructional program and ability to identify, acquire and coordinate resources necessary for instructional improvement including staff development.

ii) Management skills- The leader's priority is to get the job done. Principals should share management tasks and be able to recognize when a problem exists and be able to identify it correctly and assist in solution. Problems arising from the workplace may disturb the functioning of that institution. Principals must have solving skills to be able to deal with any challenges.

iii) Human relations abilities-Good human relations in a school are a precondition for improvement. It is part of the instructional leadership quality every principal must possess.

iv) Political and cultural awareness –A skillful principal will know how school systems operate. Principals will also understand why things are as they are if leadership is to be exerted.

v) Leadership skills- Principals must be research literate, know what is new in the field and what research and experience have shown to be good in practice. As an innovator, a principal looks outside the system as well as inside. She/he reads about education, attend meetings and conferences. This will keep the principal updated with new instructional leadership practices. The principal is leading people and must assess his/her leadership practice occasionally.

vi) Self understanding skills- Principals need to be introspective, to understand their own values and be able to assess their strengths and weaknesses. It appears that principals who run successful and self-reliant schools are those who display the above qualities. Principals are promoted from the ranks of educators. They are very often appointed partly because they have been successful classroom teachers. Being an excellent classroom teacher does not necessarily mean that one will make a good principal. This indicates that after assumption of duty, the new principal needs to undergo induction program and training in school leadership.

Successful instructional leaders master four skills (Whitaker, as cited in Orozco, 2001) to influence higher levels of student achievement in their school. These are:

1. Being a resource provider. It is not enough for principals to know the strengths and weaknesses of their faculty. Effective instructional leaders recognize the desire teachers have for acknowledgement and appreciation for a job well done, and assist their teachers in professional development.
2. Being an instructional resource. Success in 'teaching and learning' means teachers count on their principals as resources of information, current trends, and effective practices in instruction. Instructional leaders are tuned-in to local and state educational mandates, issues of curriculum & assessment, and effective exemplary instructional practices.
3. Being a communicator. Effective instructional leaders communicate essential beliefs regarding learning including all children can learn; success builds success; and learner outcomes guide instructional programs and decisions.
4. Being a visible presence. Leading the instructional program of a school means a commitment to living and breathing a vision of success in the teaching and learning process. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities in the educational community with a focus on instruction.

The skills of an effective instructional leader are separated and discussed as two categories: the technical and the interpersonal. Technical skills include goal setting, assessment and planning, instructional observation, research and evaluation; whereas, interpersonal skills are those of communication, motivation, decision making, problem solving, and conflict management (Lashway, 2002).

The principal must possess certain skills to carry out the tasks of an instructional leader: interpersonal skills; planning skills; instructional observation skills; and research and evaluation skills (Lashway, 2002).

2.9.2.1 Interpersonal Skills

Maintain trust, spur motivation, give empowerment, and enhance collegiality. Relationships are built on trust, and tasks are accomplished through motivation and empowerment wherein teachers are involved in planning, designing, and evaluating instructional programs.

Empowerment leads to ownership and commitment as teachers identify problems and design strategies themselves. Collegiality promotes sharing, cooperation, and collaboration, in which both the principal and teachers talk about the teaching learning process (Brewer, 2001).

2.9.2.2 Planning Skills

Planning begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm. The next step is to assess what changes need to occur and which may be accomplished documents, and observing what is going on within a school.

2.9.2.3 Instructional Observation Skills

The aim of instructional observation (supervision) is to provide teachers with feedback to consider and reflect upon. Not only can effective instructional leaders help guide classroom instruction through supervision, they can also play a primary role in bettering it. This is one of my favorite tasks because it gives me an opportunity to be further involved in the daily happenings of our school.

2.9.2.4 Research and Evaluation Skills

Are needed to critically question the success of instructional programs, and one of the most useful of these skills is action research. Through research and program evaluation, effective instructional leaders can be armed with a plethora of information to make informed decisions about increasing learning at their schools. If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment. To achieve this goal takes more than a strong principal with concrete ideas and technical expertise. It requires a redefinition of the role of principals, one that removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships.

2.10 Barriers to Instructional Leadership

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, Taole (2013) revealed that barriers for instructional leadership are; workloads & pressure, irregular daily interruptions, training on effective, insufficient delivery of learner & teacher support materials and parental support and cooperation. 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, a 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.

Chang (nd) also classified barriers of instructional leadership in to three major categories. They are knowledge/skills, context, community, political/legal, professional development, resource, and lack of incentives/reward.

Lack of the necessary knowledge and skills, lack of qualified staff, limited training and education, limited experience, teachers with high school diplomas, BA/BS in field other than

education, teachers teaching outside field of study, leadership attrition, insufficient time, multiple roles and responsibilities, information and communication overload, paperwork overload, too many reports, too many extra-curricular activities, limited access to quality professional development. In some schools, insufficient facilities, equipment, supplies, lack of incentives/rewards, lack of mentors (principals and assistant principals need mentors and support as they learn their roles in the school), work overload (e.g., many principals don't have assistant principals; there is too much management work, such as problem solving and crisis resolution that must be done by the principal).

2.11 Problems Facing Principals in Playing their Instructional Leadership Role

Principals may face with different problems in playing their leadership role. For instance, Taole (2013) revealed that among barriers for instructional leadership are; workloads and pressure, irregular daily interruptions, training on effective, insufficient delivery of learner & teacher support materials and parental support & cooperation.

The problem may be emanated from principals themselves, time, or parent related problems. For instance, Harris (2004) noted that problems principal facing a classified as principals related and their relationship with top authorities, problems related to time, and problems related to parents.

Lack of understanding and agreement about who makes which decision can cause role ambiguity and decision making friction that impact on planning for school wide improvement .Coping with the volume of administrative task is one of the major problems principals encountered. The work is characterized by variety, brevity and fragmentation .In their words, Hallinger and Murphy (1987) have stated as, the principals' work comprises many brief and fragmented interactions with different actors.

It is difficult for principals to schedule the interrupted blocks of time necessary for planning and assessing curriculum, observing lesson and conferencing with teachers. In addition, teachers-parents, students and central office staff hold widely varying expectations of the principal. The multiplicity roles and expectations tend to fragment whatever vision the principals may be attempting to shape in school (Hallinger and Murphy, 1987).

Another impediment of effective instructional leadership is problems related to instructional staff. Lunenburg and Ornstein (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their school, results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

Another problem affecting instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those around him is clearly barrier to becoming an effective instructional leader (McEwan, 2003). In this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

Lack of sufficient time is also another problem to instructional leadership (McEwan, 2003). He also stated that these principals delegated, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues.

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

According to Castle and Mitchell (2002), the key challenges to instructional leadership were associated with 5 distinct dimensions. They are; amount of time, amount of resources, level of knowledge of staff capacity and teacher expertise in the school, level of, knowledge and understanding of curricular developments as well as recent directions from school boards and ministry, and degree of direction and guidance from school boards and ministry who mandate specific action.

According to Phillips, *et al.*, (2003), poor recruitment and selection processes, inadequate preparation and training, lack of time and district support, rapid and competing changes, lack of authority, and the absence of rigorous evaluation and reward systems are performance-inhibiting factors for school principals.

A study conducted by Phillips, *et al.*, (2003), Impediments reported by America's secondary school administrators the factors that prevent principals from being effective in their jobs are: Poor Recruitment and Selection Processes-Not only is the job perceived as unappealing to teachers who may be expected to become tomorrow's principals, but Elmore (2000) suggests the institutional structure is at fault in that it "does not promote or select [candidates] for knowledge and skill related to instructional leadership".

Time, paper work, financial resources, quality of teachers, burnout, student discipline, lack of budgetary authority, lack of autonomy, and lack of district support are the major impediments of school principals(National Association of Secondary School Principals (NASSP, 2001). While schools are expected to be accountable for their results, there is general agreement among experts that "current principals find very little in their professional preparation or ongoing professional development to equip them for this new role" (Institute for Educational Leadership, 2000). In exploring the changes experienced by first-year principals in the UK and America, research by Daresh and Male (2000) supports the view that new leaders are ill-prepared for the degree of responsibility thrust on them and the difficulty of mediating conflicts among many constituent groups. The novice principals reported that they were not prepared for major decisions which required reflection on personal values and ethical stances and their personal lives were altered significantly, with most reporting feelings of alienation, isolation and frustration in their work. An in-depth international examination of how principals are prepared and trained determined that school leadership programs generally lag far behind best training practice in other sectors and that no jurisdiction has developed the comprehensive and coherent leadership development program necessary to do the job (Tucker and Coddling, 2002).

Lack of Time:-Principals are caught in a daily deluge of tasks that fill their hours and compete with responsibilities that are essential to improved student achievement. Most of their time is spent attending to parent issues, community-related tasks, discipline, and facilities management,

allowing for very little time to be devoted to instructional leadership, teaching and learning. Lack of time and excessive paperwork are the two greatest obstacles for modern principals (NAESP, 2001).

Lack of District Support:-Although there are noteworthy exceptions, principals are seldom properly supported in their leadership role by school districts which have previously expected them to do little more than follow orders, oversee staff, keep the buses running, and contain problems. “Principals were not provided with technical assistance, adjustments of role expectations, or policies designed to support new knowledge about instructional leadership” (Hallinger as cited in Yenew (2012).

Rapid Competing Changes:-In many instances, the rapid pace of reforms presents principals with incoherent and conflicting goals and inadequate lead time to prepare their school communities for their implementation (Fullan,2006) who agreed the quality of their work suffered from lack of system stability (78%) and from constantly changing priorities (63%).

Lack of Authority and Flexibility:-School district policies and union contracts place limits on the autonomy, flexibility and capacity of the principal to act as a change agent. Principals in Victoria, Australia cite the incapacity to select teachers who match priorities for the learning needs of the school. **Absence of Rigorous Evaluation, Recognition, and Incentives:**-Principal performance evaluations often lack rigor and are frequently based on evidence of smooth running buildings and compliance with directives than on students’ academic progress (Governor’s Commission, Ohio, 2003) reward structures are not designed to motivate principals to focus on instructional practices and student learning. Across jurisdictions generally, remuneration for principals was deemed to be out of synch with other sectors and workload responsibilities, with an inadequate differential from the teacher salary.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

3.1 Research Methodology

Research Methodology is the plan of action that links the philosophical assumptions to specific methods (Creswell and Planoclark, 2007). In order to assess the role and practice of secondary school principals as instructional leader descriptive survey method of research will be employed. This is because it enables researchers to collect and describe large variety of data related to roles and practices of secondary school principals. As argued by Kumar (1999), descriptive research method is used to describe the nature of the existing conditions. Seyom and Ayalew (1987) agreed that descriptive survey approach of research is more appropriate to gather several kinds of data on a broad size to achieve the objective of the study.

In this study, both quantitative and qualitative approaches are used. Quantitative approach is emphasized because assessing the status of role and practice of Secondary school principals as instructional leader can better understood by collecting large quantitative data. Furthermore, the qualitative data employed and incorporated in the study, this helps to validate and triangulate the quantitative data.

3.2 Sources of Data

The relevant data for the study was generated from both primary and secondary sources. The primary data obtained from Secondary School administrators (i.e. Supervisors, Unit leaders, Principals, Vice principals and Unit leaders), PTA members and teachers of Dire Dawa Administrative Council.

