



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**PRACTICES AND CHALLENGES OF INSTRUCTIONAL LEADERSHIP IN  
GOVERNMENT SECONDARY SCHOOLS IN GULELLE SUB CITY ADDIS ABABA  
CITY ADMINISTRATION**

**Submitted by: Meron Mulugeta**

**July, 2024  
Addis Ababa, Ethiopia**



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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY DEPARTMENT  
OF EDUCATIONAL PLANNING AND MANANGEMENT IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND  
MANAGEMENT**

**July, 2024  
Addis Ababa, Ethiopia**

## ADDIS ABABA UNIVERSITY

This is to certify that the thesis on “Practices And Challenges Of Instructional Leadership In Government Secondary Schools in Gulelle Sub City Addis Ababa City Administration:” is prepared and submitted by Meron Mulugeta in partial fulfillment of the requirements of the degree of Master of Arts in Educational Leadership and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **Declaration**

I, the undersigned, declare that this thesis entitled Practices And Challenges Of Instructional Leadership In Government Secondary Schools in Gulelle Sub City, Addis Ababa City Administration is my original work, has not been presented for a degree in any other university and that all source of material used forthe thesis have been duly acknowledged.

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## **Abbreviations and Acronyms**

ETP: Education Training Policy

ESDP: Educational Sector Development Plan

IL: Instructional Leadership

GEQIP : General Education Quality Improvement Program

MOE: Ministry of Education

SIP: School Improvement Program

CPD: Continues Professional Development

## **Abstract**

*The main purpose of this study was to examine the practices and challenges of instructional leadership in government secondary school of Gullele sub city. To this end, the study employed descriptive survey design whereby both qualitative and quantitative research methods were used in the study. The study involved 183 teachers and 6 principals (both main and vice principals), 5 secondary school supervisors as the subjects of the study using simple random sampling and availability sampling respectively. The data were collected through questionnaires, semi-structured interviews, and document analysis. The data obtained through closed ended questionnaires were analyzed through mean, standard deviation and total, whereas those collected through open- ended questionnaires, interviews, and document analysis were analyzed thematically. It was also found that lack of knowledge and skills on the area, administrative work overload, lack of relevant timely and sufficient professional trainings, and shortage of necessary resources were the major challenges that negatively affected the effectiveness of instructional leaders in the study area. Based on the findings, it is recommended that much attention should be given to the students as they the country is implementing a new education policy. Provision of educational materials and hiring qualified teachers and school leaders is very important to acquire quality of education. Teachers as they are the motor of the education system, they should be pioneers in getting the proper attention in career development goals as an individual and also in general or the overall school goals.*

**Key Terms:** *Instructional Leadership, Challenge, Practices,*

# CHAPTER ONE

## INTRODUCTION

### 1. Introduction

This chapter presents information on the background of the study. It is divided into sections namely background of the study, statement of the problem, objectives, significance of the study, limitation of the study, definitions of key terms and organization of the study.

#### 1.1. Background of Study

Instructional leadership was a new phenomenon that developed and has gained its momentum during the school movement of the US in the 1980's. This movement has view instructional leadership to be the primary source of educational expertise, and the aim was to standardize the practice of effective teaching. Chikwanda & Banda,(2020). Different names such as learning centered leadership, pedagogic leadership, curriculum leadership and leadership for learning are the terms used to describe “Instructional leadership”. This term has been given a high priority in the education sector as it impacts the quality of school organization and the teaching-learning process. Abdi & Shibeshi, (2022).

Instructional leadership is the most studied subject; it has been categorized into two general concepts; the narrow and broad concepts. In the narrow concept instructional leadership mostly relates to teaching and learning such as classroom observation and was normally practiced in the setting of classrooms in elementary schools where they are small in size and that are built in poor urban settings. David Ng, (2019).

In the broad concept of instructional leadership that has been developed by two scholars where many researchers cited them as reference on their writings (Hallinger and Murphy 1985, 1986) has developed a comprehensive model that possesses three dimensions to construct instructional leadership: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate. These dimensions

are further categorized into ten functions of the instructional leader.

In the 21st century setting instructional leadership incorporates the ability of school leaders to think thoroughly and ahead so that to create a conducive environment of the digital world, by ensuring appropriate and trained, supportive and motivated teachers so as to create a very good school climate for learning and teaching. It also uses a more sophisticated thinking to address quires that are raised in relation to staff development and using information and data so that accurate results are delivered through the teaching and the leadership styles that are practice to address and enhance teaching and learning activities in schools. Jeffri & Hamid, (2022).

In Ethiopia since the formation of the Education Training Policy (1994), the government has produced and put in place different reforms and policies for school improvement. The ETP was in place to transform the management of education from centralized to decentralized approach and that management of education to be democratized, professional, coordinated, effective and educational institutions to be autonomous and for educational institutions to be democratic in leadership. The Education Sector Development Programs (ESDP's) which are six in volume are also set to strategize and facilitate the implementation of educational policy. The other policy that the government has also put in place is the General Education Quality Improvement Program (GEQIP, I and II) are also among the programs that are put in place to ensure school organization to be a place where quality of teaching and learning is possible. Gedifew, (2020)

Although there are a number of policies and programs that are put in place and studies confirm that there are still gaps that need to be addressed in terms of the educational management, practices and professionalization. Studies in the subject area should be done so as to forward solutions and fills the gaps in the subject matter under study. The researcher has closely examined the practice and challenges of instructional leadership in government

secondary schools of Gulele Sub city Addis Ababa.

## **1.2. Statement of the Problem**

Instructional leadership is a leadership style that supports schools in the development of teaching learning. It also has a unique nature in that it is tied with schools to manage both human and materials resources of education. In this regard school leaders play a very significant role towards the success of their schools. Alin and Aida, (2022). Therefore, instructional leaders should give meaning to schools' goals, communicate, supervise and monitor progress and provide support for the teaching learning environment as to make their schools effective.

In Ethiopia though different policies and programs are there to solve the problems and challenges in the education sector, many researches depicted that there are still gaps in the area of instructional leadership, to mention few studies in the subject matter, practices and challenges of instructional leadership in Private Secondary Schools of Woreda 9, in Gulele Sub City by Tewodros Lemma, (2019), practices, obstacles and benefits of instructional leadership at private schools of Addis Ababa Easew Alemayehu, (2021), practice and problems Of instructional leadership In Secondary Schools Of Jimma Zone, Oromia Regional State. Fekadu Ayele, (2021) are among the few that the researcher had the chance to review.

The major research findings of the above studies for the subject under study that is instructional leadership are described to be; lack of communication among school community to share the school mission and visions. In-availability of qualified teachers, shortage of time, as the school leaders are packed with other classroom activities that they are unable to fulfill other requirement of the job. Lack of appropriate resources to deliver some requirements that are already identified such, lack of appropriate skills from the side of the school principals in practicing instructional leadership are some of the findings to mention a few.

The major research finding that are forwarded failed to give response as to whether or not the instructional leadership practices and or challenges have had an impact on the quality of education and in general in the school effectiveness.

Because of the above findings the researcher believes that the sector is worth further study in that examining the sector practice and challenges in this era is of a great deal as Ethiopia is struggling to make a progress in quality of education especially in the secondary level.

In filling the gap which being addressed above which relates to the practices and challenges of instructional leaders this study will try to explore and understand the practices and the challenges faced by the school leaders in the Gulele Sub city of government high schools and to what extent these contribute to the quality of education. And in the research process the researcher would like to address the below basic questions.

- What are the instructional leadership practices of school principals in Gulele Sub City?
- What are the major challenges faced by the instructional leaders to practice instructional leadership?

**1.3.** How do these practices and challenges contribute or limit to achieving the goals education aims to meet?**Research questions**

- How far the instructional leadership principles are practiced by school principals in Gulele Sub City?
- What are the major challenges faced by the instructional leaders to practice instructional leadership
- How do these practices and challenges contribute or limit to in achieving the quality of education?

## **1.4. Objective of the study**

### **1.4.1. General objectives**

The general objective of this study is to identify the practices and challenges of instructional leadership in Gulelle Sub city government high schools. This study will look through the extent on which principals are carrying out instructional leadership responsibilities; identify the major challenges that principals face in conducting instructional leadership in their respective schools, and determine the extent that instructional leadership plays a role to the quality of education in general.

### **1.4.2. Specific Objectives**

- To examine how far the practices of instructional leadership are practiced in the schools.
- To identify the major challenges to implement instructional leadership in the schools.
- To examine ways to improve and implement instructional leadership.
- To forward solutions and recommendations on how to improve in implementing instructional leadership at high schools.

## **1.5. Significance of the Study**

This study aims to forward the following significance in the education sector most particularly for school leadership that is instructional leadership.

The study aims to provide:

- Good insight for principals and schools leaders on how to practice instructional leadership.
- The study findings of this study will be shared with the schools as good ideas can also be adapted to improve the implementation of the instructional leadership.

- To pave the path for other researchers in this area and this research could also be taken as a source document for further studies in the area.
- The study will also forward the challenges and best practices of each schools to the concerned stakeholders so that necessary adjustments could take place and measures will be in place to avoid the challenges that hinder principals to enhance quality in school leadership and in general in quality of education.

