ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRACTICES AND CHALLENGES OF INSTRUCTIONAL LEADERSHIP IN GOVERNMENT SECONDARY SCHOOLS IN BOLE SUB-CITY OF ADDIS ABABA CITY ADMINISTRATION

BY

ALEM BERHE

JULY, 2024

ADDIS ABABA, ETHIOPIA

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MA THESIS

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

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DECLARATION

I declare that the thesis entitled "practice and challenges of instructional leadership in government secondary schools in bole sub-city in Addis Ababa administration" has been carried out by me as part of my Master Degree in Educational Leadership and Management. I additionally declare that all sources utilized in this thesis has been properly acknowledged and that this thesis is entirely original work of mine that has not been submitted to any other university or institution for the purpose of receiving a degree or certification.

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Alem Berhe	**Signature**	**Date**

ADVISORS' APPROVAL SHEET

This thesis, entitled "practice and challenges of instructional leadership in government secondary schools in bole sub-city in Addis Ababa administration", is approved as the original work of Alem Berhe and has been submitted for examination approval for university advisors.

Name: KENENISSA (PhD) Signature: _____ Date: _____

ACKNOWLEDGEMENTS

First of all, I want to express my gratitude to God for helping me through all the difficult moments and for his countless blessings during my study. Next, I would like to express my heartfelt thanks to my advisor, Kenenissa (PhD), for his unreserved, continuous follow-up, encouragement, guidance, critical and constructive comments, and professional advice in the process of doing my thesis work.

I greatly thank the Bole sub-city sample primary school principals, teachers, sub-city education officers, and supervisor for their participation in providing the necessary information. They took their precious time to fill out the questionnaire, and some others took part in the interview and discussion.

I am also greatly expressing my sincere gratitude to the Department of Educational Planning and Management at Addis Ababa University for organizing this program and providing support for conducting the study.

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ABBREVIATION AND ACRONYMS

ESDP	Educational sector development program
MCE	Meaning Centered Education
MoE	Ministry of Education
TPD	Teaching Development Plan
SPSS	Statistical Package for Social Science

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ABSTRACT

The practices of instructional leadership are expanding throughout the world, as well as in Ethiopia, where schools depend on leadership to shape their productive futures. The main objective of the research was to explore the practices and challenges associated with guiding and improving teaching and learning processes in secondary schools in Bole sub-city in Addis Ababa city administration. To achieve the study, a mixed method of research design was used, specially emended design. To collect relevant data, questionnaires, interviews, and document analysis were used. A total of 91participants including teachers and school leaders (principals, vice principals, department heads, and unit leaders) were involved in the study. For sample selection, two types of sampling techniques were used, such as probability and non-probability sampling techniques. For teachers, stratified sampling was used, whereas for instructional leaders, the available sampling technique was used. The data results were presented via tables and described by mean, standard deviation, and t-test analysis. Statistical Package for Social Science (SPSS) version 26 was used to analyze the collected data. The study revealed that teachers rated the school's vision and mission higher than school leaders, but school leaders were more aligned with the school's mission and vision in their activities. The study points out challenges faced by instructional leaders, including budget constraints, poor community engagement, technology gaps, and staff turnover. Addressing these challenges is crucial to supporting effective instructional leadership in schools. The study recommends: The school community should work together to enhance students' academic success through improved instructional leadership. Data-driven decision-making, assessing the impact of instruction on student outcomes, and leveraging technology are crucial for continuous improvement in student performance, especially in e-learning environments. Encouraging parental involvement and fostering collaboration among teachers can help address student progress collectively. It is essential to align programs with educational needs and utilize technology effectively to ensure students are competitive in quality education.

Key words: Instructional leadership, practices, challenges, leadership, school leadership

CHAPTER ONE
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, delimitation of the study, limitations of the study, definitions of key terms, and organization of the study.

1.1 Background of the study

Education is an instrument that enables the creation of productive citizens that contribute to the country's general development and to direct the community's outlook as needed to facilitate economic, social, and cultural development by introducing new technologies, breakthroughs, and scientific discoveries (MoE, 2007). Instructional leadership is becoming more and more important as a result of the growing focus on overseeing teaching and learning as the main operation of educational establishments.

According to Hallinger (2019), the term "instructional leadership" originated in North America and underwent a "transformation" from an American leadership construct to a global one. According to his conclusion, "leaders who align both managerial and instructional roles with their personal values result in effective instructional leadership" (Hallinger & Heck, 1996). A strong instructional leader is important for a school to be successful. There have been a lot of new various development programs and trainings, and these programs are designed to build the character of instructional leadership as a strategy to increase students' performances (Hallinger, 2005). Hallinger and Heck (1996) found that instructional leadership has been the most frequently studied model of school leadership over the past 25 years.

The research on instructional leadership has been extensive and global in scope. Important contributions have been made by researchers in North America, Europe, and Asia. Since the mid-1980s, scholars have taken advantage of these tools to produce an unprecedented number of empirical studies of principal instructional leadership (Hallinger and Heck, 1996).

Schools are complex organizations that require effective, dynamic instructional leadership in order to adequately meet the needs of their students. The larger student population as well as the bureaucratic, departmentalized structure of secondary schools often means that instructional leadership cannot be the responsibility of a single individual or principal. But still, principals bear the majority of the leadership burden, and principals in all contexts often find themselves distracted from important instructional issues by occupying other routine duties. Those and other related factors negatively affect the school climate and student learning.

Murphy's (1984) research indicates that good instructional leaders create a mission and goals, supervise quality instruction, foster a positive learning culture through rewards, high standards, and professional development, and create a secure and orderly learning environment with the help of local and financial resources. Murphy examined organizational structures and procedures that assist in the delivery of instruction in the classroom by drawing on organizational perspectives.

In a similar vein, Hallinger (1984) recognized a number of "instructional leadership behaviors" that led to better student outcomes, including establishing high standards and objectives, overseeing and assessing instruction, organizing the curriculum, and keeping track of students' advancement. However, Hallinger and Murphy (1984) could find no link between student achievement and learning culture or curriculum decision-making structures. Essentially, the empirical foundation for early instructional leadership models measured principals' tasks and functions as variables in a quantitative manner.

It is significant to note that instructional leadership as a distributed construct or a shared function was not given much attention in the 1980s literature, and there was little mention of teachers, department heads, or assistant principals as instructional leaders. In the early studies of the 1970s and 1980s, relatively few case studies of instructional leaders were conducted in schools with average or high performance. Instructional leaders were defined as strong, directive leaders who had been successful in "turning their schools around" (Edmonds, 1979; Hallinger and Murphy, 1985).

Hallinger and Murphy (1985) defined three dimensions of instructional leadership: defining the school's mission, managing the instructional program, and fostering a positive school learning climate. These findings were based on results from this literature as well as their own empirical research using survey methods. Ten instructional leadership functions in educational organizations were identified, including framing the school goals, supervising and evaluating instruction, coordinating curriculum, monitoring student progress, protecting instructional time, providing professional development, maintaining high visibility, offering teachers incentives, and offering learning incentives. Hallinger created a rating system for instructional leadership by applying his research over time.

Replicating Hallinger's research, Shephard (2014) found that teacher commitment, professional involvement, and innovativeness are additional school factors that have a significant impact on classroom practice, which is defined as instructional processes and student behavior. Similar to this, other studies (e.g., Blasé and Blasé, 1999; Heck et al., 1990; Leithwood and Duke, 1998) assumed a focus on the principal's leadership practices that contributed to improvements in teacher instruction, most often supervision and staff development.