The respondents were chosen as primary source of data because of the fact that they are directly involved in instructional program and are hoped to have better exposure, experience and first hand information regarding the issue under study. The secondary sources of data were written secondary school documents such as strategic plan and annual plan, minutes of relevant meetings and conferences of parent teacher association.

3.3 The Study Area and Population

The study was conducted in Dire Dawa Administrative Council. The region was established in 1994 as one of the Administrative Council of Ethiopia. Geographically, it was located between Lat: 9.5469, long: 42.0386 111 N 9 32' 49" E 42 2' 19" with the total area of 128,802,380 hectares. In terms of relative location, the region was located in the Dire Dawa and it is located in the eastern part of the country enclosed by the State of Somalia and the State of Oromia. It is found at a distance of 515 Kilometers from Addis Ababa. Dire Dawa Administrative Council has a total of 10 Secondary schools and 150 teachers. And the researcher takes to sampling seven Secondary schools through purposive sampling technique. These are Dire Dawa comprehensive Secondary school, Sabiyen Secondary school, New Secondary school, Medihanealem Secondary school, Legehare Secondary school, Afeteissa Secondary school and Mariyam secondary school. And the total population under the study was 138. (i.e.100 teachers, 7 principals, 7 vice principals, 5 Parent Teacher Association (PTA), 5 secondary school supervisors and 5 Kebele Supervisors.

3.4 Sample Size and Sampling Techniques

Since the researcher observed series problems or gap regarding roles & practices of principals as mentioned at the background of the study, all secondary schools were selected as they are small in number. From 10 secondary schools of Dire Dawa Administration council 7(70%) were included through simple random sampling technique particularly by applying lottery method as it gives equal chance for the respondents (teachers) to participated in the study as stated by MacMillan (1996). The lottery method applied as follow, first papers were rolled according to their population number then the total samples were picked. The researcher study that all secondary schools are homogeneous or having a uniform structure. In addition the sample 7 secondary schools would well represent and can help to compose well-founded generalization about the schools at the end of the study.

The researcher respondents were selected using different techniques. Teachers, all unit leaders, principals and secondary school supervisors of the selected secondary schools of Dire Dawa Administration were taken as respondents of the study using available sampling techniques. The assumption behind that is the entire population is sufficiently small in number and helps the

researcher to gain adequate and necessary information due to their participation in the activity of school principals as instructional leader. Accordingly; 100(100%) teachers, 7(100%) unit leaders, 7(100%) principals,7 (100%) vice-principals and 5(100%) secondary school supervisors were selected as sample for study of this research.

To determine the sample size of PTA and kebele education supervisor from the total target population of Dire Dawa City Administration secondary schools, the researcher selected 7(20%) of PTA coordinators and 5 (41.7%) kebele supervisors respectively through purposive sampling for their close assistance to every school activities. The researcher study that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the total sample size of the target group under the study area was 138 respondents. For detail information on the list of the respondents included in this study see Table 3.2.

Table 3.2: Summary of total population, sample size and sampling techniques

| No | Secondary Schools | Total population | | | | | Sample size | | | | |
|----|--|------------------|---------------|-----|------|-----|-------------|---------------|-----|------|-----|
| | | Teachers | School Admin. | PTA | KES. | SSS | Teachers | School Admin. | PTA | KES. | SSS |
| 1 | Dire-Dawa Comprehensive Secondary school | 22 | 3 | 1 | | | 22 | 3 | 1 | | |
| 2 | Sabian Secondary school | 25 | 3 | 1 | | | 25 | 3 | 1 | | |
| 3 | New Secondary school | 7 | 3 | 1 | | | 7 | 3 | 1 | | |
| 4 | Medehanealem Secondary school | 15 | 3 | 1 | | | 15 | 3 | 1 | | |
| 5 | Mariyam-sefer Secondary school | 14 | 3 | 1 | | | 14 | 3 | 1 | | |
| 6 | Afeteissa Secondary school | 10 | 3 | 1 | | | 10 | 3 | 1 | | |
| 7 | Legehare Secondary school | 7 | 3 | 1 | | | 7 | 3 | 1 | | |
| | Total | 100 | 21 | 7 | 5 | 5 | 100 | 21 | 7 | 5 | 5 |

3.5 Data Gathering Tools

In order to gather the required data from the sample population, three data collection tools were used namely, interviews, questionnaires and documents. Given below is a description for each of these instruments.

3.5.1 Questionnaire

The researcher used questionnaire because it is convenient to conduct survey & acquire necessary information from a large number of study subject with a short period of time. Furthermore, it makes possible an economy of time and expense and also provides high proportion of usable response (Best and Kahn 2003).

Questionnaires were designed with close and open -ended type question items originally prepared in English as the researcher believes that the respondents could understand the language. Accordingly, fifty-eight 5 point likert scale items were prepared for respondents.

In terms of content, the two sets of questionnaire have 59 items (56 close-ended and 3 open ended items). The questionnaire has three sections. The first section has three close-ended items on background information of respondents and the second section on issue related to the role and practices of secondary school principals as instructional leader consists of eight roles/tasks with focus on defining the school mission; managing curriculum and instruction; supervising instruction; monitoring student progress; promoting school learning climate; and promoting teachers professional growth; personal qualities and skills of principals. Therefore, for structured question items third section, open-ended question employed to obtain detailed responses to complex problems and their dedication about the issue. However, unstructured questions item was fewer in number since it permits greater depth and insight of responses and hence, many respondents may not take enough time to respond the items in reasonable attention.

3.5.2 Interview

The interview permits greater depth of response which is not possible through any other means. Thus the purpose of the interview was to collect more supplementary data, so as to substantiate or triangulate the questionnaire response. With this in mind, interview was conducted in Amharic

to make communication easier with 7 vice principals; 7 PTA co-coordinators, 7 unit leaders, 7 principals 5 secondary school supervisors and 5 Kebele supervisors total of 38 respondents were involved in the interview.

Semi-structured items were prepared for the above respondents, the reason behind the semi structured interview items were the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The interview guide question set for all group of respondents had one part which targeted to obtain information related to the basic research questions.

Vice principals, PTA, Principals, Unit leaders (administrative management), secondary school Supervisors and Kebele supervisors were selected for the interview because, they are small in number and their position is important in describing the practice of instructional leadership. Principals know the major challenges that encountered them in practicing their role.

3.5.3 Document Analysis

To complement data collected all available relevant documents were consulted. The documents examined include strategic plan, annual plan, minutes of meetings, written documents of schools, files, quarter and annual report plans and Kebele Education supervisors consulted.

3.6 Data Collecting Procedures

To answer the research questions that have raised the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Addis Ababa University and Dire Dawa Administration Education Bureau (for additional letters towards Kebele and schools) for ethical clearance, the researcher directly go to Dire Dawa secondary schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has been contacted to Kebele education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher has introduced his objectives and purposes. Then, the final questionnaires will be administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any

confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

The interview has been conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.7 Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion. Thus, the data obtained through a questionnaire which is responsible to quantitative data will be analyzed by using descriptive Statistics (Percentages, Mean score and standard deviation) using SPSS software followed by discussion of the most important points. The data gathered through open –ended questions, semi structured interviews and documents were analyzed qualitatively through descriptive narration for the purpose of triangulation.

Quantitative Data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically using percentages.

Likert Scale was employed to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; takes less time to construct; simplest way to describe about roles and practices of principals as instructional leader and provides more freedom to respond. The scale consists of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

Qualitative:-The data collected from the semi-structured interview, open ended question of the questionnaire and document were analyzed and interpreted qualitatively. The hand written notes of interview were transcribed; categorized and compiled into themes. The result of open-ended questions was summarized and organized with related category. To this end, analysis and

interpretations were made on the basis of the questionnaires, interviews and documents. Finally, the overall course of the study was summarized with findings, conclusions.

3.8 The Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed and also a pilot study was carried out on 20 teachers of Dire Dawa secondary schools to pre-test the instrument. The pre-test has provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007)

After the dispatched questionnaires' were returned, necessary modification on 4 items and complete removal and replacement of 4 unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 3, shows the results of Cronbach's coefficient alpha is satisfactory (between 0.73 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table3.3 Reliability and validity test results with Cronbach's alpha

| <i>Detail description of the title of the questions</i> | <i>Number of items</i> | <i>Cronbach's alpha</i> |
|---|------------------------|-------------------------|
| Defining and communication school mission | 4 | 0.85 |
| Managing curriculum and instruction | 5 | 0.79 |
| Supervision instruction | 8 | 0.84 |
| Monitoring student progress | 6 | 0.81 |
| instructional learning climate | 6 | 0.79 |
| teachers' professional growth | 8 | 0.73 |
| Personal qualities of school principal | 7 | 0.88 |
| Skills of school principal | 12 | 0.93 |
| <i>Average reliability result</i> | | 0.83 |

3.9 Ethical Considerations

An official letter was written to the concerned bodies /institution or organization/ from Addis Ababa University of the Department of Educational Planning and Management to inform the issue.

Based on the letter the researcher asked permission and begin establishing rapport with the concerning bodies for the successful accomplishment of the study .the purpose of the study will be explained to the participants and the researcher will ask their consent to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provide will only be used for the study purpose. Accordingly, the researcher used the information from his participants' only for the study purpose. In addition, the researcher ensures confidentiality by making the participants anonymous.

CHAPTER FOUR

4 ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Characteristics of the Respondents

Based on the sampling procedure described in chapter three, seven secondary Schools were included in our study. The sample size of Vice Principals has been slightly reduced for the following reasons. A total of 14 questionnaires were distributed to Vice Principals. However, 7 of them didn't return it. A total of 100 questionnaires were distributed to teachers. Principals, U.leaders, PTA, Kebeles Supervision, SSS and V. Principals were represented as planned.

Table 4.1: Respondents by Sex and Educational Qualification

| No | Variables | Category | Respondents | | | | | | | | | |
|-------|---------------|------------------------|--|------|----------------------|------|------|-----|-----|-----|-----|-----|
| | | | Teacher | | School Administrator | | PTA | | SSS | | KES | |
| | | | F | % | F | % | F | % | F | % | F | % |
| 1 | Sex | Male | 62 | 62 | 21 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| | | Female | 38 | 38 | -- | -- | -- | -- | -- | --- | -- | --- |
| | | Total | 100 | 100 | 21 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 2 | Qualification | Diploma | --- | --- | --- | --- | 3 | 60 | -- | --- | -- | --- |
| | | 1 st Degree | 70 | 70 | 18 | 85.7 | 2 | 40 | 3 | 60 | 5 | 100 |
| | | 2 nd Degree | 30 | 30 | 3 | 14.3 | -- | --- | 2 | 40 | -- | --- |
| | | Others | --- | --- | -- | -- | -- | -- | -- | -- | -- | --- |
| | | Total | 100 | 100 | 21 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| | | Field Study of | Educational Planning and Administration Management | --- | --- | 3 | 14.3 | -- | --- | 2 | 4 | -- |
| Other | 100 | 100 | 18 | 85.7 | 5 | 100 | 3 | 60 | 5 | 100 | | |
| Total | 100 | 100 | 21 | 100 | 5 | 100 | 5 | --- | 5 | 100 | | |
| 4 | Experience | 1-5 years | 14 | 14 | -- | -- | -- | -- | -- | --- | -- | --- |
| | | 6-10 years | 29 | 29 | 5 | 23.8 | -- | --- | 2 | 40 | 3 | 60 |
| | | 11-15 years | 22 | 22 | 7 | 33.3 | --- | --- | 3 | 60 | 2 | 40 |
| | | 16-20 years | 12 | 12 | 3 | 14.3 | --- | --- | -- | --- | -- | --- |
| | | >20 years | 26 | 26 | 8 | 38.1 | --- | --- | -- | --- | -- | --- |
| | | Total | 100 | 100 | 21 | 7 | 5 | 100 | 5 | 100 | 5 | 100 |

Table 4.1 items 1 Shows that 62 % of the teachers were males and 38 % of them were females. This may indicate that the majority of secondary schools teachers were males. Item 2 also reveal that all the school administrator can confirm in this category were all males. All supervisors were also males. This may show that there was no females' position holder in secondary school of Dire Dawa which deficits problem of female participation in all leadership level.