## **1.6. Scope of the Study**

The research was conducted in one of the eleven sub cities of Addis Ababa, Gullele Sub City, which is located in the northern part of Addis Ababa. The study covered five cover out of the seven government secondary/high schools.

## **1.7. Limitation of the Study**

Limitations of the study, is that because of time and resource constraint the study is limited to Addis Ababa City Administration specifically Gullele sub city government secondary schools. This study focused only on five governments Secondary schools; it did not include private Secondary schools in the Sub City. Though there are seven government secondary schools two of the government secondary schools weren't included in the study because of time constraint and a restriction and unwillingness from the side of one of the school principals to participate in this study.

While conducting data collection the researcher had a hard time in convincing the teachers to fill out the questionnaires as they claim they have no time to do so and some of them had discipline issues, they don't communicate well and they also requested to be paid if they are going to fill out the questionnaires.

## **1.8. Operational Definition of Terms**

- Leadership: the process of influencing the activities of an individual or a group in efforts towards the achievement of goals in a given situation
- Management: is the art of getting things done through and with people in formally organized groups
- Principal: A school leader who shares a vision, demonstrates leadership, and works with colleagues to improve various aspects of the school, including the quality of teaching and learning.
- Instructional Leadership: a model of school leadership in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching.
- Secondary School: a school for students intermediate between elementary school and college; usually grades 9 to 12.

## **1.9. Organization of the Study**

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. The second chapter was including the review of literature relevant to the research. The third chapter discussed about research methodology and chapter four deals about data analysis and interpretation. The last chapter five presents summary, conclusions and recommendations of the study. Reference and appendixes are also parts of this paper.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

## **2. Introduction**

This Chapter provides a general description of the review of literatures on the instructional leadership practices of school leaders. The purpose of the study is to investigate how the principals in Gulelle Sub city Government high schools practice and what are their challenges while practicing instructional leadership and its correlation and impact in the quality of education. This chapter is divided into six sections

### **2.1. Instructional Leadership: Definitions and Models**

The word “instructional” is originated from the word “instruction” which means “teaching”. In a school context teaching is the most commonly used term rather than “instructional”. The term “instructional leadership” is also a word that is commonly used to replace the word “teaching leadership”, and they both carry the same meaning. Various scholars and researchers have defined instructional leadership in many ways: the below scholars cited in Hassan & Boon, (2019) defined the word instructional leadership as an activity or an action executed by the school leader to enhance teaching and learning. Drake and Roe, (2002) also defined instructional leadership as an effort towards encouraging and supporting parties that are involved in the teaching and learning process to achieve school goal to develop a strong school system.

Accordingly, Hallinger and Murphy (1985) who are the pioneers in the field of instructional leadership have forwarded the most known models of instructional leadership and defined instructional leadership as an activity executed by school administrators to improve the success of the teaching and learning process and school development. In general instructional leadership can be defined as strategies, activities and actions that are

implemented by school leadership in supporting, enforcing and ensuring effective instructional activities related to the teaching and learning.

Different education scholars also developed various models of instructional leadership by studying the behavior of principals whose schools were perceived to be effective. The models of instructional leadership are also defined through the traits, behaviors and processes a person needs to lead a school effectively.

Thus, there are multitudes of conceptual models that demonstrate instructional leadership. The models are used to define dimensions and functions or roles that are practiced by school leaders in executing their responsibilities as instructional leader. In this sub- topic the researcher will try to discuss the below seven models. These models are used by school leaders in executing their responsibilities.

#### **A. Hallinger and Murphy Instructional Leadership Model (1985, 1986):**

Almost half of all the studies on leadership models focused instructional leadership from 1980 to 1995. And among the most known is the theory that is developed by Hallinger & Murphy (1985) and they believed and have argued that instructional leadership focuses directly on curriculum and instructional practices. And they also think that the leaders are those people who will bring institutional effectiveness, in the major areas of the school system that are teaching and learning. Gumus et al. (2016) cited in Munna, (2021)

This model is the most relevant theory for the 21<sup>st</sup> century despite there is different leadership models that have been identified. The reason is that the models looks at every aspects of leadership, and it is also helpful for teachers in governance and administrative related matters especially in schools involving principals Rahman & Hamzah,(2022).

The Hallinger & Murphy model is the reference for many instructional leadership scholars. The PIMRS (Principal Instructional Management Rating Scale) was developed by Philip Hallinger based on this model and it is also believed that it has been used in over 175

global surveys. Alemayehyu, (2021)

This model possesses three dimensions to construct instructional leadership: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate. These dimensions are further categorized into ten functions of the instructional leader. These dimensions are further delineated into ten instructional leadership functions as follows: (1) framing the school's goals; (2) communicating the school's goals;

These two leadership practices emphasize the principal's role in establishing and articulating a clear school vision with the focus on enhanced student learning. This dimension is developed to reflect the principal's responsibility for collaboratively building an appropriately context-based vision; ensuring it is widely known by other school stakeholders; and ascertaining that teaching and learning processes are aligned with the vision. (3) Coordinating the curriculum; (4) supervising and evaluating instruction; (5) monitoring student progress; this dimension assumes the principal's engagement in supervising, monitoring, and evaluating instruction-and-curriculum-based activities in the school. These roles of principals are treated as the key leadership responsibilities in the present model. (6) Protecting instructional time; (7) providing incentives for teachers; (8) providing incentives for learning; (9) promoting professional development; and (10) maintaining high visibility. The third dimension comprises five leadership tasks, that is, protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning. Compared with the two former dimensions, this dimension is broader in scope and intent. Leadership functions included in this dimension are assumed to be highly influential principal practices. This dimension points to the importance of creating and maintaining a school climate that supports teaching and learning practices and promotes teachers' professional development.

Figure 1: A framework of instructional leadership. (Hallinger & Murphy, 1985, 1986)

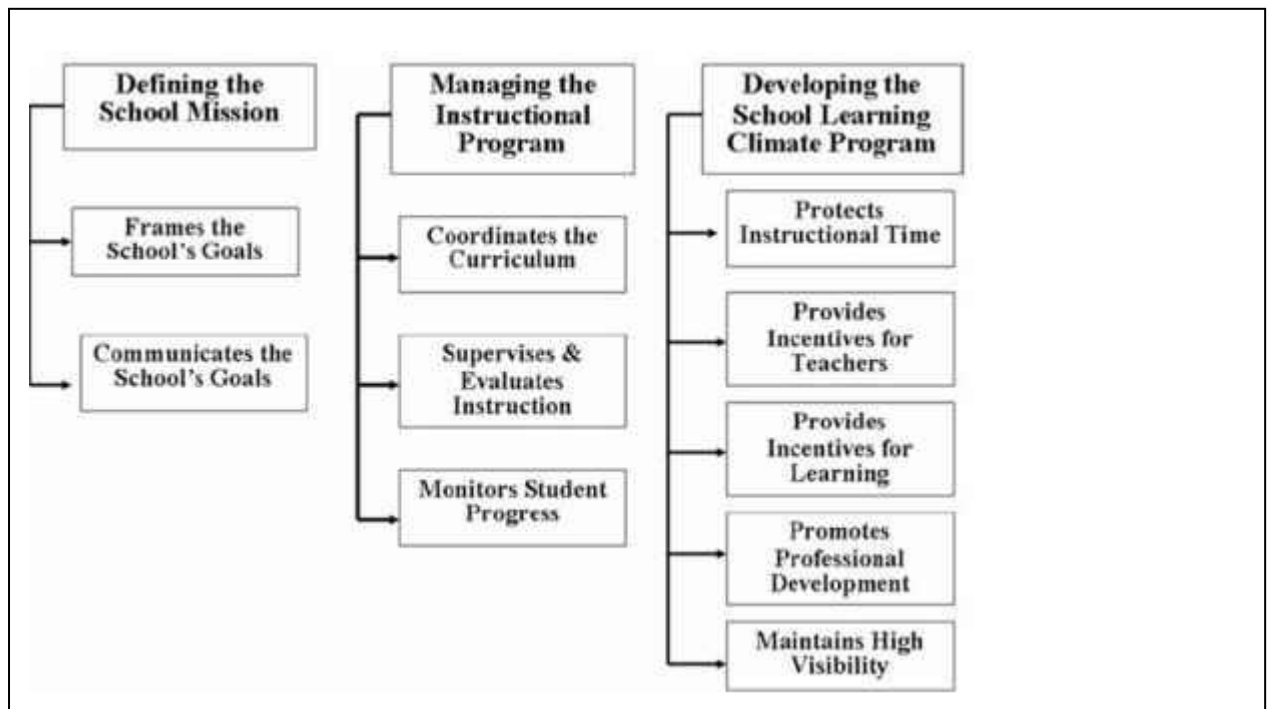


Figure 1:1 A framework of instructional leadership. (Hallinger & Murphy, 1985, 1986)

These dimensions are further categorized into ten functions of the instructional leader,

### **B. Murphy's Instructional Leadership Model (1990)**

This model of instruction has been developed by Murphy in 1990 he has created a framework in the subject area based on the research he has conducted; his research was on school efficiency and improvement, staff development and organization changes. In this model he has identified that there are four dimensions and sixteen functions that needs to be practiced by the instructional leaders.