Under the instructional leadership model, a principal collaborates with teachers to support and guide the development of best practices in the classroom. By using this leadership model, principals interact with their staff and jointly establish specific objectives pertaining to academic performance. Under this model, the principal provides support to the teachers. In addition to professional development opportunities that let teachers investigate best practices in the classroom, the principal offers coaching and mentoring to teachers who need it. The principal's close collaboration with teachers to raise student achievement is the aim of instructional leadership.

A school's principal bears a heavy burden of accountability to the community, parents, instructors, and students. Instructors in the classroom require a knowledgeable, encouraging, and supportive leader. A well-rounded principal will use a variety of leadership philosophies, drawing from numerous leadership frameworks. According to Robinson, Lloyd, and Rowe (2008), instructional leadership is a model that offers a way to support teachers via coaching, mentoring, and professional development while also clearly defining and communicating goals

and a clear vision for both teachers and students. Student achievement increases when a principal assumes the role of instructional leader (Hansen & Làrudsóttir, 2015; Rigby, 2013; Robinson et al., 2008). Thus, effective instructional leaders can positively impact learning and student outcomes in their schools.

Promoting student learning is the aim of the instructional leadership model (Carraway & Young, 2014; duPlessis, 2013). Principals who practice instructional leadership will have a clear vision for their school and will share this vision with their staff in order to support student learning (McEwan, 2003). Principals who are instructional leaders also assist teachers in improving their practices by providing them with the tools they need, coaching and mentoring them, and offering both formal and informal professional development opportunities. As a resource for educators, instructional leaders help teachers enhance their methods of instruction.

Principals stated that they are uncomfortable making comments about teachers' classroom practices or that they lack the time and expertise to be effective instructional leaders (Salo, NYland, & Stjernstrom, 2014). Instructional leadership is not without its difficulties. There is a greater chance of improving teaching and learning in the school for principals who apply these instructional leadership principles.

The instructional leadership role has become the most widely accepted role of a school leader. This means the central job of school leaders has to be redirected from routine administrative duties to instructional leadership. MOE (2007) stated that principals who do not engage in monitoring and providing feedback on the teaching and learning process have a negative effect on teachers and the classroom. Teachers with non-instructional leaders felt a sense of abandonment, anger, and futility, as well as lower levels of trust and respect for the principal motivation and self-efficiency.

Although the practices of instructional leadership vary according to the country, the conceptual frameworks developed by different leadership theorists can be implemented in different countries at different rates.

In Ethiopia, especially after the downfall of the Derg regime, education has been given due attention and direction with an education and training policy declared during the transitional

government of Ethiopia (TGE, 1994). As clearly stated in the ETP document (1994, p. 29), educational management would be decentralized, especially at the institutional level, and schools would become autonomous in their internal administration. This means that the role of managing the schools and teaching and learning carried out in schools is distributed to all individuals involved in school activities, not limited to principals.

As a result, different measures were taken by the government and MOE in line with the policy. Among these measures, some include the fact that the fact that the education system was decentralized, different individuals were allowed to be involved in education decision-making affairs, and leadership and managerial training were provided to those in leadership positions, among others. Still, educational leadership and management have been the focus of the system, as indicated in ESDP IV (2010, P. 14).

In Ethiopia, although an attempt has been made to make the instructional leadership decentralized and professional, a lot still remains to be done in training and professionalizing the principal.. Owing to this fact, principals failed to perform their pivotal instructional leadership functions as expected. Due to poor performance in practicing instructional activities in their respective schools, the quality of education in Sub City is still requiring much to be done.

The practice of instructional leadership is fundamental to successful school leadership. Therefore, it becomes important for researchers to focus on the practice of instructional leadership in some selective secondary schools in Bole Sub City, Addis Ababa, and to describe what it looks like in practice. One of the main issues facing schools is how to implement instructional leadership in an effective manner. Therefore, the goal of this study is to assess the instructional leadership practices and challenges in government secondary schools in Bole Sub City in Addis Ababa Administration.

1.2. Statement of the Problem

The primary aim of instructional leadership is to implement strategies, either directly or through delegation, that enhance student learning (Day & Sammons, 2016). The instructional leader plays a crucial role in prioritizing effective and efficient education in schools and working towards achieving the educational vision. While enhancing instruction and managing the

instructional program are key responsibilities of school principals, instructional leadership is still relatively unfamiliar, particularly in developing countries where the quality of education remains a top priority for instructional leadership initiatives.

Instructional leadership in staff members should meet on a regular for set of ideas to explain how to do their works better and at the end of the day helps students learn more effectively (Concordia University, 2016) and also instructional Leader Ship is unique to the Students, teachers Curricula and learning--teaching process (Priya, 1996). In the same way instructional leaders have to understand school contexts and influence the ongoing learning of the students. This indicates that the School principals are expected the perform well with instructional leadership activities (Moe & Caldwell, 1994).

In Ethiopia, a study conducted by the Ministry of Education summarizes the role of education leaders or principals as pivotal to the success of the school. It states that successful school leaders create a strong sense of vision and a mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanisms, and possess an instructional leadership quality that takes responsibility for student achievement, develops and communicates a plan for effective teaching, nurtures cooperative relationships among all staff members, monitors student learning progress, and closely works with parents and community members (MOE, 2005).

Recently, most studies recognized that the instructional leadership practice in secondary schools in Bole Sub City was the main problem of the leadership for his or her practice because of the following conditions: Most of the schools did not have competent and trained personnel or leadership, resulting in a lack of ability to make instructional decisions on the basis of the leader's needs, interests, abilities, talents, and styles of learners's needs. Unwillingness to take risks and responsibilities in the school and inadequate management and improvement of instructional programs are also some of the inhibitions in the area (Prior Daneil, 2009).

Regarding Ethiopia, there is some evidence that verifies that the instructional leadership practice was not effective. Various studies by Chonde (2017) and Atnafu (2014) have been conducted on issues related to practice and the challenges of instructional leadership. However, most of them are different in numerous ways from the current study. For example, a study by Addisu and

Chonde (2017) entitled Practice and Challenges of Instructional Leadership in Selected Preparatory Schools of Hadiya Zone, SNNPR and by Tadesse Atnafu (2014) entitled "Instructional Leadership Practices and Challenges in n Government Seconda Schools in Wedda Five in Arada Sub City, certify that the practice of instructional leadership was not implemented as we expected.

The two researchers indicated above generally identified the following four factors: teacher resistance to change; pressure from non-instructional jobs; lack of instructional feedback and lack of staff cohesiveness; lack of training; and inefficiency in administration, which are the major hindrances to the unsuccessful implementation of instructional leadership in their respective schools. And also, studies were conducted by Tesfaye.L. (22001) on the instructional leadership in some selected schools and judged that there are internal and external factors that affect the instructional leadership. In addition, Gemechu (2003) also conducted a study on the problems of instructional leadership at Shashemene and some selected schools and stated that the training, lack of awareness, and bad culture towards instructional leadership.

However, these studies had some gaps. Firstly, they were not focused on all instructional leadership functions under its dimensions, but this research included the instructional leader functions properly. Secondly, the methodology they emphasized was quantitative, whereas this study uses a mixed approach. This study is also different in that its focus is on the practice and challenges that instructional leaders could play in minimizing the challenges that have spread in secondary schools.

Therefore, the local studies have shown that there are many factors that affect the practices of educational leadership, for instance, a lack of competence to develop leadership practice within and outside the school, less participation of students and teachers in decision-making, less participation of the community in educational activities, a lack of commitment of stakeholders during implementation, and problems of school climate and students background are the prominent ones. To alleviate such problems, school leaders have a great role in communication, organizing a variety of activities throughout the school year. So, this study was attempted to assess the main problems in the practice of educational leadership in government secondary schools in Bole sub-city in Addis Ababa city administration. This study, therefore, was initiated

to assess such gaps and find solutions to improving the instructional leadership practices and challenges in secondary schools in Bole sub-city in Addis Ababa city administration.