Concerning the educational qualification level of respondents, the data on the part of teachers reveal that majority of teachers (70%) were bachelor degree holders and around 30% of teachers were hold of master's degree. On the part of the unit leaders 100% of the respondents were bachelor degree holders. On the part of the principals 57% of them are bachelor degree holders and 43% of the principals had master's degree. Also, 100% of the vice principals were bachelor degree holders. On the part SSS about 60% of the male respondents were bachelor degree holders and 40% were a holders of master's degree. Out of the total PTA 60% of the male respondents were Diploma holders and 40% were bachelor degree holders. All (100%) respondents of Kebele supervisions were bachelor degree holders in the considered areas. This indicates that majority of the principals and all vice principals which considerable number of supervisor and did not satisfy the standard set by MOE (1996:8) which requires at least MA degree for principals and vice principals. Thus, it would be possible to assume the placement of these principals was on appointment basis rather than on proper educational background.

In terms of their field of study, the data on the part of teachers and unit leaders showed that 100% were from others (not from educational administration, leadership and management), 43% of the principals were graduated from educational administration, leadership and management and the reaming 57% were from others. On the part of Vice principals and PTA all of them (100%) were from others and they were not assigned in the right place (positions). As the out of the data showed that almost all of schools are not headed by professional principals. The key element in school leaderships is the principal. Without well qualified principal the goal of achieving high standard of educational plans would be threatened (McEwen, E.K, 2003). Taking the mixture of different educational level and qualifications will give the level of educational administration, leadership and management. Everybody can judge the administrative leadership of the appointed persons/respondents.

In addition from the Table 4.1 above the experience of the respondents about 14% of teachers was served 1 to 5 years, 29% of teachers was served from 6 to 10 years, 22% of the teachers was served for 11 to 15 years, 12% of teachers was served from 16 to 20 years and 26% of the teachers was served more than 20 years. About 28.57% of unit leaders was served from 11 to 15 years, 42.85% was served from 16 to 20 and 28.57% of unit leaders was served more than 20 years. Based on principals, 42.85% was served between 6 to 10 years, 28.57% was served between 11 to 15 years and 28.57% was served greater than 20 years. Whereas 28.57% of the vice principals was served from 6 to 10 years, 42.85% was served from 11 to 15 years and 28.57% was served greater than 20 years. Around 40% and 60% of SSS was served from 6 to 10 and 11 to 15 years respectively. As well, 60% of Kebeles supervisors and 40% of kebeles supervisors was served (had experiences years) from 6 to 10 and 11 to 15 years respectively.

4.2 Communicating School Mission/goals

This section was discussed with teachers about school principals and vice principals instructional leadership role associated with communicating school goals. A five point likert scale from strongly agree = 5 to strongly disagree = 1 for four different factors were selected and presented to respondents to be rated.

Table 5Table 4.2: Perception of Teachers on the Role of principals in Defining and communicating school

| No | Items | SD | D | Und | A | SA | Mean score | SD |
|----|--|--------|--------|--------|--------|--------|------------|-------|
| | | F (%) | F (%) | F (%) | F (%) | F (%) | | |
| 1 | Develops school wide goals that focused on student learning | 10(10) | 12(12) | 18(18) | 37(37) | 23(23) | 3.51 | 1.251 |
| 2 | Frames the school's goals in terms of teachers responsibilities for meeting them | 9(9) | 11(11) | 21(21) | 43(43) | 16(16) | 3.46 | 1.158 |
| 3 | Uses data on student academic performance when developing the school's goals | 10(10) | 21(21) | 23(23) | 30(30) | 25(25) | 3.57 | 1.112 |
| 4 | Communicates the school goals effectively to staff, student and parents | 8(8) | 14(14) | 25(25) | 30(30) | 23(23) | 3.57 | 1.218 |

From the above Table 4.2 in the item 1, teachers were requested whether principals develop school wide goals that focus on student learning or not. From this output, 10(10%) and 12(12%) of teacher respondents competed that they strongly disagree and agree respectively. The greater part 37(37%) and 23(23%) of teacher respondents replied that they are agreed and strongly agreed respectively on principals develop school wide goals that focus on student learning. However, 18(18%) teachers did not give their decision on the issue stated. According to teachers' perception implies that half of the principals try to develop school goals.

On the item number 2, of the same table teachers were posed whether principals frame the school goals in terms of teachers' responsibilities for meeting them or not. In this respect, 9(9%), 11(11%) and 21 (21%) of teacher respondents strongly disagreed, disagreed and undecided respectively on principals frame the school goals in terms of teachers' responsibilities for meeting them. whereas, 43(43%) and a significant number that is 16(16%) teachers responded agree and strongly agree respectively.

In the same as item number 3 in the same table was proposed to check whether principals uses data on student academic performance when developing the school goals. Accordingly, 1(1%), 21(21%), 23(23%) and 30(30%) of teacher respondents replied their response strongly disagree, disagree, undecided and agree respectively on the issue stated. About 25(25%) of teacher respondents strongly agreed on principals use data on student academic performance when developing the school goals. In similar way item number 4, in the table shows that teachers were posed whether principals communicates the school goals effectively to staff, student and parents or not. In this respect, 8(8%), 14(14%) and 25 (25%) of teacher respondents strongly disagreed, disagreed and undecided respectively on principals communicates the school goals effectively to staff, student and parents. While, 30(30%) and 23(23%) teachers responded agree and strongly agree respectively.

Alike, during the interview conducted with unit leaders, PTA coordinators and SSS confirmed that most of school principals do not use previous and current real data on teacher profession improvement while they develop their school goals. In addition to this, the interview held with unit leaders, PTA coordinators and SSS confirmed that, most of the principals do not involve parents and students while they communicate the school goals.

From item 1 of the above Table 4.2 indicated that teachers mean score of the likert scale was 3.51. These values from the sets of respondents revealed that develops school wide goal not focus students learning. A large majority of teachers in the open ended session clearly reflected that develop school goal must be focused students learning was bench market for the achievement of instructional goal. Responses obtained from principals and vice principals of education heads also forward teachers views. They said that without focusing on student learning it was difficult to achieve the required instructional school missions/ goals. From above output data all instruments imply that develops wide school goal not focus student learning were very serious problem of principals and vice principals in their instructional leadership activities. As depicted in item 1 of Table 4.2, the standard deviations was 1.251. This indicated that the value is less and this shows that there is less statistically difference between the responses of these two groups of respondents (teachers and Principals).

From the pointed Table 4.2 of item 2, respondents were requested to what extent frames the school's goals in terms of teachers' responsibilities for meeting them in a regular ways. The mean scores of the likert scale that teacher responds and standard deviation were found to be 3.46 and 1.158 respectively. These mean scores values indicated that there were school principals didn't consider the frames the school's goals in terms of teachers' responsibilities for meeting them. This finding reflects lack of communication the school goal in terms of teachers responsibilities effectively was moderately problem in the schools. Teachers in the discussion head also reflected that they didn't consider student academic performance. The standard deviation of the respondents was 1.158 which shows the variation between the respondents (teachers) on the frames of school goals in terms of teacher responsibilities. This means there is a significant variation on principal to instruct the teachers to be responsible for the frames of school goals. As specified in Table 4.2 of item 3, teachers were asked for what extent principals' uses data on student academic performance when developing the school goals. The calculated mean scores of the likert scale of teacher response and the standard deviation were found to be 3.57 and 1.112 respectively. These mean values indicated that there were school principals did not consider the previous academic performance of students when the develop school goals. The standard deviation also indicates there is a small variation between the respondents that means the respondents have similar response on the school principals. Teachers in the discussion also reflected that they didn't consider student academic performance when the developing school

goals. These data from all instruments imply that principals do not use data on student academic performances were very serious problem of principals in their instructional leadership activities.

As indicated in item 4 of Table 4.2, the respondents were requested to rate what extent principals communicates the school goals effectively to staff, students and parents. Accordingly the calculated mean score of likert scale for teacher was 3.46 and standard deviation was 1.218. This finding reflects lack of communication the school goal effectively to staff, students and parents has moderate problem. Mass of teachers who participated in open ended questionnaires made clear that principals were not open to teachers. They added that, their door is not open for discussion with teachers. However these views from interview of the participants were rejected by supervisors during interview supervisors indicated that the doors of principals were not closed for communication to staff and also there was staff meeting monthly that would be released for free discussion.

4.3 Managing curriculum and instruction

This section was discussed with principals instructional leadership role associated with Managing curriculum and instruction. Five forecasted factors were selected and presented to respondents to be rated on a five point likert scale from strongly agree = 5 to strongly disagree = 1. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem. In the course of discussion of data open ended items in the questionnaires and interviews were used to support the finding from Likert scales type (Aregawi G, 2014 and Sekolo H, 2015).

Table 4.3: Perception of Teachers on the Role in Managing Curriculum and Instruction

| No | Items | Teachers Respondents (n=100) | | | | | | |
|----|---|------------------------------|--------|--------|--------|--------|------------|-------|
| | | SD | D | Und | A | SA | Mean Score | SD |
| | | F (%) | F (%) | F (%) | F (%) | F (%) | | |
| 1 | Ensures the timely allocations of resources (human, material and financial) necessary for instructional process | 8(8) | 16(16) | 26(26) | 31(31) | 19(19) | 3.37 | 1.195 |
| 2 | Ensures the beginning of instructional process according to the school calendar | 21(21) | 33(33) | 20(20) | 16(16) | 10(10) | 2.61 | 1.262 |
| 3 | Prevents instructional time from disruptions (external and/ or internal) | 26(26) | 27(27) | 19(19) | 18(18) | 10(10) | 2.59 | 1.319 |
| 4 | Schedules co-curricular activities in support of the formal instructional process | 26(26) | 35(35) | 16(16) | 13(13) | 10(10) | 2.46 | 1.283 |
| 5 | Encourages and support teachers to revise and improve their curriculum | 23(23) | 16(16) | 22(22) | 23(23) | 16(16) | 3.14 | 1.312 |

Items number 1 of Table 4.3 deal with Ensures the timely allocations of resources (human, material and financial) necessary for instructional process. This shows that 50% of the principals (19% + 31%) agreed that they ensures the timely allocations of resources (human, material and financial) necessary for instructional process and 24% of the principals (8% + 16%) not agreed that the role of managing curriculum and instruction for ensures the timely allocations of resources (human, material and financial) necessary for instructional process. Around 26% of the respondents were undecided role of managing curriculum and instruction of school principals on ensures the timely allocations of resources (human, material and financial) necessary for instructional process. The mean score value is 3.37 and standard deviation was 1.195. This suggests that the principals were less confident about achieving the timely allocations of resources (human, material and financial) necessary for instructional process.