The four dimensions are: a) Creating mission and goal here this dimension has two functions that is construction school goals and spreading school goals, b) Learning Management: there the dimension has five functions that are promoting quality teaching, supervising and evaluation learning, allocating and protecting instructional period, coordinating curriculum, monitoring students' progress; c) Promoting academic learning

climate: here the dimension has four functions that is, creating positive standards and hopes, managing high visibility, providing incentives for teachers and students, promoting professional development; d) Creating friendly and supportive school environment here there are five functions creating safe and organized learning environment, providing opportunities for meaningful students; involvement, fostering cooperation and cohesiveness among staffs, outsourcing foreign sources to support school goals and forming relationship between homes and schools

### **C. Weber's Instructional Leadership Model (1996)**

Weber is an expert of collaborative concept in management has forwarded five dimensions in Instructional Leadership: a) Defining school missions: this dimension is a dynamic process that needs cooperation and mobilization of all stakeholders such as leaders, staffs, teachers, students parents and even government to create a clear and achievable mission; b) Managing curriculum and teaching:- here managing and teaching/learning should be in accordance with the school mission the leader should have the skills to guide teachers in the aspects of teaching and learning processes in and outside of classrooms so that students could exert their maximum efforts as well as to get the best of learning experiences.

The school leaders also should have responsibilities of assisting teachers; c) Promoting positive learning climate-to achieve this school leaders should communicate the goals of the school and setting high achievement goals among their students by creating an organized learning condition and improve teachers commitment level in accomplishing their tasks; d) Observing and enhancing teaching quality: through this process school leaders could observe teachers teaching activity as it incorporates and creates interaction between the school leaders and teachers. The observation could lead to professional development opportunity for teachers and best practices and new knowledge could also be shared among the school community, e) evaluating teaching program; here the leaders as they are the first

stakeholders in this dimension they contribute ideas for planning, designing, administration and analyzing various kinds of evaluation to measure the effectiveness of a curriculum.

#### **D. Hallinger's Instructional Leadership Model (2011)**

The Hallinger's (2011) has underlined three dimensions and ten instructional leadership functions in evaluating school leaders' instructional leadership level.

a) Defining school goal comprises of two functions, construction school goals and spreading school goals; b) Managing Instructional program holds three functions of supervising and evaluating instructions, coordinating curriculum and monitoring students development; c) Promoting school climate five functions are in these dimension five functions of the instructional leader are depicted, protecting instructional period, always seen and visible, providing incentives for teachers, prompting professional development and providing incentives for students learning.

#### **E. Alig-Mielcarek and Hoy (2004)**

The scholars' defined instructional leadership based on three dimensions and used these to develop the Instructional Leadership Inventory (ILI). The three dimensions include: a) defining and communicating shared goals b) monitoring and providing feedback on the teaching and learning process c) Promoting school-wide professional development.

#### **F. The Maryland Instructional Leadership Model (2005)**

This model requires school principals to have the necessary content knowledge to be the leader of teaching and learning in the school. This model signifies the most commonly recognized instructional accountabilities that are acknowledged by other researchers, practitioners of instructional leadership. a) facilitate the development of school vision; b) align all aspects of school culture to student and adult, c) align all aspects of school culture to student and adult learning; d) monitor the alignment of curriculum, instruction and assessment; e) improve instructional practices through the purposeful observation and

evaluation of teachers; f) ensure the regular integration of appropriate assessment into daily classroom instruction; g) use technology and multiple sources of data to improve classroom instruction; h) provide staff with focused, sustained, research based professional development; i) engage all community stakeholders in a shared responsibility for student and schools success

### **G. Baldanza's Model of 21st Century Instructional Leadership**

This model considers the aspects of school leadership have practiced and the theory's own observation in her years as school principal, district director, instructional superintendent, and university professor. This model has four theories and the theories have a details plan of work as to how to achieve success as a 21st century instructional leader. a) Theory of Action 1: Strong Advocacy and Leadership; b) Theory of Action 2: Adult Professional Culture c) Theory of Action 3: Continuous Improvement of Teaching Expertise, d) Theory of Action 4: Results-Oriented Teams

Instructional leadership models are intended to influence school and classroom teaching and learning process. The first ever research on IL model addressed to learn how principals and instructional leadership impacted student learning outcome. The Hallinger and Murphy, 1985 model is a balance of the three key functions and this study uses the model to give answers to the practices and challenges of instructional leadership using the model's key functions and dimensions in answering the basic research questions and went through a thorough process of forwarding a questionnaire developed using the model.

### **2.2. Development of Instructional Leadership Practices in Ethiopia**

As studied by Gurumu, (2018), understanding the existing practices of the leadership of a nation requires an effort to formulate its future policies are revealed from its historical discourse. Ethiopian Education has two dimensions: The traditional educational system has three aspects in it.

a) Indigenous education this is the education system where human develop desirable

social skills and behaviors on which society relies on to satisfy spiritual and material needs. and the Western education system.

- b) The church education here the Ethiopian Orthodox Tewahedo church is the pionner in this and it has four schools: Nibab Bet-Reading, Zema Bet- School of Music; Kine Bet, and Metsehaf bet
- c) The Mosque education which is similar to the Ethiopian orthodox church were disseminating Islamic Dogma and practice, training of the clerical class and spread literacy

Educational leadership is thus part of the total construct of the traditional education and it is exhibited through the behaviors of formulating and implementing the educational activities. The Western education system is also part and parcel of the traditional education system and it has incorporates seven phases. Evolution of the school principal ship into separate position: it is a time where especially missionaries had made an attempt to familiarize the nation with the Western Education during Minilk II era. The start of Ethiopian replacement for expatriate staffs: This was the time where many of the Ethiopian teachers either have left the country or were dead during the II occupation of Italy. Starting from the 1940 school leaders' development was in progress and Ethiopia has started to graduate prospects form teacher training schools. The Ethiopian principals preparation commenced: A time where Ethiopian has replaced for expatriate staff. As the number of schools was also increasing and the number of students enrolled and the request for effective and efficient teachers ahs initiated this phase. Principals' task escalated but their preparation reduced. Here the need for strengthening principals' preparation has arisen. De professionalization of the principal ship: The Education administration and management was decentralized under the Education and Training Policy of 1994. Reemphasis of the principals preparation: The educational management has been given much empahis and different programs were initiated

at masters and even doctoral levels in Addis Ababa University in 2013. The start of post graduate diploma in School Leadership training: a guide line for teachers, principals, and supervisors is developed.

### **2.3. Skills of Instructional Leaders**

Skill can be defined as the ability to carry out tasks based on job competencies and the results can be observed. School leaders have an important role in providing education in the education institutions. Responsibilities of the leaders of the educational institutions are very complicated and heavy as they relate to management of human and material resources (facilities and infrastructure), thus leaders need to have leadership skills which can help them in carrying out their duties and roles. Prastiawan & et al, (2020).

School leaders should possess the following skills in order to perform their assigned duties: Jenkins, (2009) a) Interpersonal skills: these skills help to maintain trust, enhance motivation and sense of collegiality among the school community to empower each other. A school environment where trust and b) Planning skills: this skill begins with clear identification of goals and/or visions to work for to as well as to have commitment and enthusiasm for the work done. c) Instructional observation skills (supervision): this helps leaders to provide teachers with feedback to consider and reflect upon.

Effective instructional leaders are able to guide classrooms instruction through supervision and this in the end helps for the better of the school and d) Research and evaluation skills: these skills help to critically question the success of instructional programs, action research could be one of the researches most school leaders engage in at school levels. Lashway, (2002) cited in S & Muthaiah, (2015).

### **2.4. Instructional Leadership Roles of the Principal**

Leadership plays an important role in the success of any organization, whether it may be business, industry, or education.

Principal is the head of school and his/her role is of a leader. West-Burnham, (2001) cited in Ullah et al (2002) describe that the success and efficiency of school lies in leadership quality of principal, as he/she is responsible for all the tasks of the school. The principal is also works collaboratively with students, teachers, other stakeholders to bring a positive impact on school enhancement which leads to a betterment of students results.

Steyn, (2002) cited in Eromo, (2014) has put the below requirements as the roles of the principal as the instructional leader.

Defining and communicating clear mission, goals and objectives: which involves formulating missions, goals objectives with the collaboration of staff members to realize effective teaching and learning, managing curriculum and instruction: managing and coordinating of the curriculum in such a way that teaching is used optimally. This activity implies planning, creating discussion sessions on aspects of new curriculum. Supervising teaching: principals ensure that educators receive guidance and support to enable them to teach as effectively and this is one of the principals' key roles. Monitor learner progress: testing and examinations are ways to monitor learners. Tests and examinations are ways in which supports for both teachers and learners can be identified.