Therefore, those practices and challenges in instructional leadership need detailed investigation; however, studies have not fully addressed the issue. Thus, based on the prevailing problems and importance of the issue, the researcher is initiated to study this area in detail. Regarding the practices in the secondary schools of Bole Sub City, since the researcher himself has been working in the sub-city secondary school as a teacher, This by itself initiates the researcher to undertake this study in order to identify the practice and major challenges in the implementation of instructional leadership and recommend some remedies that could better address the problems.

1.3 Basic Research Questions

1. What instructional leadership practices are currently in place in government secondary schools?
2. What challenges do instructional leaders encounter when striving to enhance teaching and learning in government secondary schools?

1.4 Objectives of the research

1.4.1 General objective

The main objective of the research was to explore the practices and challenges associated with guiding and improving teaching and learning processes in secondary schools in Bole sub-city in Addis Ababa city administration.

1.4.2 Specific objectives

- To evaluate the existing instructional leadership practices in government secondary schools in Bole Sub City, Addis Ababa City administration.
- To explore the challenges encountered by instructional leaders when striving to enhance teaching and learning in government secondary schools in Bole Sub City

- To recommend the mechanisms that the school leaders use to enhance instructional leadership practices in the school.

1.5 Limitations of the Study

A lot of care and control over the study had been taken by the researcher from the beginning up to the completion of the research report. However, the researcher believed that the study was not totally free of any limitations. There were some limitations, like the fact that the study focused only on government secondary schools in Bole subcity; it would not include private secondary schools in the subcity because of the time available and manageability.

In addition, some respondents were not ready to answer open-ended questions, and some respondents did not return questionnaires and were not willing to be interviewed. Moreover, some of the respondents did not carefully read the questions, so the researcher orients and guides them as much as possible. However, all possible efforts were made to overcome and come up with these problems by unnecessarily going to them.

1.5 Significances of the Study

The study's results would assist in raising awareness among instructional leaders in secondary schools by uncovering the specific competencies they lack in their leadership roles and how they should address these gaps in order to bring about positive changes in their respective schools. Consequently, the researcher firmly believes that the findings and recommendations of this research report would make the following contributions; enhancing the overall quality of education by identifying effective instructional leadership practices that can have a positive impact on teaching and learning outcomes in government secondary schools, providing valuable insights for the professional development of instructional leaders, enabling them to adapt to challenges and refine their practices to meet the evolving needs of students and the education system, recognizing that instructional leadership practices and challenges can directly influence students' achievement, as effective leadership is often associated with improved academic performance and the creation of a conducive learning environment, understanding how instructional leaders contribute to school culture, fostering a positive environment that influences the overall well-being and engagement of both students and educators.

1.6 Delimitation of the Research

The study specifically focuses on the practice and challenges of instructional leadership in governmental secondary schools in Bole Sub-City, but it does not include other secondary schools in Addis Ababa City Administration because of the limitations of material resources and time.

1.7 Definition of Key Terms

Instructional leadership: a school leader actively engages in activities and strategies that promote effective teaching and learning (Hallinger, 2005).

Leadership is the process of influencing, guiding, and motivating individuals or a group to achieve common goals. Effective leadership involves traits such as vision, communication, decision-making, and the ability to inspire others (Sadler, 2003).

School leadership encompasses the actions and responsibilities of individuals, often referred to as school leaders or administrators, who guide and oversee the operations of an educational institution (Bush & Glover, 2014).

School Leaders: Includes unit leaders, department heads, vice principals, and principals.

The practice of instructional leadership is the application of a school leader in order to contribute to the enhancement of teaching and learning in a school that fosters an environment that supports academic excellence and student achievement (Graczewski & Holtzman, 2009).

Secondary School: refers to an education institution that provides education to students with the school division 9–12 grades and the age range of 15–18 (Gideon, L. M. (2014).

1.8 Organization of the Study

This research consists of five consecutive chapters. The first chapter includes the background of the research, the statement of the problem, the objectives of the study, the significance of the study, the limitations of the study, the scope of the study, and the definition of key words. The second chapter expresses a review of related literature. The third chapter is about research

methodology; the fourth chapter is about analysis of data; and the last chapter contains a summary, conclusion, and recommendation of the study.

Finally, lists of reference material used in the study, questionnaires, and an interview guide will be attached to the research document.

CHAPTER TWO

Review of the Related Literature

The main purpose of this chapter is to review the literature of various scholars on the practices and challenges of instructional leadership. Primarily, concepts related to leadership, instructional leadership with respect to school effectiveness and the teaching and learning process, the instructional leadership model, the perspective and dimension dimension of school climate, improving and sustaining a positive school climate, and finally, the barrier to instructional leadership effectiveness.

2.1 The Concepts of Leadership

There is no universal definition of leadership, as there are approaches to leadership that lead to various understandings of the concept.

According to Kevin Kruse (2013) define leadership as "a process of social influence, which maximizes the efforts of others, towards the achievement of a goal". The role of leader must be not taken lightly the individual who accepts this role must meet some important and specific criteria.

According to Robbins and coulter (2013:460) emphasize leadership is "what leaders do it is a process of leading a group and influencing that group to achieve its goal."

According to northouse (2018), leadership is "a process where by an individual influences a group of individuals to achieve a common goal(p.43)."

In general, leaders provide direction and vision, motivate and inspire others, and help create an environment conducive to success by promoting communication and collaboration among team members. In short, leadership and strong management are essential for any organization that wants to achieve its objectives (Mayfield, J., et al., 2015, P. 97–12197–121).

2.2 Theories of Leadership

The concept of instructional leadership emerged and developed in the United States with the effective school movement of the 100%. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. This research revealed that the personality characteristics of the ideal principal are strong-mindedness, directness, top-down management, and charisma. During the 1990s, a strong instructional leadership model was still at the center of the educational leadership discussion because of its effectiveness in schools (Dugan, J. P., & Komives, 2011).

However, since then, this concept has been criticized for focusing too much on the individual principal's heroic role. As a result, the scholars started to explore leadership models to supplement these critics and point out the distributed nature of instructional leadership, such as transformational leadership, teacher leadership, shared leadership, and distributed leadership, all of which understand educational leadership as a broader perspective of practice that includes school communities. Moreover, the accountability movement of the 21st" century sheds new light on instructional leadership since this paradigm puts more emphasis on the learning outcomes for students (Berkovich I., 2016, pp. 609–622).

2.2.1 Great Man Theory (1840-1840)

The Great Man approach is a leadership perspective that sought to identify the inherited traits leaders possessed that distinguished them from people who were not leaders (Daft, 2018). It assumes that the capacity for leadership is inherent – that great leaders are born, not made. The term ‘Great Man’ was used because leadership was conceptualized as a single ‘Great Man’ who put everything together and influenced others to follow along based on inherited traits, qualities, and abilities.

2.2.2 Trait Theory (1930's–1940's)

Trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Traits are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance (Daft, 2018). A large number of personal traits and abilities have been associated with successful leaders, but traits themselves are not

sufficient to guarantee effective leadership. Natural traits and behavior patterns can be developed into strengths. It is important for leaders to recognize their strengths and acknowledge the interdependence that is a key to effective leadership.