According to item number 2 and 3, around 26% (10%+16%) and 28% (10%+18%) of the respondents were agreed on school principals on the managing curriculum and instruction that ensures the beginning of instructional process according to the school calendar and prevents instructional time from disruptions (external and/ or internal) respectively. In other case majority of the respondents said that around 54% (21%+ 33%) and 53% (26% + 27%) were not agreed on

school principals on the managing curriculum and instruction that ensures the beginning of instructional process according to the school calendar and prevents instructional time from disruptions (external and/ or internal) respectively. This shows there is a high problems on school principals regarding to ensuring the beginning of instructional process according to the school calendar and prevents instructional time from disruptions (external and/ or internal). There is a lack of time management and they did not prevent instructional time from disruptions (external and/ or internal). The mean score of ensures the beginning of instructional process according to the school calendar is 2.61 and standard deviation 1.262 and the mean score of prevents instructional time from disruptions (external and/ or internal) is 2.59 and standard deviation is 1.319. This indicates there is a series problem of school principals on managing curriculum and instructions.

Item number 4, of the principals about 23% (10% + 13%) respondents agreed that schedules co-curricular activities in support of the formal instructional process and majority of the respondents said that about 61% (26% + 35%) were not agreed with school principals on the schedules co-curricular activities in support of the formal instructional process in managing curriculum and instruction. This indicated that there is a greater problem on the school principals on the schedules co-curricular activities in support of the formal instructional process. The mean score of schedules co-curricular activities in support of the formal instructional process is 2.46 and standard deviation 1.283. This shows majority of the teachers were disagree on the role of school principals on role of managing curriculum and instruction.

According to item number 5, out of the principals about 39% (16% + 23%) respondents agreed that encourages and support teachers to revise and improve their curriculum where as about 39% (23% +16%) were not agreed on school principal that encourages and support teachers to revise and improve their curriculum. The mean score of encourages and support teachers to revise and improve their curriculum is 3.14 and standard deviation is 1.312. This shows that there is a slight problem on the role of managing curriculum and instructions.

As shown in line with Table 4.3 the objective seeking to establish the teacher's perception on the curriculum and instruction, the results for this study are in agreement with the studies by Bell (1992), Preedy (1988) and Omulando and Shiundu (1992) who outlined the same roles for the

HOD. However, the results contradicts the School Management Guide (TSC, 1998) which pointed out that the role teachers include; filling-in and maintaining internal examination in order to improve teaching and learning process, coordinating the maintenance of student's performance records in the departments, improving curriculum and library materials e.g. new text books, library books, magazines, selecting materials and equipment's for curriculum implementation, developing departmental mission and vision in relation to school vision and inviting resource persons from outside the school community to aid in teaching.

4.4 The role of Principals in the area of Supervision Instruction

This section was discussed with principals instructional leadership role associated with area of supervision instruction. Eight forecasted factors were selected and presented to respondents to be rated on a five point likert scale from strongly agree = 5 to strongly disagree = 1. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem. In the course of discussion of data open ended items in the questionnaires and interviews were used to support the finding from Likert scales type (Aregawi G, 2014 and Sekolo H, 2015).

Table 7Table 4.4: Perception of Teachers on the role of Principals on Supervision Instruction

N.B: Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4 and Strongly Agree=5.

| No | Items | Teachers Respondents (n=100) | | | | | | |
|----|---|------------------------------|--------|--------|--------|--------|-------|-------|
| | | SD | D | Und | A | SA | Mean | SD |
| | | F (%) | F (%) | F (%) | F (%) | F (%) | Score | |
| 1 | Makes class room visits for the purpose of instructional improvement | 23(23) | 29(29) | 20(20) | 19(19) | 9(9) | 2.62 | 1.277 |
| 2 | Checks the teachers' lesson notes and offers feedback/ supports where necessary | 30(30) | 36(36) | 16(16) | 9(9) | 9(9) | 2.31 | 1.245 |
| 3 | Talks with teachers as colleagues and discusses classroom activities with them | 16(16) | 16(16) | 20(20) | 27(27) | 21(21) | 3.21 | 1.373 |
| 4 | Gives teachers feedback on effective use of instructional time in their classes | 26(26) | 28(28) | 18(18) | 18(18) | 10(10) | 2.58 | 1.317 |
| 5 | Makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning | 31(31) | 24(24) | 20(20) | 15(15) | 10(10) | 2.49 | 1.337 |
| 6 | Holds regular meetings with each department for the purpose of improving curriculum and instruction | 29(29) | 31(31) | 20(20) | 12(12) | 8(8) | 2.39 | 1.246 |
| 7 | Creates opportunities for professional dialogue or discussions among teachers | 9(9) | 22(22) | 28(28) | 21(21) | 20(20) | 3.21 | 1.25 |
| 8 | Encourages teachers to use different instructional methods | 23(23) | 23(23) | 21(21) | 21(21) | 12(12) | 2.76 | 1.342 |

Items number 1 and 2 of Table 4.4 deal with role of school principals in the area of supervision instruction that makes class room visits for the purpose of instructional improvement and checks the teachers' lesson notes and offers feedback/ supports where necessary. This indicated that 52% (23% + 29%) and 66% (30% + 36%) of the respondents were not agreed with class room visit for the purpose of instructional improvement and teachers lesson note & offers feedback/ supports where necessary respectively. Whereas about 28% (9% + 19%) were agreed on principals on role of school principals in the area of supervision instruction that makes class room visits for the purpose of instructional improvement and 18% (9% + 9%) of the principals

were checks the teachers' lesson notes and offers feedback/ supports. The mean score of class room visits for the purpose of instructional improvement was 2.62 and mean score for checks the teachers' lesson notes and offers feedback/ supports where necessary was 2.31 which indicates there is a high problems regarding the school principals on the area of supervisions. The standard deviations were 1.277 and 1.245 respectively for the items.

From item 3 of the table, majority of the respondents 48% (21% + 27%) agreed on the school principals to talks with teachers as colleagues and discusses classroom activities with them and 32% (16% + 16%) were not agreed on school principals. Around 20% Of the respondents were said to be undecided about the school principals. The mean score and standard deviation of the respondents were 3.21 and 1.373 respectively. Item 4 of the table showed that 54% (26% + 28%) were not agreed. This indicated that majority of the school principals not gives teachers feedback on effective use of instructional time in their classes and their high problem regarding the principals. The respondents commented that there is a gap on school principals and they need to give training for the principals. About 28% (18% + 10%) of the respondents were agreed on the teachers' feedback on effective use of instructional time in their classes and 18% of the respondents were responded as undecided on teachers' feedback. The mean score was 2.58 and the standard deviation is 1.317.

From item 5 and 6 of the table, 55% (31% + 24%) of the respondents were not agreed on school principals regarding makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning and 25% (15% + 10%) were agreed. The mean score and standard deviation were 2.49 & 1.337. About 60% (29% + 31%) of the respondents were not agreed on school principals on which regular meetings with each department for the purpose of improving curriculum and instruction. This indicates that there is a series problem regarding school principals on discussion how to improve curriculum and instruction. From this the teachers recommend that there must be a regular meeting with the concerned body how to improve the curriculum and instruction. Out of the principals around 20% (12% + 8%) of the respondents were agreed on the regularity of meeting regarding the improvement of curriculum and instruction. The mean score of holding regular meetings with each department for the purpose of improving is 2.39 and standard deviation 1.246.

Item number 7 from the above table showed that about 41% (21% + 20%) of the respondents were agreed that the school principals creates opportunities for professional dialogue or discussions among teachers having mean score of 3.21 and standard deviation of 1.250. Whereas about 31% (9% + 22%) of the respondents not agreed with the school principals to creates opportunities for professional dialogue or discussions among teachers. About 28% of the teachers were not decided on the school principals in the area of supervision instruction. Also item number 8 showed that majority of the school principals were not encourages teachers to use different instructional methods which means about 46% (23% + 23%) of the teachers were not agreed with the school principals. The mean score of encourages teachers to use different instructional methods were 2.76 and standard deviation 1.342. This indicates that there is a high problem regarding to school principals.

Teacher's perception regarding role of school principal in area of supervision mean score was 3.21. Which means the groups of respondents revealing that working with teachers and discussing class activity that were enabling them to achieve successful result and creating an opportunity to teachers to discuss in groups. Majority of respondents said that the role of principal regarding supervision should be focused on working with teachers and discussing with teachers accordingly. Majority of teacher's believed that, to achieve a good supervisor among schools the school principals pay attention to point in above table. Responses obtained from teachers advancing principal views. They stated that without Talks with teachers as colleagues and discuss classroom activities with them and creating an opportunity in openly discussing in groups, it was difficult to accomplish the required school goals. As shown in Table 4.4, without teacher's discussion issue related with activity in class and professional dialogue supervision and instruction of principal was useless.

This may be due to the fact that in most secondary schools, the School principals have been spearheading the school development plans and encouraging each department to develop their objectives which are in line with the whole school plan. Despite the success of the School principal, almost all the teachers indicated that School principals do not spend time with teachers reminding them of central visions of the school. This may mean that School principals, after developing the school plan, do not continually check on the progress/difficulties faced by teachers during the implementation period. The findings are in agreement with Hughes and

Ubben (1989) who noted that: “the School principal is a critical factor in the school scene, and the effectiveness of instruction can be tied directly to the efforts by the Scholl Head to lead, manage, supervise teachers and the whole school program me”.

Failure to make teachers aware of these central visions may result in failure of the teachers to meet the school goals. Reasons for agreeing were unfortunately not captured during the administration of the questionnaires but some cited reasons like school development plans as the major item for agreeing that School principals are involved in goal setting for their schools. Disagreement was due to the fact that most School principals do not usually call teachers to discuss issues of ‘the way forward’ and how to get there.

4.5 Principals in the area of Monitoring Student Progress

This section was discussed with principals instructional leadership role associated with the area of Monitoring Student Progress. Six forecasted factors were selected and presented to respondents to be rated on a five point likert scale from strongly agree = 5 to strongly disagree = 1. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem. In the course of discussion of data open ended items in the questionnaires and interviews were used to support the finding from Likert scales type (Aregawi G, 2014 and Sekolo H, 2015).