Here competencies, responsiveness to inform all programs aimed at improving support for both teachers and learners. Here competence, responsiveness, accessibility, credibility, durability, performance and perceived quality are among the list of things to be monitored for quality and reliability. Promoting instructional climate: here an instructional climate that is conducive for teaching and learning and an environment where change and innovation are also welcomed. Here the principal will facilitate a process where all role players are encourage to formulate policies of the institution together.

## **2.5. Challenges in Practicing Instructional Leadership**

While implementing their roles as instructional leaders, school leaders face many

challenges, barriers and obstacles that slowed their instructional improvements. These challenges and barriers are categorized into internal and external challenges. The internal challenges are related to leaders own weaknesses such as: lack of knowledge and skills to be effective instructional leader and heavy workloads are some of the examples of the internal challenges. The external challenges these are the resistances form teachers on their changes and improvements on instructional competencies and professional developments are notable challenges faced by principals. Lack of support from parents while practicing instructional leadership is also one of the challenges leaders face. Abdul etal, (2020)

Hallinger and Murphy, 2013 cited in Abdul et al, (2020) has summarized that challenges faced by principals are heavy workload, lack of knowledge to lead their schools, busy schedules and the school structures which have provided difficulties for principals to manage the instructional programmers and coordinate the school curriculum.

## **2.6. Instructional leadership in achieving quality in education**

Education is a major factor in shaping human personality. It is very instrumental in shaping the good and bad of human personality in this life. The demand for quality improvement in the world of education is important. Umikalsum et al., (2011)

Many educators agree that the concept of quality of education is an argumentative and difficult to measure. The issue of quality in education has become a global issue for all education levels. In many instances few professionals and most parents tend to associate quality of education with the end year academic scores. Carlson, (2000) cited in Kelkay, (2023) says that though quality in education cannot be ensured and/or evaluated on the basis of students or schools having the highest scores for the reason that different schools are teaching very different types of students with different learning environment.

Though, measuring quality in education is related to quality standards of educational inputs (teaching materials, qualified teachers, parent and community support and other

facilities), processes (effective leadership, monitoring and evaluation, accountability community participation, effective teaching-learning and student assessment and outputs (student learning, societal and individual problem solving better treatment of the physical and social environment).

This entails that quality is the heart of any educational system, as it influences what students learn how well they learn and what benefits they get from their studies Jacobs & Kritsonis, (2006) cited in Dea & Basha, (2014). In recent world development trends researchers have identified constraints that schools encounter in implementing quality education. Pont, (2008) cited in Dea & Basha, (2014) pointed out that challenges that school leadership attempt to improve relate to quality of education are school autonomy, accountability, role expansion, and insufficient participation and training for lack of clarity are among the major ones.

The global development demands that a leader should be of high standard and who continues to grow and help others in his or her surrounding to grow as well. The leader is the position of the highest point and in the school settings the principal is functional teacher who is given a task of leading the school. Principal leadership greatly determines schools that are effective or successful are determined by the principal's leadership. Nurdianti, & Nurdin, (2019)

Quality of education will be achieved if and when it is supported by all components in well organized education. Improving quality of schools is something that needs to be planned and implemented in accordance with work goals and targets to be achieved based on the vision, mission and objects set within a certain period of time. Umikalsum et al., (2011)

The principal is an educational leader, who is directly related to the implementation of educational programs in schools. To improve quality in schools the processed needs to be planned and implemented as in the work goals and targets to be achieved based on the

mission and visions of the educational institutions.

Most developing countries like Ethiopia have problems in achieving quality education, and its decline has been felt by all the levels of education system and all stakeholders including the government. To improve the quality of education in Ethiopian schools the government has launched major nationwide reform program, named GEQIP (General Education Quality Improvement Program) for both the primary and secondary schools this program is aimed to improve quality of education throughout the country. Achieving quality education is through effective leadership at all levels of the school system. Leadership particularly impacts quality of teaching too. Dea & Basha, (2014).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter discusses brief discussion by the description of the study site, the research design of the study, data source, sampling technique data collection tools, reliability and validity, data analysis techniques and ethical considerations of the study, Practices and Challenges of Instructional Leadership in Government Secondary Schools of Gulele Sub-City.

#### **3.1. Study Site**

The study was conducted in Gulele Sub City, one of the eleven sub cities in Addis Ababa Ethiopia. The sub city comprises of ten Woredas. The places under study were the 5 government high schools in the sub city: Entoto Amba Secondary School, Dil Ber high School, Kechene Debre Selam Secondary School, Mihraf Secondary School, General Tadesse Biru Secondary School. Etege Menen Secondary School though found in the sub city the researcher was not allowed to conduct the research at the school because the school principal claims that Etege Menen Secondary School is a boarding school and it is different in its features and shouldn't be considered in the study and the researcher was even asked to have a letter from the city administration to have a letter of support to hold the research.

The other school Medhaialem Secondary School, due to the model exam for high school leaving examination has been conducted in the school no other individual other than the authorized persons were not allowed to enter the school compound, so the researcher couldn't conduct the data collection at the study site.

The study site is selected because the researcher believes that this study will fill the gap in lack of researches in the selected sub city. Thus, the researcher will try to gather relevant and tangible information or data on the issues of practice and challenges of

instructional education and its impact on the quality of education. And it is in the vicinity for the researcher and it will be easy to collect and get in touch with the concern bodies on this research easily, so the selection is done purposefully.

### **3.2. Research Design of the Study**

Research design as (Creswell, 2014) explains it is the procedures that are involved in the research process; from data collection, data analysis and finality in the research writings. The type of the research design used for this thesis is a descriptive research design in order to conduct effective research within limited resources and to address the problem.

A descriptive survey method was used in this study. Descriptive survey seeks to collect people's thoughts, opinions, thoughts, attitudes and beliefs of the school society regarding the practices and challenges of instructional leadership. Conducting survey is the most common method for obtaining information from people. It also helps to evaluate instructional leaderships models/methods, challenges and practices.

A mixed method was used for this study because it helps the subject under study to be better understood. The qualitative method enriches the quantitative one as it includes direct interaction between the participants and the researcher. Besides, qualitative methods help the researcher obtain a more holistic impression and a complete picture of a particular subject to fully understand participants' experiences and points of view.

The researcher conducted both qualitative and quantitative data simultaneously in the same visit to the field, then taking the results and looking to see how they connect or what they tell about the whole picture of instructional leadership in the schools. This is also helpful in identifying an accurate description of the challenges encountered in the schools' current instructional leadership practices.

### 3.3. Data Source

To fulfill the study’s aim the data sources for this research will be collected from primary and secondary sources – the primary sources of data used by the researcher was questionnaires for teachers and principals and sub-city supervisors and interviews for principals/vice principals. The secondary data sources used journal, articles, books, action research, feedback, reports, and websites school reports.

### 3.4. Sampling Technique

The researcher will be using purposive sampling for this study in both the descriptive and the qualitative study approach. The reason why this sampling technique is selected is that the sample size or the population under study is the group of principals and teachers who can be taken as key informants in the title under study because of their unique relationship with the subject and their experiences.

No	School name	No of Teachers		Total
		Male	Female	
1	Entoto Amba Secondary School	156	36	192
2	Kechene Debre Selam Secondary School	106	24	130
3	Dil Ber Secondary School	113	22	135
4	General Tadesse Biru Secondary School	66	31	97
5	Mieraf Secondary School	72	22	94
	<b>TOTAL</b>	<b>513</b>	<b>135</b>	<b>648</b>

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

$$S = 242$$

*Table 1: Number of Teachers in Gulele Sub City Government Schools*

The researcher then treated the five schools as a strata and used the below formula to determine the number of sample population to be part of the research at each school.

**Strata 1: Population of Strata/Total Population \* Sample Size**

No	School Name	Number of sample population participation in the research
1	Entoto Amba Secondary School	72
2	Kechene Debre Selam Secondary School	49
3	Dil Ber Secondary School	50
4	General Tadesse Biru Secondary School	37
5	Mieraf Secondary School	36
	<b>TOTAL</b>	<b>244</b>

*Table 2: Number of Teachers Participated in the Research*

Each school has four principals and the total population for the school principals was 20 for each school under study. The researcher then distributed questionnaire and was also able to conduct an interview with the school principals and vice principals. The below table will describe the number of questionnaires as well as interviews conducted at the schools under study.

No	Respondents	Total population	Sample taken	Sampling Techniques	Data gathering instrument
1	Sub City Supervisors	10	6	Availability	Questionnaire
2	Teachers	244	185	Simple random sampling	Questionnaire

*Table 3: Sample size for school principals and school supervisors*

### **3.5. Data Collection Tools**

On this study the researcher used a questionnaire and interview as data collection tools. The questionnaire used for teachers was fully Likert scale close ended questionnaires. This will enable to obtain large amount of data from a significant number of respondents in a short period of time and it also helps to identify the frequency of occurrence is practicing and not

practicing the subject under study.

The interview is also the other means of data collection tool, here the researcher interviewed the school principals and vice principals as a key informants in this study and semi-structured interview was conducted besides the questionnaire that they have filled in.