The trait theory of leadership focuses on analyzing mental, physical, and social characteristics in order to gain a better understanding of what is characteristic of the combination of characteristics that are common among leaders (Nawaz, Z., 2016, pp. 1–7).

2.2.3 Behavioral Theories (1940's–1950) 1940's–1950)

The style theory acknowledges the significance of certain necessary leadership skills that serve as enablers for a leader who performs an act while drawing parallels with the previous capacity of the leader prior to that particular act and suggesting that each individual has a distinct style of leadership with which he or she feels most content. Like one that does not fit all heads, similarly, one style cannot be effective in all situations. Yukl (1989) introduced three different leadership styles. The employees serving democratic leaders displayed a high degree of satisfaction, creativity, and motivation; worked with great enthusiasm and energy irrespective of the presence or absence of the leader; maintained better connections with the leader in terms of productivity, whereas autocratic leaders mainly focused on a greater quantity of output. Laissez-faire leadership was only considered relevant when leading a team of highly skilled and motivated people with excellent track records in the past.

Feidler & House (1994) identified two additional leadership styles focusing on the on the effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for production and task behaviors) were very vital variables. The consideration refers to the amount of confidence and rapport a leader engenders in his subordinates.Whereas initiating structure, on the other hand, reflects the extent to which the leader structures, directs, and defines his or her own and the subordinates roles as they have a participatory role toward organizational performance, profit, and the accomplishment of the mission.

2.2.4 Contingency Theories (1960's)

The contingency leadership theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places but at minimal performance when taken out of their element. To a certain extent, contingency leadership theories are extensions of trait theory (Fiedler F., R2015, P. 231-255).

In the sense that human traits are related to the situation in which the leaders exercise their leadership. It is generally accepted within contingency theories that leaders are more likely to express their leadership when they feel that their followers will be responsive. According to leadership experts White and Hodgson, "Effective leadership is about striking the right balance between needs, context, and." behavior." Great leaders focus on the needs of their followers (Bligh, C., & Kohles, J., 2015).

Analyze the situation and tweak their behavior accordingly. Success in leadership hinges on multiple factors, such as leadership style, relationships with followers, and the situation (Wills G., 2013).

2.2.5 Transformational Leadership Theories (1970)

The concepts of transformational leadership were brought to prominence by political sociologist James MacGregor Burns in the late 1970s. Burns identified two types of leadership. Transactional: where a leader influences others by what they offer in exchange for the transaction (Mohamed M., 2012).

Transformation: where a leader connects with followers in such a way that it raises the level of motivation and morality. Those two words—motivation and morality—are important, as they demand that transformational lenders be committed to a collective good. This may be a societal good, such as starting a community center or improving quality, or a more personalized good, such as helping direct reports reach their own potential (Scholar A., 2010, p. . 57-81).

2.2.6 Transactional/Management Theory

Transaction theories, also known as management theories, focus on the role of supervision, organization, and group performance and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In other words, on the notion that a leader's job is to create a structure that makes it abundantly clear what is expected of followers. Those theories base leadership on a system of rewards and punishments (Charry, 2012).

In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013), When employees are successful, they are rewarded, and when they fail, they are reprimanded or punished (Charry 2012). Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

2.2.7. Participative Theory

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).

2.2.8 Laissez-faire leadership theories

The laissez-faire leadership style often does not represent the role of the leader, but employees can maximize the laissez-faire to make most decisions and do work in a way that is most convenient for them (Lewin et al., 1939). While encouraging personal growth, employees can express themselves, especially before difficult tasks. On the other hand, the laissez-faire leadership style encourages innovation and creativity and allows for faster decision-making and autonomy to make decisions without waiting for the approval process (Amanchukwu et al.,

2015). Laissez-faire leaders do not interfere in the thoughts and actions of employees, even in difficult situations where the role of the leader is required, but they avoid it; the decision belongs to the employees (Giao & Hung, 2018; Goodnight, 2011). However, this seems to be suitable for employees with self-discipline and high responsibility, and in contrast, this style will make it difficult to achieve leadership goals with employees who have a low sense of discipline.

2.3 Leadership in Education

Educational leadership is the type of transformational leadership style that focuses on growth and bringing about positive changes. It improves the transformation of the education system and institutions and guides students and other stakeholders to achieve their full potential.

Educational leadership applies to all levels of academia, including kindergarten, elementary school, middle school, and college. It facilitates access to quality education for all by improving curriculum content and teaching methods.

According to Raja Gopaul (2008), the education leader played three dominant roles: managerial roles as administrative chief, political roles as negotiators and facilitators, and instructional roles as a teacher.

Educational leadership is not only concerned with education facilities but also involves inducing administrative work in the institution, monitoring the performance of teaching staff, assigning them work, and calling for staff meetings. Meetings, monitoring, directing, and evaluating are some of the typical duties of educational leaders.

2.4 Concept of Instruction for Leadership

Instructional leadership emerged in the early 1980s as an outgrowth of early research on effective schools (Bossert, Dwyer, Rowan, and Lee, 1982; Edmonds, 1979). Instructional leadership is a way of setting and communicating a clear vision and goal for teachers and students and supporting teachers through coaching, mentoring, and professional development. (Robinson, Lloyd, and Rowe, 2008). Instructional leadership is the ability to involve colleagues collaboratively in mutual learning and development with the main purpose of improving teaching and learning.

According to Grogan and Shake Shaft (2011), instructional leadership is leadership for learning. It is defined by the priority of student learning in all decisions, providing professional development for learning, providing professional development for educators to increase their teaching performance, and creating a structure in schools that promotes student learning above all else.

Instructional leadership is defined as the management of curriculum and instruction by school principals. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concepts of instructional leadership have recently been stretched out to include more distributed models, which emphasize distributed and shared empowerment among school staff.

Prior to 1980, there were neither coherent models nor validated instruments available for the purpose of studying instructional leadership (Hallinger and Murphy, 1985). This began to change in the early 1980s. When several conceptualizations of instructional leadership emerged concurrently (Leithwood and Mantgomery, 1982),.

A quick assessment of those most popular conceptualizations of instructional leadership focuses predominantly on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school (Hallinger and Murphy, 1985).

2.4.1 Dimensions of Instructional Leadership

The most frequently used conceptualization of instructional leadership was developed by Hallinger (2000). This model uses three dimensions of instructional leadership. These are defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (Hallinger, 2000).

These dimensions are further delineated into ten instructional leadership functions.. Under defining the school's mission, there are two instructional leadership functions: training the school's goals, communicating the school's goals, and defining the school's mission. These functions concern the principal's role in working with staff to ensure that the school has clear,

measurable goals that are focused on the academic progress of its students. It is the principal's responsibility to ensure that these goals are widely known and supported throughout the school community. While this dimension does not assume that the principal defines the school's mission alone, it does assume that the principal's responsibility is to ensure that the school has a clear academic mission and to communicate it to staff (Aman Chukwetal, 2015).

The second dimension, managing the instructional program, focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership functions: supervising and evaluating instruction coordination in the curriculum and monitoring students' progress (Hallinger and Murph, 1985).

The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time, promoting teacher professional development, maintaining high visibility, providing incentives for teachers, and providing for learning. This dimension is broader in scope and intent than the second dimension and overlaps with dimensions incorporated into transformational leadership frameworks (Hallinger, 2003).

2.4.2 Challenges to Instructional Leadership

Despite evidence that practicing instructional leadership in school has a positive effect on student achievement; many principals perceive roadblocks to becoming effective instructional leaders. Principals have reported that they have little time to focus on instructional tasks, they are uncomfortable visiting teachers' classrooms, and they do not have the knowledge or capacity to guide teachers practice (Curraway and Young, 2014; Saloa et al., 2014). In order to overcome these roadblocks, principals can become learners themselves and work alongside teachers to learn new curriculum, teach lessons to try out new skills, and seek out master teachers from whom to learn (MCEwan, 2003).