Table 8Table 4.5: Perception of Teachers on the role of Principals on Monitoring Student Progress

N.B: Strongly Disagree (SD)=1, Disagree(D)=2, Undecided(und)=3, Agree(A)=4 and Strongly Agree(SA)=5.

| No | Items | Teachers Respondents (n=100) | | | | | | |
|----|---|------------------------------|--------|--------|--------|--------|------------|-------|
| | | SD | D | Und | A | SA | Mean Score | SD |
| | | F(%) | F(%) | F(%) | F(%) | F(%) | | |
| 1 | Regularly collects classroom information on student achievement | 23 (23) | 33(33) | 17(17) | 15(15) | 12(12) | 2.6 | 1.318 |
| 2 | Meets individuals with teachers to discuss student's academic progress | 31(31) | 35(35) | 13(13) | 11(11) | 10(10) | 2.34 | 1.297 |
| 3 | Regularly talks with parents regarding student's academic progress | 27(27) | 32(32) | 21(21) | 10(10) | 10(10) | 2.44 | 1.266 |
| 4 | Uses test results to assess progress toward school goals | 32(32) | 27(27) | 17(17) | 14(14) | 10(10) | 2.43 | 1.335 |
| 5 | Informs the schools performance result to teachers in a report form | 33(33) | 24(24) | 18(18) | 15(15) | 10(10) | 2.45 | 1.351 |
| 6 | Makes analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools | 20(20) | 34(34) | 18(18) | 18(18) | 10(10) | 2.64 | 1.267 |

From item 1 of the above Table 4.5 about 56% (23% + 33%) of the respondents were not agreed on role of school principals that they regularly collect classroom information on student achievement. The mean score of the respondents were 2.6 and standard deviation is 1.318. This indicates there is a highest problem on school principals. Also on item number 2 about 66% (31% + 35%) of the teachers were not agreed on meeting individuals with teachers to discuss student's academic progress of school principals. This showed that there is a high gap on meeting individuals with teachers to discuss student's academic progress.

About 21% (11% + 10%) of the teacher's response were agreed on the meeting individuals with teachers to discuss student's academic progress. The mean score of regularly talks with parents regarding student's academic progress were 2.34 and standard deviation 1.297.

Item number 3 indicates that about 59% (27% + 32%) of the school principals were not agreed with the teachers based on regularly talks with parents regarding student's academic progress. This showed that there is a series gap on discussion of students' academic progress between school principals and parents which means majority of the school principals has no discussion with student's parent regarding their students' academic progress. About 20% the respondents were agreed with school principals based on the regularly talks with parents regarding student's academic progress. The mean score of regularly talks with parents regarding student's academic progress is 2.44 and standard deviation 1.266.

Item number 4, 5 & 6 majority of the respondents were not agreed with role of school principals in the area of Monitoring Student Progress. About 59%, 57% and 54% of the respondents were not agreed with the role school principals on uses test results to assess progress toward school goals, inform the schools performance result to teachers in a report form and makes analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools respectively. This showed that there is series problem on role school principals in the area of Monitoring Student Progress. The mean scores were 2.43, 2.45 and 2.64 with standard deviation of 1.335, 1.351 and 1.267 respectively. This indicates that there is a gap on school principals in a Monitoring Student Progress.

4.6 Principals in the area of Promoting Instructional learning school climate

This section was discussed with principals instructional leadership role associated with the area of Promoting Instructional learning school climate. Six forecasted factors were selected and presented to respondents to be rated on a five point likert scale from strongly agree = 5 to strongly disagree = 1. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem. In the course of discussion of data open ended items in the questionnaires and interviews were used to support the finding from Likert scales type (Aregawi G, 2014 and Sekolo H, 2015).

Table 9Table 4.6: Perception of Teachers on the role of Principals on Promoting Instructional learning school climate

N.B, Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4 and Strongly Agree=5.

| No | Items | Teachers Respondents (n=100) | | | | | | Mean Score | SD |
|----|---|------------------------------|--------|--------|--------|--------|------|------------|----|
| | | SD | D | Und | A | SA | | | |
| | | F (%) | F (%) | F(%) | F (%) | F (%) | | | |
| 1 | Communicates to students that all students have the capacity to excel | 14 (14) | 34(34) | 31(31) | 13(13) | 8(8) | 2.67 | 1.12 | |
| 2 | Communicates to teachers that all students have the capacity to excel | --- | 8(8) | 15(15) | 39(39) | 38(38) | 4.07 | 0.924 | |
| 3 | Develops school level policy that communicates the need for protecting instructional time from disruption | 14(14) | 18(18) | --- | 36(36) | 32(32) | 3.54 | 1.452 | |
| 4 | Communicates the effort to help students master the intended instructional objectives | --- | 35(35) | 30(30) | 16(16) | 19(19) | 3.19 | 1.116 | |
| 5 | Maintains close contact with instructional process | 27(27) | 33(33) | 17(17) | 13(13) | 10(10) | 2.46 | 1.29 | |
| 6 | Uses different recognition or reward system for greater achievement of students | 9(9) | 17(17) | 18(18) | 28(28) | 28(28) | 3.49 | 1.307 | |

Table 4.6 shown that overall, about 48% teachers were not agreed with the statement that school principals on promoting instructional learning climate on matters of promoting with respect to communicates to students that all students have the capacity to excel. Whereas 21% of the teachers were agreed with school principals on communicates to students that all students have the capacity to excel. The mean score is 2.67 and standard deviation 1.120. Improvements were mentioned during data collection or from the interviews.

From item number 2, about 77% of the teachers were agreed on role of school principals in the area of Promoting Instructional learning school climate and how school principals communicates to teachers that all students have the capacity to excel. The mean score if 4.07 which indicates there is enough communication between school principals and all students to have a capacity to excel. The standard deviation is 0.924 which shows there is a small difference between the

teachers and school principals. On item number 3, about 68% (36% + 32%) of the respondents were agreed with school principals on how develops school level policy that communicates the need for protecting instructional time from disruption in the area of Promoting Instructional learning school climate. The mean score and standard deviation were 3.54 & 1.452 respectively.

Item number 4, about 35% of the respondents were disagree, 30% were not decided and 35% (16% + 19%) were agreed with school principals on how to communicates the effort to help students master the intended instructional objectives in the area of Promoting Instructional learning school climate. The mean score is 3.19 and standard deviation 1.116. From item number 5 about 60% (27% + 33%) of the respondents were not agreed with school principals on role of school principals in the area of promoting instructional learning school climate how to maintains close contact with instructional process. The mean score and standard deviation is 2.46 and 1.290.

The findings from table indicate that the School principals' performance concerning the school promoting strategy is good. This study shows that the teachers' performance in promoting learning instructional climate is not rated against any set standards by the School principals; hence most teachers were affirmative on the issues of promoting learning instructional climate. It is clear from the findings that the School principals create some conducive climate to ensure proper promoting learning instructional learning. The findings reveal that the roles performed by School principals pertaining to school or issues of instruction as perceived by their teachers is not beneficial to the teachers as School principals do not supervise the teachers activity by checking the coverage of the syllabi topics or teachers workbook. These findings indicate that for proper promoting instructional learning school climate to take place, school principals must place priority on student demands, lead discussions and establish lead discussions and establish high standards of performance for teachers in their academic work. The study revealed that in the Botswana, School principals are not really helpful when it comes to promoting instructional learning school climate and improvement. This is in agreement with the observations of Sikongo (1996) that on average, only 17.4% of the School principals 'time is spent on instructional matters, reflecting the fact that the activities of the School principals show only marginal association with instructional activities of teachers and learning activities of learners. This is also confirmed by the fact that they only come to know what is happening in the classrooms, if

there is a problem to be addressed by the senior management team. These observations were acknowledged by Boyer (1983) that School principals cannot exercise leadership without classroom experience or without a thorough grounding in the realities of the promoting instructional learning of student's climate, School principals will continue to feel uncomfortable and inadequate in instructional matters with their teachers. In fact two thirds of the respondents perceived the roles performed by School principals on issues of promoting instruction as not being beneficial to them as classroom teachers. Then, following the above consideration and items under investigation the School principal's functions were underrepresented by teachers. This is probably because the school principals are not actively involved in the instruction activities. If this is the case, it can safely be concluded with a phrase such as, while this is surprising it can be dysfunctional for the system as a whole and consequently instructional activities will suffer.

4.7 Role of principal's in teachers' professional growth

This section was discussed with principals instructional leadership role associated with the role of principal's in teachers' professional growth. Eight factors were selected and presented to respondents to be rated on a five point likert scale from strongly agree = 5 to strongly disagree = 1. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem. In the course of discussion of data open ended items in the questionnaires and interviews were used to support the finding from Likert scales type (Aregawi G, 2014 and Sekolo H, 2015).

Table 10Table 4.7: Perception of Teachers on the role of principal’s in professional growth

N.B: Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4 and Strongly Agree=5.

| No | Items | Teachers Respondents (n=100) | | | | | | |
|----|--|------------------------------|-----|-----|-----|-----|------------|-------|
| | | SD | D | Und | A | SA | Mean Score | SD |
| | | F=% | F=% | F=% | F=% | F=% | | |
| 1 | Develops criteria’s for teachers professional growth | 9 | 15 | 22 | 34 | 20 | 3.41 | 1.223 |
| 2 | Encourages/facilitates workshop attendance for teachers | 9 | 15 | 25 | 32 | 19 | 3.37 | 1.212 |
| 3 | Organizes experience sharing inside the school | 10 | 18 | 28 | 28 | 16 | 3.22 | 1.211 |
| 4 | Organizes experience sharing outside the school | 6 | 25 | 28 | 19 | 22 | 3.26 | 1.228 |
| 5 | Plans and executes in-service training programs for staff | 23 | 25 | 22 | 19 | 11 | 2.7 | 1.314 |
| 6 | Organizes orientation program for novice teachers related to teaching and learning | 36 | 25 | 14 | 15 | 10 | 2.38 | 1.369 |
| 7 | Praise and support teachers work | 24 | 32 | 17 | 17 | 10 | 2.57 | 1.297 |
| 8 | Supports practice of new skills, innovation and creativity for teachers and staff | 24 | 28 | 23 | 15 | 10 | 2.59 | 1.28 |

The overall perception of teachers in relation to the role of principal concerning teachers’ professional improvement was as shown in Table 4.7. The items investigated under this section referred more to the role of principals in teacher’s profession growth. In general the results have revealed that almost all the teachers perceived School principals as not doing enough on issues which are aimed to address teacher profession improvement. In view of the observations, the issue at stake is: what can be the cause of these perceptions of the staff regarding the instructional functions of the principals. In this respect, Bookbinder (1992) reminds the reader that the principals is a counselor of teachers, the school disciplinarian, the organizer of schedule, the supervisor of instructional programmed, the pupil-relations representative for the attendance area, the director and evaluator of teaching efforts, the manager of the school facilities, the supervisor of custodial and professional leader. This describes the principal’s instructional

functions in relations to teacher's achievements issues. Then following these given functions, it is work noting that there are certain problems which seem to be prevalent in some schools in the country

From the findings such problems can be attributed to the ineffective role of principals in schools. On the contrary, Beach (1991), observed that principals who set or maintain the school environment in which effective teaching and learning take place and which in turn are more directly linked to important outcomes such as teacher's achievement are influenced by the principals continuous monitoring of teacher progress by checking the profession. Following these observations, one may conclude that principal's professional role is assessed on the basis of teacher profession improvement and overall maintenance of teacher's discipline. It is interesting to realize that teachers have rated principals on professional growth matters below average thus they are not perceived as professional teachers that our schools deserve to have. These results agree with the findings by Duke (1988) that principals have diverse interests, but felt that they have neglected their role of teacher's professional growth. These diverse interests make it very difficult if not impossible for most principals to carry out their professional roles. In reality, understanding principal's role is not easy and implementing it, remains a persistent challenge to some principals.