### **3.6. Reliability and validity**

The researcher has tested the validity and reliability of the data collecting instrument and in this specific research the questionnaire was the major data collecting tool. The researcher has showed and gathered feedback on clarity, relevance and the extent to which the items under questions are in practice in typical Ethiopian secondary schools. Based on the comment gather the necessary amendments were made.

The final questionnaire was distributed for a pilot testing at W/ro Keleme Work Secondary School which is located in Arada Sub city. This helped to ensure that respondents understand what the questionnaire designed to address and it also helped the researcher to gather relevant information to identify problems while collecting data from the population under study. After the questionnaires were filled and returned the reliability and validity of items were measured by using Crobach's alpha method by the help of SPSS version 26.

The Crobach's Alpha result while testing for the consistency of the questionnaire was which was an excellent indicator for the internal consistency of items.

### **3.7. Data Analysis Technique**

After the data collection was done. The steps that the researcher had followed in analyzing the data were, identifying the groups of the respondents and also identify the data types into the quantitative and qualitative. Teachers, principals, vice principals were given a closed ended questionnaire and for the principals and vice principals, supervisors an open ended questionnaires was also for warded. Interviews were also conducted with each school principals. Aside from the quantitative data these qualitative data were analyzed thematically

and the researcher has tried to incorporate it to support the data gathered and support the analysis done on the SPSS mean, SD calculations.

To identify the extent to which the school principals do practices the functions as well as the dimensions under each functions of instructional leadership. the five point liker scale ranging was their formed to identify and scale the extent to which teachers do agree to the practices school principals in each and it was scaled from the lowest almost never to the highest almost always 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20 Frequently 4.20-5.00 Almost Always. For more advanced statistical operations and decision making, data was inserted into modern statistical software or SPSS (version 26) program and further analysis were done. The mean, the mean total and standard deviation are used to measure the frequency of the activities

### **3.8. Ethical Considerations**

Ethical considerations in a research encompass a number of components in it. The first one is informed consent; it is a fundamental component of conducting ethical research. Informed consent can be given either verbally or through the signing of a consent form. Kiles, Crow, Health, & Charles, (2008) cited in Cacciattole, (2015). In this particular research the researcher has make sure that a written consent for both the questionnaires and the interview that participants will be signing in. After the interview the researcher will transcribe the interview and the participants will be requested to authenticate their interview after transcribing to ensure that pure wordings of their interview are used in the research.

Confidentiality and Privacy were also the two terms that are components of ethically conducted research. Privacy refers to controlling the kind of information that is released about an individual or a group of people who are involved in the research. Privacy is protecting the dissemination of data in ways that might minimize participants' exposure to potential scrutiny and harm. Sieber, (1992), cited in Cacciattole, (2015). Confidentiality

refers to the way in which data collected and the degree to which this data is shared with others outside of the research process. The research tried her very best to keep both the confidentiality and privacy of the data collected while administering this research.

## Chapter Four

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter focuses on the presentation and analysis and interpretation of data collected through the; semi-structured interview, both closed and open ended questionnaires from the sampled school principals, teachers and supervisors and interpretation of the outcomes of the study to investigate the Practices and Challenges of Instructional Leadership in Government Secondary Schools of Gulele Sub city by addressing the following specific research questions:

The total of 185 questionnaire where selected from the five school teachers, 2 interviews with principal, 4 questionnaires from 4 vice principals 5 sub city supervisors. Items involved in the questionnaire were classified into two sections. The first section comprises of demographic information. School name, gender, age, academic qualification area of specialization and years of working and position were put and the second section incorporates the specific job behavior practices of principals and in the questionnaire a query is forwarded for the teachers, principals, vice principals and supervisors to rate the extent on which the principals, vice principals are practicing specific job behaviors. The researches objective is to give responses to the below questions through the data gathering tools. And SPSS version 26 and thematic analysis were used to analyze the data.

- How far the instructional leadership principles are practiced by school principals in Gulele Sub City?
- What are the major challenges faced by the instructional leaders to practice instructional leadership

#### 4.1. Demographic Characteristics of Respondents

No	Description	Category of Items	Number	Percentage	Remark
1	Gender	Male	166	84.3%	
		Female	31	15.7%	
TOTAL			197		
2	Age	Under 25	5	2.5%	
		25-30 Years	35	17.8%	
		31-36 Years	91	46.2%	
		37-40 Years	39	19.8%	
		41-49 Years	20	10.2%	
		Over 50 Years	7	3.6%	
TOTAL			197		
3	Level of Education	Bachelor Degree	122	61.9%	
		Masters	74	37.6%	
		Phd	1	0.5%	
TOTAL			197		
4	Years of Service	1-4 Years	38	19.3%	
		5-9 Years	40	20.3%	
		10-15 Years	74	37.6%	
		More than 15 Years	45	22.8%	
TOTAL			197		

*Table 4: Characteristics of respondents in terms of gender, age, level of education and years of service*

The above table shows the demographic data of the respondents of the research. As indicated in the table the number of male participants exceeds the number of female

respondents it is indicated that 84.3% of the participants are male and only 15% of the participants are female.

As indicated in the table while we look at the age of the respondents 46% of the participants' are found in the age group of 31-36years which shows that the majority of the school community comprises of the youth.

The table also shows that the level of education most of the teachers that is 61.3% of the sample population holds BA degree and 37.6% of the respondents also hold Masters degree.

As indicated in the table also the number of years of the school community also lies in the their category where 37.6% of the school community has worked for 10-15 years and this is a year where experience and knowledge will be gained to have a full picture of what a school environment can be.

## **4.2.Presentation, Analysis and Interpretation of Data**

In this chapter the data collected from questionnaire's that comprises both the closed and open ended questionnaires are analyzed. On the questionnaires the opinions of teachers, principals, vice-principals and sub-city supervisors are sought to examine the extent that principals have practiced the roles that are described in the questionnaire.

A total of 197 questionnaires were prepared and distributed for 183 teachers, 6 vice principals and 2 principal and 5 supervisors. All the questionnaires were filled and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with 5 supervisors and 2 principal.

In the review of the related literature models of the instructional leadership are discussed and in almost all of the models, in the process of practicing instructional leadership, principals are expected to implement and aspire to do the below tasks: Framing the schools goals, communicating the school goals, coordinating the curriculum supervising and

evaluating instruction, monitoring students progress, protecting instructional time, providing incentives for teachers, providing incentives for learning In addition to evaluating the instructional leadership practices the study also tried to get answer to the challenges that principals face while practicing instructional leadership and the possible solutions to it and the extent to which these problems affect the quality of education. Below the study has tried to describe in detail through different data using questionnaire the extent to which each line items are practiced by principals in the eyes of the teachers, the supervisors and the extent to which the principals themselves are practicing the roles and dimensions themselves.

#### 4.2.1. Frame the School Goals

One of the activities school leaders is discussing the school goals of their respective schools. This is done through formal and informal methods by gathering the concerned bodies teachers, vice principals and the parents to discuss the school goals for the academic year and the responsibilities of each stake holders in creating awareness on the subject.

Frame the school goals	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Develop a focused set of annual school-wide goals	3.79	0.968	4.50	0.756	3.80	0.837	197	3.82	0.962
Frame the school's goals in terms of staff responsibilities for meeting them	3.70	0.879	4.13	0.641	4.00	1.00	197	3.73	0.872
Use needs assessment or other formal and informal	3.62	0.964	4.38	0.518	3.80	1.30	197	3.65	0.965

methods to secure staff input on goal development									
Use data on student performance when developing the school's academic goals	3.72	0.947	4.38	0.578	4.00	0.707	197	3.75	0.935
Develop goals that are easily understood and used by teachers in the school	3.85	0.893	4.00	0.758	3.2	0.837	197	3.84	0.887

*Table 5: Frame the School Goals*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

Under the title frame the school goals teachers, vice principals, supervisors were asked to rate the extent that school principals have practiced the five line items. The mean for the teacher respondents for five line items lies between 3.62-3.85 which lies under the scale category of sometimes which means that there are times that the line items are not practiced well in the eyes and judgment of the teachers where as the vice principals rate this from 4.13-4.38 which lies under the scale category of almost always. While looking at the mean for the supervisors it ranges from 3.2-4.00 scale which lies under the category of sometimes, frequently and almost always. This means there is no consistency in practicing the line items to the fullest.

Below the analysis for the activities under the frame the school goals are analyzed as follows:

Develop a focused set of annual school-wide goals this is the first line item for the title frame the school goals. The mean score for teachers, principals and vice principals, supervisors is 3.79, 4.50, 3.80 respectively and the total mean score for all the three stakeholders is 3.82, this puts this activity is practiced by principals frequently and this means that principals

develop annual school wide goals.

But looking at the mean score of teachers it is slightly lower than that of the principals and vice principals and supervisors, though it falls under the scale of frequently.

Frame the school's goals in terms of staff responsibilities for meeting them, in this line item the mean score for teachers, principals and vice principals, supervisors is 3.70, 4.13, 4.00 and the total mean score for all the stakeholders is 3.73, this puts the activity among those practices that is frequently in place.