Being an instructional leader is beneficial to student achievement and a worthwhile endeavor for principals. Despite the potential challenges of all school personnel, no one is more taxed for time than the principal. Traditionally, school principals have been tasked with managing the budget and disciplining students. Finding time in an already busy schedule to meet with teachers regarding their teaching

The major factors that demoralize teachers in secondary are lack of incentives, poor conditions of service, low regard for teaching large classes, poor careers, promotions, the inadequacy of teaching facility materials, and irregular payment of teachers' salaries (MOE, 2008).

Similarity According to Harris (2004), problems that principals face are classified in various ways: problems related to principals and their relationship with top personal characteristics and their relationship with top authorities; problems related to principals; problems related to time; and problems related to parents. For the sake of convenience in this study, the problems that would be dealt with are as follows:.

MCE Wan (2003) has maintained that another impediment to effective instructional leadership is a lack of vision. Being an instructional leader requires having the kind of courage that allows one to take risks to thrive in complexity and ambiguity and to enable others to empower themselves to be willing to work long and hard duties.

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

2.5 School instructional leadership development in Ethiopia

The principal of a school is one of the most influential administrative positions. The success of school plans concerning the historical background of principal ship authorities supports their argument, as indicated in Kenze Rich (in Ahmed 2006), that the origin of the principal ship can be traced to the time of Tohann Starm in the USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal.

The history of the Ethiopian education system traces its origins to the introduction of Christianity in the fourteenth century A.D. Ethiopia, for a very long time, had a hand-found school for the children of its adherents (Ahmed, 2016).

However, the western type of education system was formally introduced to Ethiopia in 1908 with the opening of Menilik Secondary School, and there was no government-owned high school in this country in 1993. And it was in this gear that year that the first high school, which was dominated by expatriates, was opened.

According to Ahmed, the history of the principal ship in Ethiopia in its early stages was dominated by foreign principals. In all government-owned schools that were opened before and a few years after the alien occupation, expatriates from France, Britain, Sweden, Canada, Egypt, and India were assigned as school principals. After the restoration of independence in 1941, education was given priority, which resulted in the opening of schools in different parts of the country. Because there were not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1990).

According to MOE (2002), before 1962, expatriate principals were assigned elementary and secondary schools in different provinces of Ethiopia during the 1930s and 1940s'. During this time, Indians were given the principal ship position, which may be due to their higher education level and experiences in the principal ship. However, it developed into a new phase where Ethiopians began to replace expatriates, which started in 1964, according to Ahmed (2006).

The new phase of the principalship started with a supervising principal; such a person was responsible not only for one school but also for the education system of the community where the school was located in the second half of 1940. Documents prove that Ethiopian school heads were directly assigned to elementary schools without competition among candidates. Only educational level and touching experience were given the highest priority by the principal. After 1960, it was known that Ethiopians who graduated with B.A. and BSC degrees in any field were assigned as principals in schools by senior officials of the Ministry of Education.

The major selection requirements were educational level and work experience (MOE, 2002; P. 42). However, during the first few years of the 1960s, it was understood that these graduates of B.A. degrees in pedagogy were directly assigned to secondary schools. On the other hand, the career structure and promotion that secondary school principals wore were those who had at least worked for a limited time as a unit louder, department head, or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision include sufficient work experience. Currently, the MOE uses different criteria to select school principals, especially preparatory school leaders who should have MA degrees in LED Pry.

The main objective of the program is to improve preconditions that might have an impact on them. As was mentioned before, the program focuses on four major domains of the school, namely. Improving teaching and learning creates a conducive learning environment, improves school leadership, and enhances community participation in school affairs. The basic objectives of school performance in the manual are congruent with dimensions of instructional leadership (MOE, 2007).

The Ethiopian Education and Training Policy (1994, p. 29–30) states that educational management should be democratic, professional, efficient, coordinated, and effective. In addition, the management of teachers and other educational personnel is based on professional principles.

2.6 Literature Review Summary

Leadership is a multifaceted concept with various definitions provided by academic analysis. It involves influencing others towards shared objectives, creating real changes through influence relationships, and fostering communication and collaboration within a team. Effective leadership and management are crucial for organizational success, with different theories like instructional, transformational, and participative leadership offering insights into leadership styles and approaches.

Instructional leadership, emerging in the United States during the effective school movement, focuses on setting clear visions and goals for teachers and students, providing support through coaching, and involving colleagues in mutual learning. Educational leadership, a

transformational style, aims to guide students and stakeholders to reach their full potential by improving curriculum content and teaching methods. Raja Gopaul identified three key roles for education leaders: managerial, political, and instructional, encompassing administrative tasks and ensuring effective institution management.

Challenges to instructional leadership include obstacles in focusing on instructional tasks, discomfort in visiting classrooms, and a lack of knowledge to guide teachers. Overcoming these challenges involves principals becoming learners themselves, working alongside teachers, and seeking guidance from master teachers. Factors demoralizing teachers include a lack of incentives, poor service conditions, large class sizes, and inadequate teaching facilities.

The historical background of school instructional leadership development in Ethiopia highlights the evolution of the principal ship position and the transition from expatriate to Ethiopian principals. The Ministry of Education plays a crucial role in selecting and appointing school principals based on educational level and work experience, with criteria evolving over time. The school instructional leadership program in Ethiopia aims to enhance student learning outcomes by improving teaching practices, creating a conducive learning environment, enhancing school leadership, and promoting community participation in school affairs, aligning with the Ethiopian Education and Training Policy's principles.

2.7 Conceptual Framework

In this study, there are two variables that affect and are affected by the independent variables. The independent variables are described below.

Defining the school's vision, mission, and goal: The vision and mission of a school are strong statements or declarations of its values, purpose, and future. They are the core values, objectives, and aims through which a school walks on the trajectory of success. As the saying goes, “Without vision and mission, people perish," and the same applies to schools. A well-constructed, communicated, and integrated vision and mission statement can help align and focus a school (Hallinger, P., & Heck, R. H., 2002).