The study also found that the instructional responsibilities for principals were not clearly defined, and there was very little that was said about their instructional supervision. This according to the findings may be a clear indication that no attempt is made to consider whether or not the principals in question does have role in teachers professionals improvement task expected of him/her even though these are not clearly defined. It is clear that lack of clearly defined instructional roles, influence the principal's action in relation to profession

4.8 Perception of Teachers on the personal qualities of Principals

This section was discussed with principals instructional leadership role associated with the personal qualities. Seven factors were selected and presented to respondents to be rated on a five point likert scale from strongly agree = 5 to strongly disagree = 1. In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild

problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem (Aregawi G, 2014 and Sekolo H, 2015).

Table 11 **Table 4.8: Perception of Teachers on qualities of principals**

N.B: Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4 and Strongly Agree=5.

| No | Items | Teachers Respondents (n=100) | | | | | | |
|----|---------------------------------------|------------------------------|--------|--------|--------|--------|-------|-------|
| | | SD | D | Und | A | SA | Mean | SD |
| | | F (%) | F (%) | F (%) | F (%) | F (%) | Score | |
| 1 | Is trusted to others | 6(6) | 16(16) | 23(23) | 37(37) | 18(18) | 3.45 | 1.14 |
| 2 | Has willingness to accept others idea | 4(4) | 13(13) | 25(25) | 40(40) | 18(18) | 3.55 | 1.058 |
| 3 | Is flexible | 8(8) | 14(14) | 26(26) | 29(29) | 22(22) | 3.41 | 1.232 |
| 4 | Listen openly to others idea | 9(9) | 13(13) | 22(22) | 37(37) | 19(19) | 3.44 | 1.2 |
| 5 | Motivate others | 24(24) | 30(30) | 17(17) | 14(14) | 15(15) | 2.66 | 1.38 |
| 6 | Committed to play his/her role | 22(22) | 36(36) | 9(9) | 18(18) | 15(15) | 2.68 | 1.392 |
| 7 | Is accountable | 20(20) | 34(34) | 18(18) | 16(16) | 12(12) | 2.65 | 1.297 |

As explained in table 4.8, that the perception of teachers with regard to personal quality of principal has mean score of 3.55. Which mean that the school's principal has willingness to accept others idea. These findings do not agree or support the findings of Dufour (1991) that an effective principal communicates to the teachers clearly to make them aware of the way forward and how their performance will be judged. This means that the principal in this country have poor personal quality based on this perception the researcher assumed that schools are not effective.

It is clear from the findings that principals do not trust to others, flexible, listen openly to others idea with their teachers on issues that affect teachers principals are seen as the most important and influential personalities in any school. It is the way they interconnect with their teachers that will assist teachers to know what is expected of them. The results also show that it is the principal who creates organizational conditions under which people are motivated to do their best. Bradt (1988) noted in his study that teacher's perceptions on the instructional roles of principals reflected that good communicating leaders were characterized by frequent monitoring

and feedback to their teachers. The results also revealed that principals do not have any laid down communication strategies and their instructional leadership is not effective.

4.9 Perception of Teachers on the skills of Principal

This section was discussed with principals instructional leadership role associated with the personal qualities. Twelve factors were selected and presented to respondents to be rated on a five point likert scale from very high = 5 to very low = 1 (Sekolo H, 2015).

Table 12Table 4.9: Perception of Teachers on the skills of Principal

NB- Very Low =1, Low= 2, Medium = 3, High = 4 and Very high = 5

| No | Items | Teachers Respondents (n=100) | | | | | | |
|----|--|------------------------------|--------|--------|--------|--------|------------|-------|
| | | VL | L | M | H | VH | Mean Score | SD |
| | | F (%) | F (%) | F (%) | F (%) | F (%) | | |
| 1 | Communication with all the concerned bodies for goal | 22(22) | 26(26) | 27(27) | 22(22) | 3(3) | 2.58 | 1.148 |
| 2 | Problem solving | 13(13) | 15(15) | 23(23) | 35(35) | 14(14) | 3.22 | 1.547 |
| 3 | Goal setting | 10(10) | 16(16) | 23(23) | 34(34) | 17(17) | 3.32 | 1.222 |
| 4 | Interpersonal (dealing effectively with parents, community, staff, | 15(15) | 26(26) | 38(38) | 10(10) | 11(11) | 2.76 | 1.164 |
| 5 | Decision-making | 19(19) | 23(23) | 36(36) | 12(12) | 10(10) | 2.71 | 1.2 |
| 6 | Research | 14(14) | 40(40) | 30(30) | 16(16) | --- | 2.48 | 0.926 |
| 7 | Planning | 16(16) | 31(31) | 30(30) | 12(12) | 11(11) | 2.71 | 1.2 |
| 8 | Instructional observation | 16(16) | 30(30) | 32(32) | 11(11) | 11(11) | 3.29 | 1.192 |
| 9 | Conflict management | --- | 27(27) | 28(28) | 34(34) | 11(11) | 3.32 | 0.988 |
| 10 | The ability to translate the vision into action | 14(14) | 40(40) | 28(28) | 18(18) | --- | 2.5 | 0.948 |
| 11 | The ability to create a supportive environment | 10(10) | 26(26) | 29(29) | 26(26) | 9(9) | 2.98 | 1.137 |
| 12 | The ability to know what's going on in the school | 18(18) | 25(25) | 33(33) | 22(22) | 2(2) | 2.65 | 1.077 |

From the above Table 4.9 of item 1, majority of the teachers (48%= 22% + 26%) said that school principals had less skills on the communication with all the concerned bodies for goal and 27% of the respondents said that the communication of School principals with all the concerned

bodies for goal is medium with their skills. The mean score of communication with all the concerned bodies for goal is 2.58 and standard deviation 1,148. Regarding to problem solving about 49% (35% + 14%) of the teachers said that school principals have positive perceptions on their skills which are high relatively whereas about 28% (13% + 15%) of the respondents said that school principals had low skills to solve the problems. About 23% of the respondents indicated that the ability/skills of school principals to solve the problem were medium. The mean score of the skills of school principals to solve problem were 3.22 and standard deviation 1.547.

Item number 3, 4 & 5 of the above Table 4.10, about 26% (10% + 16%), 41% (15% + 26%) and 42% (19% + 23%) of respondents said that the school principals had low skills on setting goals of school, interpersonal (dealing effectively with parents, community, staff) and decision-making on the problem faced during the work respectively. Whereas about 51% (34% + 17%), 48 (38% + 10%) and 22% (12% + 10%) of the respondents said that the school principals had high skills on setting goals of school, interpersonal (dealing effectively with parents, community, staff) and decision-making on the problem faced during the work respectively. About 23%, 38% & 36% of the respondents said that the school principals had medium skills on setting goals of school, interpersonal (dealing effectively with parents, community, staff) and decision-making on the problem faced during the work respectively. The mean score of goal setting is 3.32, interpersonal (dealing effectively with parents, community and staff) is 2.76 and decision making is 2.71.

From item number 6, 7 & 8 of the Table 4.10, regarding school principals about 44% (14% + 40%), 47% (16% + 31%) and 46% (16% + 30%) of the respondents said that majority of school principals had low skills on research, Planning and instructional observation respectively. Around 30%, 30% and 32% of the teachers said that the school principals had medium skills on research, Planning and instructional observation respectively. The left percentage of the school principals that responded by teachers were they had low skills regarding research, Planning and instructional observation. The mean score of research is 2.48, for planning is 2.71 and mean score instructional observation is 3.29.

Item number 9 & 10, about 27% and 54% (14% + 40%) of the respondents said that school principals had low skills to manage conflict and ability to translate the vision into action respectively. This indicates school principals had a problem of skills. Whereas about 45% (34%

+ 11%) and 18% of the teachers said that school principals had high skills to manage conflict and ability to translate the vision into action. The left 28% and 28% of the teachers said that the school principals had medium skills to manage conflict and ability to translate the vision into action. The mean score conflict management is 3.32 and ability to translate the vision into action is 2.50.

Lash way (2002) the principals must possess certain skills to carry out the tasks of an instructional leader: interpersonal skills; planning skills; instructional observation skills; communication; research and evaluation skills. Also Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance

4.10 Analysis of the Open-ended Questionnaires and Interview

Regarding the instructional leadership role of school principals that the information was obtained through interviews with unit leaders, principals, vice principals, PTA coordinators, kebele supervisions and SSCS were included to see how the school principals were allocated/assigned to the principal ship position in their school. Pertaining to the question raised to the respondents, all of them were approved that principals in the study area was assigned to the school principal ship position through experience in teaching than leadership qualification. This implies that Teachers were asked, regarding the different interventions program arranged for special need students, the majority of teacher and interview respondents agreed that there are no any special supports of the students except female tutorial class arrangement for students. Therefore, we concluded that secondary school principals of Dire Dawa city administration are failed to properly practice the different interventions program arranged for special need students.

Among mentioned attempts by teacher respondents in the open-ended questions, principals were not providing instructional leadership at schools. Teachers were requested about their principals whether principals provide effective instructional leadership or not. In addition to this, all teachers' respondents confirmed that principals give less attention with instructional issues and they themselves consider as managers.

During the interview posed to principals regarding the average throughout the school year, what percentage of time do principals spent on administrative tasks & instructional issues, five principals spent 72% on administrative and 28% on instructional and the rest of two principals also 75% on administrative tasks and 25% on instructional issues and they put as main reason to focus on administrative tasks is, due to the lack experience of vice principals, increased/excessive paperwork, workload and student discipline. In supporting this, the data obtained from document analysis confirmed that secondary school teachers of Dire Dawa city lack of follow up implementations the planned activities concentrated on administrative areas than student learning & achievement. This showed that school principals of Dire Dawa city administration paid less attention to instructional leadership.

According to teacher respondents there are major barriers for principals to provide effective instructional leadership. The major factors that principals encountered in playing their role were lack of leadership and management skills, shortage of time, work load, insufficient delivery of student support material, insufficient experience in principal ship, irregular daily disruptions, and less parental involvement of support and cooperation. The kebele supervisors rarely came to schools for the matter of collecting report data rather than assisting and supervising the students and teachers. Also majority of teacher respondents forwarded that, principals does not flow the problem what is happening in the class rooms and even within the students. Due to this reasons the principals do not able the challenges that are facing students and teachers as well as principals assume that anything that has to do with teaching should be the responsibility of the teachers only because they consider themselves as managers not as instructional leaders. This was confirmed with kebele supervisors, SSCS, unit leaders and PTA coordinators that work load, lack of the necessary skill, knowledge and personal qualities in the area of leadership and management, disciplinary problems of some students, shortage of time, lack of budget, poor interest to work as a principal, are the major challenges that school principals encountered in playing their instructional leadership roles.

Teachers give the possible suggestion to improve the instructional leadership role that played by school principals. Consequently, teacher respondents listed points such as cooperation among the various groups to minimize the different challenges school principals encountered, they need free themselves from their managerial tasks by hand over such tasks to other members, principals

should be highly qualified in the area of management and leadership and they must focus their efforts on teaching and learning. Accordingly, the following are the major findings obtained from the result:

The possible solutions that suggested by the different concerned bodies to solve such a problem are: Seeing as principals lacked professional competences in the area of leadership and management, they need intensive training to perform their instructional leadership role. Every one of the alarmed bodies should assist and effort equally for the success of the school. The corrected budget should be allocated for each school. Internal as well as external support should be provided for the school principals to run their duties effectively.