In terms of the data obtain from one of the school principals:

He attested that there is an annual meeting for teachers and the whole community. A general assembly of meeting is held to highlight the school goals. This meeting is also held with the students' parents and also the Parent Teacher Association as well as each school year began. Use needs assessment or other formal and informal methods to secure staff input on goal development, in this line item the mean score for teachers, principals and vice principals, and supervisors is 3.62, 4.38 and 3.80 is the mean score respectively while the total mean score is 3.65. Here based on the mean score teachers mean is lower than that of the principals and supervisors and this shows that those the activity is practiced frequently it shows a gap as the score is much lower than that of the rest of the group. This means that teachers didn't witness the practice of formal and informal methods of the needs assessment while developing the school goals.

*In terms of the data obtain from interview one of the school principals:*

*One of the school principals also attested that the school goals and missions are already set by the government. Then the Sub city supervisors and the school community will sit for a meeting and the annual goals will be communicate through the meeting.*

The next line item use data on student performance when developing the school's academic goals, the mean score for teachers, principals and vice principals and supervisors is 3.72, 4.38, 4.00 while the total mean score is 3.75 showing the activity is frequently practiced by the leaders. Here the mean score is lower for teachers though it falls under the category of frequently practiced. And also the mean score is lower than that of the scores found for the principals and vice principals.

Develop goals that are easily understood and used by teachers in the school for this line item the mean score is 3.85, 4.00 and 3.20 for teaches, principal and vice-principals and supervisors. The total mean score is 3.84. Here the lower mean score is for the supervisors as they are the up in the ladder of leadership in evaluating and monitoring activities that are held in school the mean score is 3.20 which puts the activity to be practice sometimes and this means that it is not that much satisfactory. Thus, the data attested by the supervisors that the communicated goals are not communicated and easily understood by the school teachers. Finally, based on the above mean scores for all the five line items, for teacher respondents lies between 3.62-3.85 which lies under the scale category of frequently practice and for the principals and vice principals the mean score lies between 4.13-4.38 which lies under the scale category of almost always. While looking at the means score for the supervisors it ranges form 3.2-4.00 scale which lies under the category of sometimes, frequently and almost always. This means there is no consistency in practicing the line items to the fullest.

#### 4.2.2. Communicate the School Goals

Communicate The School Goals	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Communicate the school's mission effectively to members of the school community	3.72	0.898	4.00	0.756	3.60	0.896	197	3.73	0.896
Refer to the school's academic goals when making curricular decisions with teachers	3.74	0.895	4.13	0.835	4.00	0.900	197	3.76	0.900
Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	3.69	1.00	4.13	0.835	3.40	1.008	197	3.70	1.008

*Table 6: Communicate the School Goals*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

For table 6 above there are three line items, the mean scores and the analysis is

described below:

Communicate the school's mission effectively to members of the school community:  
Under this line item the mean score for teachers, vice principals, supervisors are 3.72, 4.00 and 3.60, which makes the mean scores to fall under the scale frequently practice.

As per the information gathered through interview: one principals confirm that they gather teachers and parents and the school community for discussion two times in the school year to discuss and create awareness for parents in providing what is expected of them throughout the school year and the same is true for the teachers as well while communicating the school goals for the academic year.

The second line item refer to the school's academic goals when making curricular decisions with teachers. For this line item the mean scores for teachers, principals and vice-principals and supervisors is 3,74. 4.13 and 4.00 the scales fall under the category frequently. This shows that school goals are investigated so that they are aligned for the annual academic goals of schools and the total mean score is also shows that this activity is frequently practice by the school principals.

Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress) Here the mean scores for this line items for teachers, principals and vice principals are 3.69, 4.13 which falls under the category of the frequently practice. While the mean score for supervisors is 3.40 which falls under the category of sometimes practiced and this means that this line of item needs follow up and that schools should give emphasis and should be highly visible in the school.

### 4.2.3. Supervise and Evaluate Instruction

Supervise And Evaluate Instruction	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	3.68	0.940	4.13	0.354	3.80	1.30	197	3.70	0.937
Review student work products when evaluating classroom instruction	3.79	0.871	4.63	0.518	3.40	0.89	197	3.82	0.875
Point out specific strengths and limitations in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	3.58	0.962	4.13	0.835	4.20	0.83	197	3.61	0.960

*Table 7: Supervise And Evaluate Instruction*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

Under the title supervise and evaluate instruction teachers, vice principals, supervisors were asked to rate the extent that school principals have practiced the three line items.

Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school. For this line item the mean scores for teachers, principals and vice principals and supervisors are 3.68, 4.13 and 3.80 which falls under the category of frequently practice. This

means that once the annual school goals are communicated principals give attention to priorities that align and are consistent with the school goals and directions forwarded by the ministry of education and also the sub city supervisors.

Review student work products when evaluating classroom instruction: For this line item the mean scores for teachers, principals and vice principals and supervisors are 3.79, 4.63, and 3.40. Here the mean scores bear different results for teachers it falls under the category frequently practice, while for principals and vice principals falls under the category of almost always while from the side of the supervisors the mean score falls under the category sometimes.

Here there is a discrepancy in scores and since the upper body in the teaching learning process the supervisors don't seem to think that this activity is practiced to the fullest or to the extent that is satisfactory, the researcher concludes that proper supervision and monitoring

Point out specific strengths and limitations in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations). The mean score for teachers, principals and vice-principals and supervisors are 3.58, 4.13 and 4.20. All these mean scores lie in the frequently practiced scale. When we look at the mean score for teachers it doesn't fall very far from the scale of sometimes, while looking at also the mean score for principals and vice principals as well as the supervisors their mean score falls under the category of almost always practice the discrepancy.

#### 4.2.4. Coordinate the Curriculum

Coordinate the Curriculum	Teachers N=185		Principals & vice principals N=9		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice-principal, or teacher-leaders)	3.57	1.106	4.13	0.641	3.80	1.092	197	3.70	0.937
Draw upon the results of school-wide testing when making curricular decisions	3.44	0.958	3.87	0.354	3.80	0.950	197	3.82	0.875
Participate actively in the review of curricular materials	3.39	1.118	3.63	0.910	4.20	1.107	197	3.61	0.960

*Table 8: Coordinate The Curriculum*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

Under the title coordinate the curriculum as in the previous cases three line items

detailed are:

Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice-principal, or teacher-leaders) The mean score for teachers, principals and Vice principals and supervisors are 3.57, 4.13 and 3.80. The mean score for teachers is lower than

the rest of the mean scores for principals and vice principals and supervisors, this means that teachers aren't being involved in the activity of coordinating the curriculum across the grade levels. Constant follow up from the side of the supervisors is mandatory and the research would like to suggest this.

The second line item for the category supervise and evaluate instruction: Draw upon the results of school-wide testing when making curricular decisions. The mean scores for teachers, principals and vice principals and supervisors are 3.44, 3.87 and 3.80. the scale for all the mean scores lies under the category frequently practice. But the mean score of teachers has slightly leaped into the next scale category and the difference is only 0.04 points. This entails that the teachers aren't drawing curriculum decisions based on school based testing's and results.

The third and the final line item in this category is participate actively in the review of curricular materials the mean score for teachers for principal and vice-principals and supervisors are 3.39, 3.63 and 4.20 respectively.

As per the mean score of the teachers the score means that principals are practicing this attested that principals do practice this line item sometimes; the mean score for the principals is not that much far from the category of the sometimes and the same line item is believed to be practice to the fullest by principals as per the supervisors mean score. A through monitoring should be done to this line item as the suggestions and view of the different stake holders vary though out the line items for the specific category.

#### 4.2.5. Monitor Student Progress

Monitor Student Progress	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Meet individually with teachers to discuss student progress	3.49	1.016	3.88	0.99 1	3.80	1.09 5	197	3.52	1.01 8
Use tests and other performance measure to assess progress toward school goals	3.61	1.042	4.25	0.70 7	4.20	0.83 7	197	3.62	1.03 1
Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	3.42	1.060	3.38	0.51 8	3.80	1.09 5	197	3.43	1.04 6

*Table 9: Monitor Student Progress*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

Under the title monitor student progress, teachers, v-principals and supervisors were asked the extent to which principals are practicing the three line items. The first line item for this category; meet individually with teachers to discuss student progress. This line items mean score for teachers, principals & vice principals and supervisors are 3.49, 3.88, 3.80 respectively. The mean scores lie under the category of frequently practiced. Looking at the mean score of teachers it has leaped from sometimes to frequently only 0.09 and points and

as in the case of the this line item the mean scores are vary again the researcher suggests that proper evaluation and monitoring should be in place to balance and make sure that instructional leadership practices are practiced to the fullest.

The second line item: Use tests and other performance measure to assess progress toward school goals the mean scores for teachers, Principals and Vice principals and supervisors are 3.61, 4.25,4.20 this seems the activity that is witness by the teachers, principals and vice principals categorized this under the of sometimes for the teachers while principals and vice principals and supervisors put the activity under the category of almost always while the teachers mean score falls under the frequent scales. Again here inconsistency in the practices in the eyes of the teachers and the upper administration is witnessed again the researcher would like to suggest and conclude consistency should be made across the instructional leadership practices.