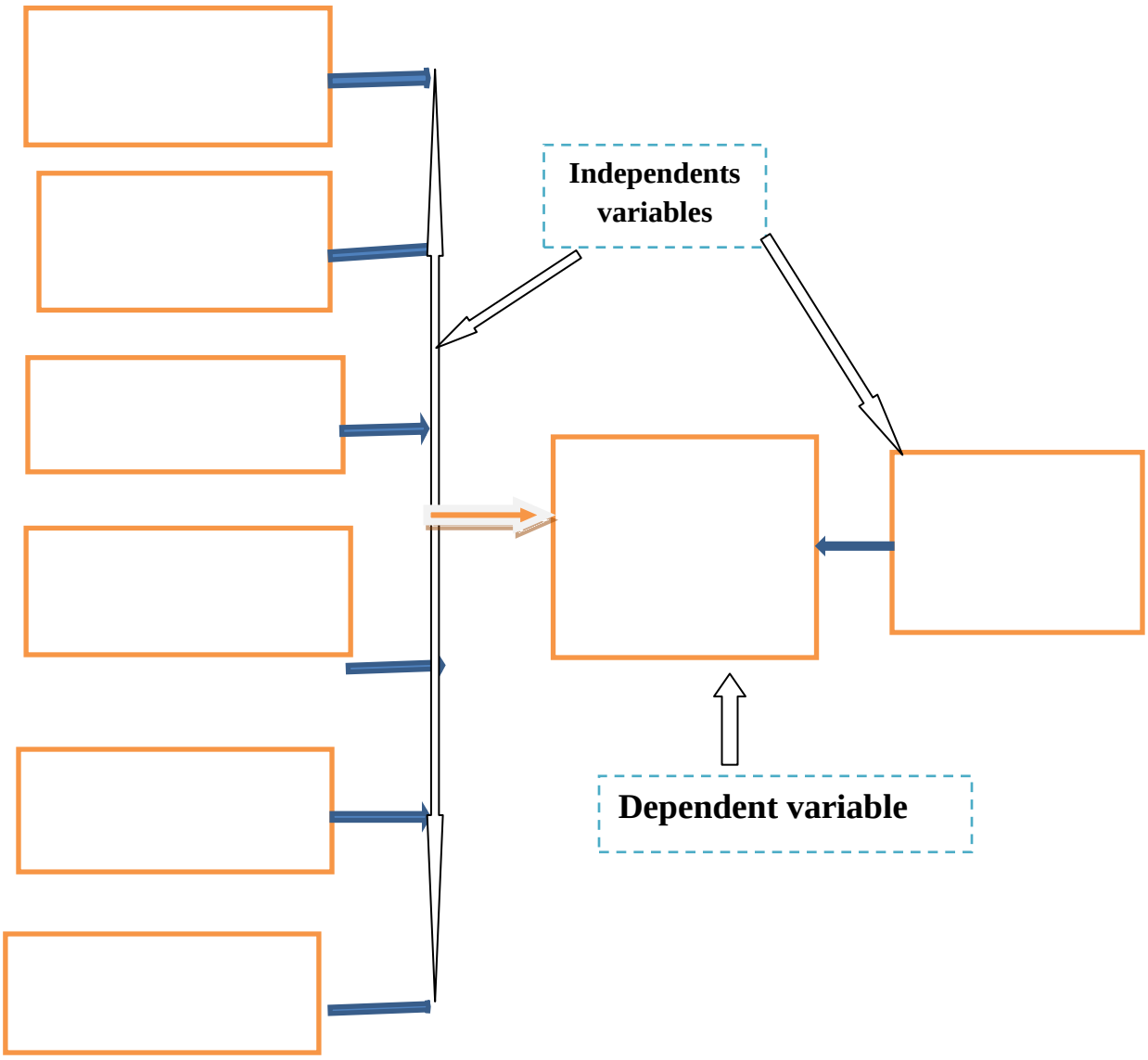

Figure 2.1 conceptual frameworks the study

Managing curriculum and instruction: Instruction is the way curriculum is taught. Curriculum focuses on learning goals (outcomes, standards, and benchmarks), while instruction focuses on the "how," or the way teachers will help students meet these goals (Casimiro Lopes, A., & Fernandes De Macedo, E. 2009). Promoting a positive learning climate: Be warm, friendly, and present. Greet students when they enter the class, make themselves available before and after class, and set up office hours. Share your enthusiasm about the course and relevant personal

experience; this can humanize you and increase students' connection to the material (Fielding, H., et al., 2020).

Supervising and evaluating instruction: It describes the goals of instructional supervision as providing objective feedback, diagnosing and solving teaching problems, helping teachers develop strategies and skills, and maintaining a positive attitude. Approaches to instructional supervision include directive, collaborative, and self-directed supervision (DiPaola, M., & Wagner, C. A., 2018).

Monitor students' progress. Progress monitoring is the process of consistently collecting and evaluating data points about student performance. This data is then measured against standards to ensure that students are on track to meet certain goals (Orlando, S., et al., 2020). Monitoring the instructional program: Regular formal and informal assessments provide teachers with valuable information on the progress and achievements of their students. Not only this, but monitoring student progress also gives teachers the opportunity to reflect on their own teaching and assess the impact of the instructional strategies they use (Brunderman, L., & Dugan, T., 2013).

Challenges of Instructional Leadership: It was also found that lack of knowledge and skills in the area, administrative work overload, lack of relevant timely and sufficient professional training, and shortage of necessary resources were the major challenges that negatively affected the effectiveness of instructional leaders in the study area (Le Fevre, D. M., & Robinson, V. M., 2015).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter's primary goal is to give a general summary of the fundamental research design and technique that were applied to the study. Under this overview, the study site, basic research design and methodology, source of data, sample population and sampling technique, data collection instruments, validity and reliability of the instruments**,** procedure of data collection, method of data analysis, and ethical considerations were treated in detail.

3.1 Research Design

The researcher employed an embedded mixed-methods design. As Creswell and Clark (2010, p. 153) stated in this design, the researcher collects and analyzes both types of data at the same time, but within a larger quantitative and small qualitative data, meaning qualitative data's were embedded inside quantitative data. The study examined instructional leadership in a government secondary school in Bole Sub City. A mixed approach was applied for this study because it has numerical data from questionnaires for a quantitative approach and interview and document analysis for a qualitative approach. Tashakkori & Teddlie (1998) believe that for information that cannot be gathered through the quantitative method (which relies mainly on closed-ended questionnaires), the qualitative method can be effective in obtaining such information. Therefore, both qualitative and quantitative techniques were used in order to successfully proceed with the research project.

3.2 Source of Data

The main purpose of the study was to investigate the current state of practice and challenges of instructional leadership in government secondary schools in Bole Sub-city in Addis Ababa City Administration. Then the data were collected using two primary and secondary sources.

Primary sources: primary sources of data were obtained from supervisors, principals, vice principals, secondary school teachers, unit leaders, and department heads. The reason behind

selecting those as sources of data was to get first-hand information about the research problem. Since the respondents have a direct relationship with and experience with instructional issues,.

Secondary sources: in other words, data were collected from secondary sources. In this regard, the data collected from documents mainly focused on records, relevant documents of the schools, such as brochures that state vision, mission, goals, and manuals prepared for training purposes, and different checklists that the school principals used in their respective schools.

3.3 Population, sample size, and sampling techniques

According to the Bole sub-city education office, there are currently six government secondary schools, one sub-city educational officer, 10 secondary supervisors, 45 school leaders, and 464 teachers in five government secondary schools. This study was focused only on government secondary schools in the Bole sub-city in the Addis Ababa City Administration.

Regarding the sampling technique, 5 government secondary schools were selected using the simple random sampling technique, 45 school leaders, 10 supervisors, and 1 sub-city education officer were selected using the available sampling method, and 46 government secondary school teachers in Bole-Sub city in Addis Ababa Administration were selected using the stratified sampling method for quantitative data collection. The researcher used this method because there were different groups of participants in terms of experience, so the researcher divided the population into homogeneous subgroups from which elements were selected at random from each stratum.

Table 3. 1: Population

No.	Name Of Secondary School	Teachers	Instructional leaders			
			School Leaders	Educational officers		Total
				Supervisors	Sub city educational officers	
1.	Bole Preparatory School	72	9	2	1	520
2.	Bole Community School	107	9	2		
3.	Ayer Amba, Secondary School	113	9	2		
4.	Dr. Haddis Alemayhu Secondary School	74	9	2		
5.	Bole Bulbula Secondary School	98	9	2		
Total		**464**	**45**	**10**	**1**	**520**

It's a statistical sampling technique that has evolved over time with contributions from various statistical percentages allocated to each stratum in proportional allocation depending on the proportion of that stratum in the overall population. For example, if experienced teachers constitute 10% of the total teacher population, you might allocate 10% of your sample to this stratum. The goal is to ensure that the sample accurately reflects the distribution of characteristics in the entire population.