4.11 Document Analysis

As the document analysis indicated from schools' document observation principals had not performed proper follow up and support on implementation of planned activities of school improvement plan. To mention the aforementioned activities:-

- Teachers haven't properly implemented the co-curriculum activities and department plans as they were expected and principals haven't made timely feedback on weaknesses and strengths so as to make improvements. Besides departments haven't done classroom observations to teachers in a regular manner.
- Annual lessons hadn't been properly covered by the teachers in all subjects and documented the implemented activities.
- Schools hadn't had regular meetings to evaluate the implementation of planned activities even though they have fixed to meet on monthly basis
- Teachers haven't properly understood the concept of continuous assessment and implemented in organized way knowing what to assess and how to assess regularly.
- Even though supervisors were suppose to visit schools three times a week they hadn't sufficiently support all schools in planning and implementation. And they hadn't properly addressed the follow up and support program to their assigned schools.

Apart from this, document analysis there is lack of support in the side of supervisors and their also low participation of parental teacher association regarding of their duties. Inside of teachers

their exist lack of commitment and interest on the given effort. Majority of the students in school misbehave in the class and outside the class of school compound. When the student shows bad behaviors the teachers does not teach students in positive way. This fail to spot teacher to deliver his knowledge in well, to overcome this problem the school principals must discuss with their parents.

The school principals were not committed and haven't properly implemented the instructional leadership tasks/roles to lead the school. Also, there is a lack of skills to organize and communicate of school principals with student parents and teachers to solve the problem.

The data obtained from document analysis confirmed that secondary school principals of Dire Dawa city concentrated on administrative areas than student learning & achievement.

CHAPTER FIVE

5 SUMMARY OF THE RESEARCH, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF THE RESEARCH

In this part the study deals with the summary of the research of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that are assumed to be useful to enhancing the role of school principals.

The main aim of the study was to assess the role and practice of secondary school principals as instructional leaders in Dire Dawa Administrative Council. The discussion stressed the role of the principal as instructional leader in determining excellence in terms of learner achievement. We also stipulated the objectives of the study, which among others, were to examine the extent of Secondary school principals in defining the school's mission as instructional leader, investigate how Secondary school principals manage curriculum and instruction as instructional leader, investigate to what extent Secondary school principals promote school learning climate and to recognize to what extent Secondary school principals promote teachers' professional growth.

Information obtained through interviews with administrative management, PTA coordinators, SSS, and kebele supervisors were included to see how the school principals were allotted to the principal ship position in their school. All of them were agreed that principals in the study area are assigned to the principal ship position through experience in teaching than leadership qualification.

The finding of the study revealed that 14% of teachers with 1-5 years of teaching experiences, 29% of teachers with 6-10 years of teaching experiences, 22% of teachers with 11-15 years of teaching experiences, 12% of teachers with 16-20 years of teaching experiences and 26% of teachers with >20 years of teaching experience. Regarding the qualification almost all teachers, administrative management and cluster supervisors and kebele education supervisors respondents were first degree holder whereas PTAs were grade 10th completed.

Concerning principals emphasis on administrative and instructional leadership activities, in the study it was found that much of principals' time is allocated to administrative works which could

show the tendency of principals to engage themselves on activities that are not directly related teaching learning process.

In the study concerning principals communicating school goals were found to be very seriously problems of principals in their instructional leadership role. These were annual school goals not focused student learning, lack of communication the school goal effectively for school community. On the other hand respondent indicate principals' displays school's goals in the schools were found to be moderate problem of principals' instructional leadership role.

In the study concerning principals monitoring student's progress were found to be very seriously problems of principals in their instructional leadership role. These were principals discuss with teachers for students' academic progress, Principals use test results to assess progress towards school goals, Principals Inform the school's performance results to teachers in a report form were found to be moderate problem of principals' instructional leadership role.

The study revealed that there were moderate principals managing curriculum and instruction, but there were highly principals' domination in instructional decisions. In addition to this it was also found that principals' initiative in support teachers about develop instructional materials, lesson plan evaluation and principals' initiative for monitor classroom curriculum in instructional matter was moderate.

In the study concerning principals evaluating teachers were found to be very seriously problems of principals in their instructional leadership role. These were principals exercise of classroom visiting in almost all schools was intended for performance evaluation for carrier promotion took the largest part not to diagnose or improve instructional problems.

5.2 CONCLUSIONS

The study revealed that most principals have given moderate attention to this part of their role. As a result, instructional leadership is not provided strongly by most school principals. Moreover, the majority of principals did not also perform effectively in each instructional leadership dimension. They were assigned the post without having educational planning and management skills.

Most of the respondents, both principals and teachers viewed instructional leadership as an essential value that a school principal should be implementing. One respondent perceived instructional leadership as a positive attitude a leader should have and relate it with effective schools. Also the respondents stated that instructional leadership is about how to delegate and manage the school activities to all school members.

According to the respondents, instructional leadership is a significant part of the effective school leaders' behaviors. Therefore, they prepared various principal trainings in order to provide the school principals with deep knowledge about instructional leadership. A respondent believed that instructional leadership is actions an instructional leader does in order to promote the growth of students' learning.

The aspects of school principals functioning which determine the success of teaching and learning in the school and hence affect learner achievement directly or indirectly were mentioned and discussed in detail. Those features are namely school climate, classroom climate, instructional programmes, managing different types of resources and community and parent involvement. The principal as instructional leader should manage these aspects appropriately and efficiently.

Practical school principals still depend on instructions from their superiors in their school districts. This situation often causes problems for school principals. As a consequence the principals are not able to take the initiatives to make necessary changes they need in order to develop their schools. The relationship between the teachers and the school principals is quite formal and potentially can create a gap. In fact, school principals still depend on instructions from their superiors in their school districts. The teachers often rely on instructions from the school principals.

The study reveals that instructional leadership performance significantly depends on expectations of higher officials from principals in the form of emphasis as well as requirement for promotion.

Based on the study, all principals had significant roles in defining the school's mission and vision. They believed that they created schools' goals that could benefit the school in general and the students in specific. Some school principals put their efforts in school planning. School

planning included regular meetings with the teachers as well as school stakeholders. During the meeting, the principal opened a discussion where teachers and school stakeholders can propose their ideas in establishing school programs.

5.3 Recommendations

In this study, a number of problems that impede the successful implementation and practices of principals' instructional leadership role in the seven secondary schools were identified. Based on the findings and conclusions reached the following possible solutions are recommended so as to increase the performance of principals as instructional leaders.

- ❖ Principals should regularly attend trainings organized by NGOs, stakeholders and Educational partners to acquire more knowledge about their role.
- ❖ Finding of this study confirmed that all principals of secondary school in Dire Dawa City Administration assigned to principal ship by experience in teaching rather than who graduated in leadership and management. Therefore, MOE should systematize the recruitment of teachers to become principals based on denotative professional criteria than service year. Moreover, the assignment and selection of school principals must be based on the selection criteria by the Ministry of Education as stipulated in “A Blue Print of Teachers’ Development Program.”
- ❖ Concerning principal’s qualification, the Blue Print of Teachers Program (MOE, 2007) has clearly stated the need to have master’s degree as professional requirement for secondary school principals. According to this, secondary school principals should have at least Master’s degree in educational leadership and management, also specialized training for principal ship. In light of their qualifications, the findings revealed that all principals do not have first or masters’ degree in educational leadership or administration. Therefore, it is recommended that training in educational leadership and management is needed for principals.
- ❖ The study found that principals had weak performance in defining & communicating their school goals with, staff, students, and parents. Therefore, it is recommended that principals should clearly define & communicate their school goals & their goals should be incorporate data based on past and current student performance with participating staffs, students, and parents because, their experience will be created as a foundation for

determining school goals. Moreover, involving staff, students, and parents will also give other important information which refers to their experience in defining school goals.

- ❖ Most principals set their plans without clear statements of goals, their plan were non development & were only repletion of past years experience. It means that they had the schools without clear vision of where to go and what to achieve. It is recommended that principals should have clear vision and plan so as to achieve school goal.
- ❖ Establish regional or national institutions that specialize in advanced degrees or certification in educational leadership and organize ongoing professional development programs for principals. Ensure that the idea of the principal as instructional leader as well as transparent and efficient administrator is well understood by teachers and communities, and incorporated in all initial preparation and ongoing professional development for principals. Likewise, ensure that the principal's role in creating strong linkages with communities is understood and that principals are prepared for this role.
- ❖ This study also found that principals devote most of their time to administrative tasks though the importance of instructional leadership is unquestionable. Therefore, it is recommended that school principals need to increase the amount of time allocated to instructional leadership roles because teaching learning is the heart of in achieving student performance. Principals must have a second degree in educational leadership and management to maintain properly in schools.
- ❖ Finally principals do not as expected supported from both internal & external concerned bodies. (I.e. Kebele Education coordinators, secondary school supervisors, DDCAEB and the community. Here the main point is left therefore, collaboration is needed.

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Appendix A

Addis Ababa University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Questionnaire to be filled by Teachers

About the Questionnaire;

This questionnaire asks for information about the role and practices of school principals as instructional leader

This questionnaire has two sections with open and closed items. The first section asks for information about your personal background and the second is about the role and practice of your school principal as an instructional leader and other related issues.

The person who completes this questionnaire should be the teacher of this school. If you don't have the information to answer a particular question, please consult other teachers in this school.

This questionnaire will approximately take 35 minutes to complete.

Dear School teachers;

I am an MA candidate in Educational leadership at Addis Ababa University. As part of my study I invite you to complete this questionnaire.

The purpose of this questionnaire is to collect relevant data to the study entitled "The role and practices of secondary school principals as instructional leader: The case of Dire Dawa Administration secondary schools". Your participation in this study is voluntary. You will remain anonymous and your answers will be kept strictly confidential. Your honest responses are vital for the success of the study and be sure that your responses will be used only for academic purpose. So, you are kindly requested to fill the questionnaire with genuine response. Once you have completed the questionnaire, please return to the responsible body.

Please note the following points before you start filling the questionnaires:

1. You do not need to write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions;
3. You can consult the data collector whenever necessary;
4. Please provide appropriate response by using a tick mark “√” to choose one of the suggested Likert scale questions. And kindly write your opinion briefly for the short answer questions on the space provided.
5. Please do not leave the question not answered

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

Sincerely,

Anteneh Abebe, 2017
Mobile No-0915732163
Antenehabebe386@yahoo.com

General direction:-Please put a mark (√) in your choice among the possible responses in the box provided for each question and space provided to you for short answers

Section One: - Background Information

1. Sex: Male Female
2. Educational Qualification: Diploma First Degree Second Degree other, Specify -----

3. Work experience: 1-5 years 6-10 years 11-15 years 16-20 years ≥21 years

Section Two:-Questions regarding the role of school principals.

II. Instructional leadership dimension

Note: instructional leadership is conceptualized as the activities of leader is setting school mission, managing and instruction, supervising instructional, monitoring student progress and promoting school learning climate. Each dimension is described in terms of the principal’s job behaviors/ practices.