The third line item in the category is: inform teachers of the school's performance results in written form (e.g., in a memo or newsletter) here the mean scores for teachers, principal and vice principals as well as the supervisors are 3.42, 3.38 and 3.80. here also there is a discrepancy while the supervisors think that this line item is practiced frequently while teachers, principals and vice principals put this line item as an activity that is sometimes practiced by the principals. Again consistency issue will be raised here as well for the instructional practices.

#### 4.2.6. Protect Instructional Time

Protect Instructional Time	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Limit interruptions of instructional time by public address announcements	3.33	1.021	4.14	0.69 0	3.80	0.83 7	197	3.37	1.01 5
Ensure that students are not called to the office during instructional time	3.47	0.971	4.14	0.69 0	3.60	0.89 4	197	3.50	0.96 4
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	3.53	1.055	3.75	1.03 5	3.40	1.10	197	3.53	1.05 2

*Table 10: Protect Instructional time*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

As in the rest of the selected instructional leadership practices the category, protect instructional time and the three line items: limit interruptions of instructional time by public address announcements; ensure that students are not called to the office during instructional time; encourage teachers to use instructional time for teaching and practicing new skills and concepts. The mean score for teachers for the three line items is 3.33, 3.47 and 3.53. the first line items fall under the category of sometimes and not very far in the scale the second line item though falls under the frequently scale but the point difference is 0.07 while for the last

line item it falls under the category frequently. For the principals and vice principals the mean score is 4.14, 4.14 and 3.75 respectively which falls under the category frequently practiced and for the supervisors the mean scores are 3.80, 3.60, 3.40 respectively.

Under the mean scores for the supervisors also the mean scores aren't that much far apparent minimum significant changes are noticed throughout the mean scores. When we see the total mean score as well for teaches it is 3.37, 3.50 and 3.53. Here also the teachers total mean score is much loader than that of the principal and vice principals and also the supervisors.

This entails that though the activities are assumed to be practiced by the leaders and the supervisors also entails or says they are done the primary practitioners of the teaching learning process doesn't seem to think so.

#### 4.2.7. Provide incentives for learning

Provide incentives for learning	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	3.22	1.172	3.50	0.535	3.60	1.140	197	3.24	1.148
Compliment teachers privately for their efforts or performance and	3.27	0.970	4.13	0.835	3.40	0.548	197	3.32	0.967

acknowledge teachers' exceptional performance by writing memos for their personnel files									
Reward special efforts by teachers with opportunities for professional recognition	3.32	1.113	4.00	0.756	3.60	0.548	197	3.36	1.101

*Table 11: Provide incentives for learning*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

For this specific instructional leadership dimension the three stakeholders for the school has tried to forward the extent that principals practice each of the line items for the dimension providing incentives for learning and the mean average is interpreted below.

The mean scores of for the three line items: reinforce superior performance by teachers in staff meetings, newsletters, and/or memos the mean score of teachers for this line item is 3.22 which lies under the category of sometimes and the mean score for principals and vice principals is 3.50 which falls under the category of frequently, the mean score for supervisors is 3.60 which puts the activities to fall under frequently practice.

The second line item for this specific category is compliment teachers privately for their efforts or performance and acknowledge teachers' exceptional performance by writing memos for their personnel files this line items mean score for teachers is 3.27 which falls under the category of sometimes while the mean score for the principals and vice-principals, and supervisors fall 4.13 and 3.40.

The qualitative data obtained through the interview with school principals entails that different types of incentives are given for teachers who are performing high teachers, gifts and certificates are awarded for those teachers who are performing very well and also they

will be sent to the city university of education for trainings as an incentives to their work.

#### 4.2.8. Promote Professional Development

Promote Professional Development	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Actively support the use in the classroom of skills acquired during in- service training	3.13	1.071	3.75	0.707	4.00	1.225	197	3.18	1.071
Obtain the participation of the whole staff in important in-service	3.48	1.015	4.13	0.991	4.20	0.837	197	3.52	1.018
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	3.57	1.040	4.25	0.707	4.20	0.37	197	3.62	1.036

*Table 12: Promote Professional Development*

*Key: N = Total number of respondents M = Mean SD = Standard Deviation*

*Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20*

*Frequently 4.20-5.00 Almost Always*

For table 12: three line items are put for promoting professional development are actively support the use in the classroom of skills acquired during in- service training the mean score of teachers, principals and vice principals and teachers is 3.13, 3.75 and 4.00 respectively. Here the mean score for teachers falls under the category of sometimes while the means score for principals & vice principals and supervisors falls under the category of

frequently and almost always practiced. As in the case of some of the categories or dimensions this shows that there is a gap in the understanding of the extent to which the activities are practice. Or teachers don't feel it like it is practice in a way that it is satisfactory to them, while the school leadership thinks or believes that they are practicing it well the same goes to the supervisors. The researcher suggests that a proper understanding and discussion in line items where the gap of the mean scores varies to this extent.

The third line item for this category is: set aside time at faculty meetings for teachers to share ideas or information from in-service activities the mean score for this line items for teachers, principals and vice-principals and supervisors is 3.57, 4.25 and 4.20 the mean score for teachers and supervisors falls under the category of frequently practiced while the mean score for principals and vice principals fall under the category of almost always practice.

The information gathered through the qualitative study also backs up this as with an interview with a principal, it is confirmed that those teachers who had an opportunity of participating in trainings will be given a time and schedule to share what they have got and share with the rest of the teachers who the school leaders could benefit from.

#### 4.2.9. Provide Incentives for Learning

Provide Incentives for Learning	Teachers N=185		Principals & vice principals N=8		Supervisors N=5		Total		
	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD
Recognize students who do superior work with formal rewards such as an honor roll or mention in the	3.27	1.065	4.25	0.707	3.40	0.548	197	3.31	1.056

principal's newsletter, and Use assemblies to honor students for academic accomplishments or for behavior									
Contact parents to communicate improved or exemplary student performance or contributions	3.55	1.093	4.00	0.926	3.60	0.894	197	3.58	1.083
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	3.30	1.100	3.75	1.282	4.00	0.707	197	3.34	1.107

Table 13: Provide Incentives for Learning

Key: N = Total number of respondents M = Mean SD = Standard Deviation

Scales: 1:00-1.80 Almost Never; 1.80-2.60 Seldom, 2.60-3.40 Sometimes 3.40-4.20

Frequently 4.20-5.00 Almost Always

Table 13: The category provide incentives for learning: the final dimension of the instructional leadership practices, for this category three line items are put. The first line item is: recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter, and Use assemblies to honor students for academic accomplishments or for behavior the mean score for teachers, principals and vice principals and supervisors is 3.27, 4.25 and 3.40 respectively which puts the teachers mean score under the sometimes scale and for principals and vice principals the mean score falls under the scale almost always, while the mean score for the supervisors fall under the category of frequently

as in some of the categories here also the mean score scales vary and the gaps between the prominent stakeholders should be talked through well.

As for this specific case though in the qualitative data collected through an interview with the school principals has confirmed that students who have scored high have superior works are recognized in the general assembly of students and also gifts which includes educational support materials are forwarded to the students.

The second line item for this category is: contact parents to communicate improved or exemplary student performance or contributions the mean scores for teachers, principal and vice principals and supervisors are 3.55, 4.00, 3.60 which makes the scales for teachers in category of frequently practiced for principals and vice principals and supervisors fall under the scale of almost always and frequently practice.

Through the qualitative data collection, that is an interview with the school leaders, they said that they contact the parents of those high scoring students and advice them to never give up in supporting them in their school year endeavors.

The final line item for the category as well as the closed ended questioner is: Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class. The mean score for teachers, principal and vice principals and supervisors are 3.30, 3.75 and 4.00. The mean score scales for teachers falls under the category sometimes, for principals and vice principals and teachers it falls under the category of frequently practice.

#### **4.2.10. Challenges Faced while practicing Instructional Leadership**

It is known that school leaders are challenged with many things while implementing their instructional leadership activities. Though, it is recommended that school leaders should focus on instruction, working cooperatively with teachers and also help and work to have successor teacher leaders. It is also recommended that the principal to practices activities that

can positively affect the teaching learning process and in general the whole school community but, this might not be true for most part because of many reasons.

As in the case of this specific research, based on the open ended questionnaires the challenges that are identified by the school principals of the sub city under study the following matters are described in detail. Shortage of resources, lack of interest both from both the students and teachers, work overload, lack of time to implement instructional leadership activities as needed, lack of knowledge and proper training from the side of the leadership.

The overloaded content that is difficult to cover within the school year. The curriculum design also lacks the component where students could practice the theory they have gained in class. The ratio student and class room ratio. The unsuitable school environment, this includes the areas the schools are located to the conflicts that arise between co-workers are among the many that are forwarded by the school stakeholders. Lack of incentives for teachers who have a much longer years of teaching, lack of incentives for those teachers who have passed the exam where they get the Certificate of Occupational Competency/COC/.