Table 3. 2: Sample Size

No	Name of secondary school	Teachers	Instructional leaders			
			School Leaders	Educational officers		Total
				Supervisors	Sub city educational officer	
1.	Bole Preparatory School	7	**9**	2	1	**102**
2.	Bole Community School	11	**9**	2		
3.	Ayer Amba, Secondary School	11	**9**	2		
4.	Dr. Hadis Alemayhu Secondary School	7	**9**	2		
5.	Bole Bulbula Secondary School	10	**9**	2		
Total		**46**	**45**	**10**	**1**	**102**

(Hint: school leaders (1 principals, 3 vice principal, 1 unit leader and 4 department heads for each schools)

3.4 Instrument of Data Collection

In this study, the following instruments of data collection were applied: The instruments used were a questionnaire, an interview, and documentary analysis.

3.4.1 Questionnaire

The first data collection instrument to be employed in the study was a questionnaire. The total size of the sample is 91. The questionnaire was distributed to 46 teachers and 45 school leaders.

The questionnaires were composed of both closed-ended and open-ended items. They used to collect data from all respondents to the study. Open-ended questions were used for given respondents to express their ideas freely in order to give their extended views on the issue.

Closed-ended: Closed-ended questionnaires and easier-to-code responses from participants were taken using Likert scale methods of rating, and the respondents were expected to express their degree of agreement on a five-point scale that is relevant to the issue.

Thus, the questionnaire contains both open-ended and closed-ended questions that were carefully selected and presented to respondents on fewer than four issues. Such as the practice of instructional leadership, the challenge of instructional leadership, the background of instructional leadership, and the dimensions of instructional leadership.

3.4.2 Interview

Interviews were one of the data gathering instruments. The interview was conducted for 11 educational officers. This data instrument was selected with the belief that deeper information would be obtained on issues critical to the study under way. The interview for this study was carried out using a sampling technique for sub-city educational officers and secondary supervisors in the study area.

3.4.3 Document Reviews

Necessarily, documents such as a document of school mission and vision, school supervisory different check lists that the school principals used in their respective schools, relevant

documents such as ESDPS manuals and program guide lines prepared by the ministry of education, and reports of the zone education office were analyzed to get reliable data.

3. 5 Pilot Test

According to Kothari (2004), to ensure the validity and reliability of evidence gathering through the instruments administered to some respondents, theoretical support was sought from the relevant literature and the technical evaluation of the instruments from the pilot study. For the pilot test, the draft questionnaire was distributed to 1 school principal, 3 vice principals, 1 supervisor, and 10 teachers of LEMI secondary schools.

After these questionnaires were filled out and returned, each item of the questionnaire was carefully examined. The aim was to ensure the clarity of the questions and assess respondents a level of understanding of the general questionnaire content. The reliability of the questionnaire Cheeked Using the reliability alpha coefficient (Cronbach alpha) to make sure the test on the group items was regular and consistent

Table 3. 3: Pilot study result

No.	Practice and challenges of instructional leadership	Cronbach alph result
1.	Defining the school's vision, mission, and goal	.89
2.	Managing curriculum and instruction	.89
3.	Promoting a positive learning climate	.86
4.	Supervising and evaluating instruction	.97
5.	Monitor students' progress	.94
6.	Monitoring instructional program	.84
7.	Challenges of Instructional Leadership	.91
Average value		**0.90**

Source:- Own survey data analyse result

3.6 Procedure of data Gathering

Steps of procedure of data gathering process of define research questions, select data collection methods, develop data collection instruments pilot test Instruments, identify Participant and record document. Finally all respondents were assured Confidentiality and anonymity.

3.7 Data Analysis and Presentation

Once the data was collected and gathered from the respondents the next phase was analysed of the given data. Depending on the nature of the variable quantitative as well as qualitative data analysis method employed. To begin the analysis, first respondent were categorized under different groups in terms of the practical that they have leadership activity. Then different Characteristics of respondents were analysed by using frequency percentage. Secondly, the quantitative data obtained through Likert Scale in questionnaires were organized and tabulated around the sub-topics related to the research questions. Descriptive statistics like arithmetic mean, standard deviation, weighed mean were calculated for those items prepared in Likert type of scale. For more advanced statistical operations and decision making, data was inserted in modern statistical software or SPSS (version 26) program and further analysis were done. A five point Likert Scale ranging from strongly agree to strongly disagree were for the sake of aanalysis and interstation.

3.8 Ethical Consideration

The study was conducted by taking various ethical under consideration. All the research participants included in this study was appropriately informed about the purpose of the research and their willingness and consent was secured before the start of distributing questionnaire and asking interview question. Regarding the right to privacy of the respondents, the study maintained the confidentiality of the identity of each participant. In all cases, names were kept confidential thus collective name like ‘respondents’ has been used. In general, the researcher did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources used for this research have been appropriately acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this section of the study, the analysis and translation of information obtained from teacher's school leaders clusters of supervising and sub-city educational officers. The study used questionnaires for teachers and school leaders, but for educational officers, it used interviews.

The study covered five government secondary schools in Bole sub-city in the Addis Ababa administration. A total of 91 questionnaires were distributed to 46 teachers and 45 school leaders; out of the questionnaires distributed to teachers and school leaders, 89% and 88.8% were appropriately completed and returned, respectively; and interviews were conducted for eight cluster supervising visitors and one sub-city educational officer.

Not only was information gathered through questionnaires and interviews but also from document analysis, which was used to triangulate the data obtained. In analyzing the data from the study, different statistical techniques and procedures were used. Initially, the data collected through the questionnaire were coded and inserted into SPSS for analysis. Then the means for the two groups of respondents (school leaders and teachers) were organized, and comparisons were made using an independent t-test. To determine the existence and implementation of the different instructional leadership's practices in the secondary schools of Bole Sub City, an average point of decision was set. Accordingly, an average mean point of 1-- 1.80=strongly disagree, 1.81–2.60 =disagree, 2.61–3.40=undecided , 3.41–4.20=agree , and 4.21–5.00=strongly agree, taking a P value of 0.05. The questionnaires were analyzed and interpreted using the mean, standard scores, and openness of school climate.

4.1. Characteristics of Respondents

This part deals with the characteristics of instructional leadership and teachers. The characteristics of the respondents who participated in this study were described in terms of sex, age, educational background (educational qualification and area of specialization), and years of work experience (total work experience and experience in the current leadership position). Based on the collected data, the general characteristics of the respondents to the study were analyzed.

Table 4. 1: Demographic characteristics of respondents

No	Item	Categories of item	Respondents								Total	
			Teachers		School leaders		Supervisors		Sub City educational official			
			F	%	F	%	F	%	F	%	F	%
1	Sex	Male	35	85.4	32	80	5	50	-	-	72	78.3
		Female	6	14.6	8	20	5	50	1	100	20	21.7
2	Age	21-25	4	9.8	-	-	-	-	-	-	4	4.4
		26-30	8	19.5	8	20	-	-	-	-	16	18
		31-35	10	24.4	12	30	2	20	-	-	24	26.1
		36-40	14	34.1	8	20	4	40	1	100	27	29.3
		Above 41	5	12.2	12	30	4	40	-	-	21	22.8
3	Educatio n level	Degree	38	92.7	16	40	9	90	-	-	63	68.5
		Master	3	7.3	24	60	1	10	1	100	29	31.5
4.	Area of specialist	Subject matter	41	100	29	72.5	8	80	-	-	78	84.8
		EDPM	-	-	11	27.5	2	20	1	100	14	15.1
5	Total works experien ce	Under 5	4	9.8	-	-	2	20	-	-	6	6.5
		5-10	20	48.8	12	30	2	20	-	-	34	36.9
		10-15	7	17.1	16	40	2	20	-	-	25	27.2
		Above 15	10	24.4	12	30	4	40	1	100	27	29.4