Direction: Read each statement carefully and then make a tick mark “√” to choose one of the given items.

I: Questions on Defining and communicating school mission.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

| No | My school principal | Responses | | | | |
|----|--|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | develops school wide goals that focused on student learning | | | | | |
| 2 | frames the school’s goals in terms of teachers responsibilities for meeting them | | | | | |
| 3 | uses data on student academic performance when developing the school’s goals | | | | | |
| 4 | Communicates the school goals effectively to staff, student and parents | | | | | |

II: Role in Managing Curriculum and Instruction.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

| No | My school principal | Responses | | | | |
|----|---|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | ensures the timely allocations of resources (human, material and financial) necessary for instructional process | | | | | |
| 2 | ensures the beginning of instructional process according to the school calendar | | | | | |
| 3 | prevents instructional time from disruptions (external and/ or internal | | | | | |
| 4 | schedules co-curricular activities in support of the formal instructional process | | | | | |
| 5 | encourages and support teachers to revise and improve their curriculum | | | | | |

III: Questions regarding the role of school principals in the area of supervision instruction.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

| No | My school principal | Responses | | | | |
|----|---|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | makes class room visits for the purpose of instructional improvement | | | | | |
| 2 | Checks the teachers' lesson notes and offers feedback/ supports where necessary | | | | | |
| 3 | talks with teachers as colleagues and discusses classroom activities with them | | | | | |
| 4 | gives teachers feedback on effective use of instructional time in their classes | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 5 | makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning | | | | | |
| 6 | Holds regular meetings with each department for the purpose of improving curriculum and instruction | | | | | |
| 7 | Creates opportunities for professional dialogue or discussions among teachers | | | | | |
| 8 | encourages teachers to use different instructional methods | | | | | |

IV: Questions regarding the role of school principals in the area of Monitoring Student Progress

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

| No | My school principal | Responses | | | | |
|----|---|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Regularly collects classroom information on student achievement | | | | | |
| 2 | meets individuals with teachers to discuss student's academic progress | | | | | |
| 3 | regularly talks with parents regarding student's academic progress | | | | | |
| 4 | uses test results to assess progress toward school goals | | | | | |
| 5 | informs the schools performance result to teachers in a report form | | | | | |
| 6 | Makes analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools | | | | | |

V: Questions regarding the role of school principals in the area of Promoting Instructional learning school climate.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

| No | My school principal | Responses | | | | |
|----|---|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | communicates to students that all students have the capacity to excel | | | | | |
| 2 | communicates to teachers that all students have the capacity to excel | | | | | |
| 3 | develops school level policy that communicates the need for protecting instructional time from disruption | | | | | |
| 4 | communicates the effort to help students master the intended instructional objectives | | | | | |
| 5 | maintains close contact with instructional process | | | | | |
| 6 | uses different recognition or reward system for greater achievement of students | | | | | |

VI: Questions regarding the role of principal's in teachers' professional growth. N.B,

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

| No | My school principal | Responses | | | | |
|----|--|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Develops criteria's for teachers professional growth | | | | | |
| 2 | Encourages/facilitates workshop attendance for teachers | | | | | |
| 3 | Organizes experience sharing inside the school | | | | | |
| 4 | Organizes experience sharing outside the school | | | | | |
| 5 | Plans and executes in-service training programs for staff | | | | | |
| 6 | Organizes orientation program for novice teachers related to teaching and learning | | | | | |
| 7 | Praise and support teachers work | | | | | |
| 8 | Supports practice of new skills, innovation and creativity for teachers and staff | | | | | |

VII. Questions regarding the personal qualities of school principals.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

| No | My school principal | Responses | | | | |
|----|---------------------------------------|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Is trusted to others | | | | | |
| 2 | has willingness to accept others idea | | | | | |
| 3 | Is flexible | | | | | |
| 4 | Listen openly to others idea | | | | | |
| 5 | Motivate others | | | | | |
| 6 | Committed to play his/her role | | | | | |
| 7 | Is accountable | | | | | |

VIII. Questions regarding the skills of school principal

NB-Very high = 5, High = 4 Medium = 3, Low= 2 and Very Low =1

| No | My school principal | Responses | | | | |
|----|--|-----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | communication with all the concerned bodies for goal | | | | | |
| 2 | problem solving | | | | | |
| 3 | goal setting | | | | | |
| 4 | interpersonal (dealing effectively with parents, community, staff, | | | | | |
| 5 | decision-making | | | | | |
| 6 | research | | | | | |
| 7 | planning | | | | | |
| 8 | instructional observation | | | | | |
| 9 | conflict management | | | | | |
| 10 | the ability to translate the vision into action | | | | | |
| 11 | the ability to create a supportive environment | | | | | |
| 12 | the ability to know what's going on in the school | | | | | |

1. Describe the contribution of your school principal’s for the following groups (if any).

A For disabled students.....

.....

B. For hearing impaired students.....

.....

C. For visual impaired students.....

.....

D. For gifted students.....

.....

E. For slow learners.....

.....

F. For those who live with HIV/AIDS

.....
G. For orphans.....

.....
H. Others, specify.....

2. Do you believe that your school principals provide effective instructional leadership?
A/ yes B/no

If your answer is no, what do you think are the major barriers for your principals to provide effective instructional leadership?

.....
.....

3. What do you think are the possible measures to be taken to help school principals to effectively play their role instructional leader?

.....
.....
.....

THANK YOU FOR YOUR COOPERATION!!!

Appendix B

Addis Ababa University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for school principals

The purpose of this interview is to collect data to the study entitled as “An assessment of the role of secondary school principals as instructional leader: The case of Dire Dawa Administration secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

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

1. What was your major field of study and educational qualification?
2. For how long have you served as a principal at this school?
3. Do you have any specialized training in secondary school principal ship? If yes, what program? If No, how did you assume the position?
4. In a typical ‘actual’ week at your school what tasks of the following take up most and the least amount of your time?
 - a. Instructional leadership
 - b. administrative tasks

5. As principal of this school, on average throughout the school year, what percentages of time do you think you spend on the following tasks?

Rough estimation is sufficient.

a) Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)

b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)

c) Responding to requests from other education officials

d) Representing the school at meetings or in the community and networking, e) others

6. Do you have principal responsibilities for more than one school? If yes, is it easy to play your responsibility?

7. Does your role in this school include a teaching assignment? .If Yes, what percentage of your time is allocated to your teaching assignment?

8. Are there any intervention programs for diverse learners which are developed and implemented by you? If yes, for which group and what is your contribution? For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS (if any), orphans, and others, specify?(if any)

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

10. Are you satisfied in your overall current role as instructional leader? If No, why?

11. What are the challenges you face in performing your role?

12. What do you think are the possible measures to be taken by the different bodies to enhance your role as instructional leader?

THANK YOU FOR YOUR CO-OPERATION!!!

Sincerely,

Anteneh Abebe July, 2017

Mobile No—0915732163

antenehabebe386@yahoo.com

Appendix C

Addis Ababa University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for school Unit leaders

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Dire Dawa Administration secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

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

I. Personal information

1. Sex
2. Educational qualification
3. How many years of experience do you have working as a unit leader?

II. Questions regarding the role of school principals

4. Does your principal have specialized training in school principal ship? If yes, what program?

5. Describe the competency of your school principal in the following issues (by giving examples).

In the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, monitoring students progress, personal qualities and skills.

6. 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

7. As principal of this school, on average throughout the school year, what percentages of time do you estimate that your school principal spend on the following tasks?

Rough estimates are sufficient.

a) Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)

b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)

c) Responding to requests from other education officials

d) Representing the school at meetings or in the community and networking, e) others

8. Are there any intervention programs for diverse learners which are developed and implemented by your school principal? If you say yes, what is the contribution of your school principal?

For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS (if any), orphans, and others, specify?(if any)

9. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?

10. What are the challenges your school principal face in performing his/her role?

11. 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?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Anteneh Abebe July, 2017

Mobile No—0915732163

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Appendix D

Addis Ababa University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for PTA coordinators

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Dire Dawa Administration secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a principal in your school. All the questions are about you, your education and the role and practices of secondary school principals as instructional leader:

Section one: Background Information

1. Sex
2. Educational level?
3. How many years experience do you have working as a PTA members?

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

3. Does your principal have specialized training for school principal ship? If yes, from which field of study?

4. Describe the competency of your school principal in the following issues:-

In the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, monitoring students progress, personal qualities and skills.

5. From the following in a typical 'actual' week at your school what tasks of the following take up most and the least amount of his/her time?

a. Instructional leadership b. administrative tasks

6. As principal of this school, on average throughout the school year, what percentages of time do you estimate that your school principal spend on the following tasks?

Rough estimates are sufficient.

a) Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)

b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)

c) Responding to requests from other education officials

d) Representing the school at meetings or in the community and networking, e) others

7. Is there any intervention programs for diverse learners which are developed and implemented by your school principal? If you say yes, what is the contribution of your school principal? For disabled students, hearing impaired students, visual impaired students, gifted students, and slow learners, for those who live with HIV/AIDS

(If any), orphans, and others, specify? (If any)

8. What do you think are the weaknesses of your school principal as an instructional leader?

9. What do you think are the major challenges your school principal face in performing his/her role?

10. How satisfied are you with your principal overall role?

11. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?

12. 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?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Antenehe Abebe July, 2014.

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Appendix E

Addis Ababa University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for Kebele Education supervisors

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Dire Dawa Administration secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as an educational expert. All the questions are about you, your education and the role and practices of secondary school principals as an instructional leader.

I. Personal information

1. Educational Background:

Educational qualification

2. How many years of experience do you have as educational experts in this office?

II. Questions regarding the role and practices of school principals

3. Do you think that school principals in these schools have specialized training for school principal ship? If yes, from which field of study?

4 Describe the competency of principals in your Kebele secondary schools by giving examples:

In the area of: - in the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, and monitoring students progress.

5. Are there any intervention programs for diverse learners which are developed and implemented by school principals? If you say yes, what is the contribution of school principal?

For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS , orphans, and others, specify?(if any)

6. What challenges do you think that the school principals face in performing their role as instructional leader?

7. In your opinion what are the major weaknesses of school principals in playing their role in these schools?

8. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?

9. 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?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Anteneh Abebe July, 2017.

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Appendix F

Addis Ababa University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for Secondary School supervisors

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Dire Dawa Administration secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a cluster supervisor. All the questions are about you, your education and the role and practices of secondary school principals as an instructional leader.

I. Personal information

1. Educational Background:

Educational qualification

2. How many years of experience do you have as a Secondary school supervisor?

II. Questions regarding the role and practices of school principals

3. Do you think that school principals in these schools have specialized training for school principal ship? If yes, from which field of study?

4 Describe the competency of principals in your secondary schools supervisor by giving examples:

In the area of: - in the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, and monitoring students progress.

5. Are there any intervention programs for diverse learners which are developed and implemented by school principals? If you say yes, what is the contribution of school principal?

For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS , orphans, and others, specify?(if any)

6. What challenges do you think that the school principals face in performing their role as instructional leader?

7. In your opinion what are the major weaknesses of school principals in playing their role in these schools?

8. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?

9. 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?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Anteneh Abebe, July, 2017.

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