Lack of resources and budget to buy and avail all the necessary teaching materials at school. Tardiness that is frequently displayed both in the side of teachers and students. These are the major challenges that are forwarded by the principals, vice principals and supervisors which are identified as challenges while practicing instructional leadership.

#### **4.2.11. Ways the instructional leaders used to cope up with the challenges**

Challenges always have solutions that could lead up to change and a way forward to the future. In the open ended questionnaire that was forwarded to principals, vice principals and supervisors the coping up mechanisms for the challenges that they have encountered while practicing instructional leadership they pointed out that they hold discussions and share experiences with the parties in question doing this helps them in understanding the sources of

challenges and ways to come up with solutions.

Then following up with the solutions they try to create smooth environment for the school community, and always plan for change, monitor and evaluate the change and record and prompt the improvement in a timely basis.

#### **4.2.12. Ways that challenges affect and challenges quality of education**

Challenges in the practices of instructional leadership leads and put an effect, be it for the positive or negative on the quality of education. As per the open ended questionnaires and the responses forwarded by teachers, principals, vice principals and supervisors, most of the challenges have effect on the major stakeholders of the teaching learning process, one of the ways challenges in instructional leadership affect quality education is absence of smooth relationship between staffs, the attitude of teachers toward their profession as in recent days they have lost interest towards teaching and the understanding of teachers and management in achieving the work that is done in practicing instructional leadership. Lose of interest either from the side of the students and teachers. There is a shortage of qualified teachers for the new curriculum subjects.

#### **4.2.13. Recommendation by School leaders to practice instructional leadership to the fullest**

The school leaders have forwarded the below recommendations that will help them to practice instructional leadership to the fullest, the first thing that they came up with as a solution is to create common agreement of instructional leadership plan and trying to minimize conflict among staff members.

As leaders are overloaded with routine works, creating time and decreasing the work load and help administrators to be good leaders. Requesting the government to improve the teaching learning environment and give more attention to change the theory of education into more of practice. Build teachers morale as they are the major stakeholders in the teaching

learning process. The issues with incentives should be given priority by the government.

Follow up from the side of the parents on their student's daily school works and encounters.

A strong and well communicating parent teacher association (PTA) should be in place at school as it the key in creating a very smooth relationship between parents and the school community. Raising more funds, this is recommended and is in place now, that school look for other sources of funds in addition to the annual school budget that they get.

## **Chapter Five**

### **5. Summary, Recommendation, Conclusion**

This chapter provides an overview of this study and includes a brief review of the research purpose, a review of the research methodology and a summary of the findings, conclusions and recommendations, in this chapter summary, recommendation and conclusion on the that Practices and Challenges Of Instructional Leadership In Government Secondary Schools Of Gulelle Sub City.

#### **5.1. Summary of the major findings**

School leadership in Ethiopia has many challenges in practicing instructional leadership. The specific objective of this study was to give answers to the below basic questions:

- What are the instructional leadership practices of school principals in Gulele Sub City?
- What are the major challenges faced by the instructional leaders to practice instructional leadership?
- How do these practices and challenges contribute or limit to in achieving the quality of education?

The findings of the study are summarized below; the data both the quantitative and the qualitative were collected to answer the research questions forwarded to search for what should be done and what the challenges and practices of the instructional leadership in the selected sub city under study.

To address these basic questions of the study, both quantitative and qualitative approaches were employed. The researcher used both questionnaire and interview to

collect primary data from the respondents.

The quantitative data obtained was analyzed using descriptive statistics such as percentages, frequency counts, mean and standard deviation, putting the mean as the most commonly used method throughout the analysis. The qualitative data gathered through interview was analyzed in a narrative way and the researcher tried to integrate the analysis as supporting evidence. The major findings of the analysis in line with the basic questions are described as follows:

## **5.2. Instructional leadership practices of school principals in Gulele Sub City**

Ten instructional leadership dimensions were forwarded in a closed ended likert scale questionnaire and respondents, teachers, principals, and vice principals, supervisors were asked to rate the extent to which the school principals practice each line item under the dimension forwarded.

Then mean scores were used as a comparison to differentiate between line items to see which of them has been practiced often.

- **Frame the School Goals**

The mean scores obtained for this line of item attested that there is no consistency in practicing the line item to the fullest, because the mean scores for the stakeholders who filled the questionnaire falls in to the different categories of the scale.

Therefore, what principals have reported that they perform this instructional leadership practice as frequently as more often is never the case in the eyes of the teachers and supervisors

- **Communicate the School Goals**

According to the quantitative data obtained the mean value of all elements of all respondents lay between 3.73-3.76 which puts the activity to be in frequently practiced by principals. This means that school goals are communicated to the school community very well but this doesn't mean that there are activities that need to be corrected.

- **Supervise and Evaluate Instruction**

According to the quantitative data obtain the total mean value of all the elements of the respondents to this specific category lines between 3.61-3.82 which again puts the activity of the mean score of the frequently practice. This means that school principals supervise and evaluate instructions as often as possible so that classroom priorities are met well.

- **Coordinate the Curriculum**

For this category of instructional leadership practice the mean total for the respondents lies between 3.62-3.82 and also the mean score for teachers for each line items falls between 3.39-3.44 which puts the activities to be practice by the instructional leaders sometimes. This shows that school leaders are not engaged in the area of coordinating the curriculum to the fullest by the school community.

- **Monitor Students Progress**

This is the among the most important activities of the school leaders, students academic progresses should be evaluated throughout the academic year the total mean score for this category falls between 3.42-3.62 which put the activity in a frequently practice scale but this also shows that principal has somewhat lack close monitoring towards students progress.

- **Protect Instructional Time**

For this category also the total mean score for all the respondents falls between 3.37-3.53 which puts the mean total for teachers into the category of sometimes while the mean score for principals and supervisors lies in the scale category of frequently practice. Here this shows that there is a gap, as teachers are attesting that enough attention and proper practicing time isn't being given to protect instructional time.

- **Provide incentives for teachers**

As this is the major task of school leaders in order to create smooth environment of the teaching learning and as well as in the process quality of education is assured the total mean score for this lies between 3.24-3.36 which puts the activities in the scale of sometimes practiced. Though, principals in the interview attested that different incentive mechanisms are in place for teachers. Proper attention should be given and incentives for teachers should be given in a timely and proper way.

- **Promote Professional development**

Among the major practices that school leaders should be involved in is in molding the career development paths of the school community with this regard, this category's total mean scores lie between 3.18-3.62 putting a huge gap in the total mean score of teachers, as they don't think they are properly in to the career development goals of the school and further to the sector of education. Proper attention further methods in enhancing this practice should be developed by the school leaders.

- **Provide incentives for learning**

For this instructional leadership also the mean score for the three types of

respondents are between 3.31-3.58 which puts this leadership practiced in a category of sometimes practiced and frequently practiced which shows that some activities from the side of the school leaders are believed to be not being practiced by teachers and supervisors. Proper follow up and attention should be given as motivated and well recognized learners is the end goal of the teaching learning process.

### **5.3. What are the major challenges faced by the instructional leaders to practice instructional leadership?**

The school leaders in an interview held with the researcher, and also in the open ended has identified challenged faced by the instructional leaders. There are a lot of facts in practicing instructional leadership effectively. Among the many to summarized to the study, lack of qualified and experienced instructional leaders in the area, being overloaded with other administrative tasks, positive attitude for the teaching-learning process both from the side of the teachers as well as the students, lack of resources, no adequate time to finish up the curriculum in a given school year. Conflict among the school members, the locations of the schools which puts an impact in students towards coming to school are among the few mentioned.

### **5.4. Conclusion**

Based on the findings of the study the researcher has drawn the following conclusions. The findings of this study revealed that practices of instructional leadership in some dimensions are higher and some are below average thus open and transparent discussion among the school community should be held. In general, the practice of school leaders in some areas especially concerning to creating positive and conducive atmosphere for instructional climate have major impact on the quality of education the research revealed that the areas the schools are located and the school environment have

cases where conflicts have arisen,

The school principals and supervisors also forwarded as a solution that taking risks and open discussions will solve the problem. The practices in conducting the professional development needs of teachers should be given opportunities to be part of trainings and career development packages besides timely and arranged promotions by the government. Instructional leadership was affected by so many factors such as lack of qualified and experienced instructional leaders, leaders are overloaded by classroom and administrative tasks that absence of involvement of parents, lack of qualified teaches in some subject areas.

### **5.5. Recommendation**

Based on the conclusion the following recommendations are forwarded:

- Teachers as they are the motor of the education system they should be pioneers in getting the proper attention in career development goals as an individual and also in general or the overall school goals.
- Promotion for teachers above 17 years of work experience has stopped and this in has created a chaos in the teachers that they have lost interest in teaching.
- Teachers who have passed their COC exams have no benefit other than taking the exams and passing. Incentives should be given for those who have passed the exams.
- Parent teacher associations should be given much attention as they bond and create smooth relationship between parents and teachers.
- Moral of the students is something that is to be worked on, students have lost their interest in learning as they are witnessing unemployment and lower passing grades.

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