Source:- Own survey data 2024

As shown in Table 4, 85.4% of teachers, 80% of school leaders, and 50% of secondary school supervisors were male respondents, respectively. While 14.6% of teachers, 20% of school leaders, 50% of secondary supervisors, and 100% of sub-city educational officers were female respondents,. According to this data, almost 78.3% of the respondents were males, and only 21.7% were females in all positions. This shows that the “females” participation as compared to their male counterparts was low both in teaching and leadership positions at secondary school. MOE (2005) witnessed that the participation of females in education has been low, which has resulted in a lower rate of employment. With regard to the age distribution of the respondents as

indicated in item 2 in table 4.1, 4.4% (21–25), 18% (26–30), 26.1% (31-35), 29.3% (36–40), and 22.8% (above 41) of the respondents fall into these age ranges in years. In sum, out of the total respondents (92), the majority of 88 (95.6%) respondents were 26 years old or older, while the remaining 4 (4.4%) respondents were in the age range of 25 and below. Therefore, this figure indicates that the majority of the respondents are mature enough to provide reliable information with regard to the issue under study.

In terms of level of education, as shown in item 3 of the above table, 38 (92.7%) of teachers, 16 (40%) of school leaders, and 9 (90% of secondary school supervisors) were first-degree holders. While the remaining 3 (7.3%) of teachers, 24 (60%) of school leaders, 1 (10%) of secondary school supervisors, and 1 (100%) of sub-city educational officers were second degree (masters) holders, respectively.Even though the blue print of TDP (MOE, 2007) states that a master's degree is required for secondary school teachers and instructional leaders, the number of degree holders is much greater than that of master's holders.

Regarding item 4 of the above table, teachers's schools, the leader's secondary school supervisors, and sub-city educational officers were asked to indicate their area of specialization. Accordingly, 41 (100%) of the teachers, 29 (72.5%) of the school leaders, and 8 (80%) of the secondary school supervisors were academic subject area graduates, respectively. While the remaining 11 (27.5%) of the school leaders, 2 (20%) of the secondary school supervisors, and 1 (100%) graduated from the educational leadership and management. That indicated area of specialization of instructional leaders has only 14 (15.2%) graduates of educational leadership and management. That means 72.5% of instructional leaders were not trained in educational management. Concerning this blue print of TDF (MOE, 2007), it has been stated that school principals need to have the basic knowledge and skills in the area of educational administration and management. Looking into the work experience of the respondents, 6 (6.5%) had below 5 years' experience, 34 (36.9%) respondents had 5 to 10 years' experience, 25 (27.2%) respondents had 10-15 years' experience, and 27 (29.4%) respondents had above 15 years' experience. This implies that 6 (6.5%) of respondents had under 5 years' experience and needed support from the school leaders.

4.2 Major Finding, result and Discussion

4.2.1 The practice of instructional leadership

The practice of instructional leadership is an overarching orientation that gives structure to a school's direction, as evidenced by core leadership practices and skills that support teaching and student outcomes and drive school improvement and sustained success (Hallinger & Murphy, 1985). The following tables show the major findings of practices in instructional leadership that have been found in the target group of the study.

Table 4. 2: Defining the school's vision, mission, and goal

Statements	Teachers (n=41)		School leaders (n=40)		T-value	Sig.
	Mean	Std. Dev	Mean	Std. Dev		
1. The school has a clearly defined vision and mission	3.86	1.26	3.28	1.45	2.01	0.00
2. School leaders understand and support a common mission for the school and can describe it clearly	3.83	1.16	3.70	1.36	-1.96	0.24
3. The school leader's activities align with its stated vision and mission	3.51	1.25	3.80	1.42	1.15	0.31
4. Frame the school missions in terms of school leaders	3.66	1.17	3.15	1.55	1.41	.12
5. School leaders use student's performance and result to develop the school's mission	3.59	1.18	3.00	1.43	2.95	0.00
6. School leaders develop a set of annual school-wide goals focused on student learning	3.46	1.10	3.20	1.56	3.19	0.00
7. School leaders use resources effectively for the implementation of the mission and vision of the school	3.02	1.23	3.30	1.51	2.67	0.09
8. School leaders develop goals that are easily understood and used by teachers in the school	3.56	1.18	3.02	1.44	1.09	0.06
Average mean	**3.93**	**1.19**	**3.31**	**1.47**	**1.93**	

Source: - survey data analyze result 2024

Key:-1-- 1.80=strongly disagree, 1.81–2.60 =disagree, 2.61–3.40=undecided , 3.41–4.20=agree , and 4.21–5.00=strongly agree. (**Source: Sozen and Guven, 2019)**

Table 4.2 presents the responses of teachers and school leaders regarding the school's vision, mission, and goals. The mean scores and standard deviations for each statement are provided, along with the t-value and significance level.

In the first statement, the school has a clearly defined vision and mission. Both teachers and school leaders agree that the school has a clearly defined vision and mission, with teachers giving a slightly higher mean score (teachers mean = 3.86 and school leaders mean = 3.28). And which indicates that teachers have more knowledge of the school-defined vision, mission, vision, and goals than school leaders at t-value 2.01, which is less than the tabulated value of the t-test at 0.00 significance level of two-tailed.

In the second statement, school leaders understand and support a common mission for the school and can describe it clearly: Both teachers and school leaders generally agree that school leaders understand and support a common mission for the school and can describe it clearly, with school leaders giving a slightly higher mean score of 3.83 and 3.7 for teachers and school leaders, respectively. The t-calculated value is greater than the critical value of t-value (2.00), which is 79 degrees of freedom, which implies that there is no significant difference between teachers and school leaders.

In the third statement, the school leader’s activities align with its stated vision and mission: Both teachers and school leaders generally agree that the school's activities align with its stated vision and mission, with school leaders giving a slightly higher mean score of 3.80 and 3.51 for school leaders and teachers, respectively. The school leader’s activities align with its stated vision and mission. 34.1% of teachers agreed, and 50% of the school leaders strongly agreed. The t-calculated value is less than the critical value of t-value (2.00), which is 79 degrees of freedom, which implies that there is no significant difference between teachers and school leaders. In the fourth statement, frame the school missions in terms of school leaders: teachers have an agreed-upon mean of 3.66 and school leaders have a 3.15 undecided mean level of agreement, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.41 and the critical value is 2.00 with 79 degrees of freedom, which implies that the t-calculated value is less than the t-tabulated value, which implies that there is no significant difference between the groups mean.

In the fifth statement, school leaders use students' performance and results to develop the school's mission. Teachers have a level of agreement on school leader's use of students' performance and results to develop the school's mission. Teachers have a mean of 3.59, and school leaders have a mean of 3.00. Teachers have a slightly higher mean score than school leaders. The t-calculated value is 2.95 and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level, which implies that the t-calculated value is greater than the t-tabulated value and implies that there is a significance difference between the two group means.

In the sixth statement, school leaders develop a set of annual school-wide goals focused on student learning. Both teachers and school leaders have agreed on a level of agreement on school leaders developing a set of annual school-wide goals focused on student learning. Teachers have a mean of 3.46 and school leaders have a mean of 3.20, respectively, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 3.19, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance ($p = 0.00$) level, which implies that the t-calculated value is greater than the t-tabulated value, and which implies that there is a significance difference between the two group means.

In the seventh statement, school leaders use resources effectively for the implementation of the mission and vision of the school: teachers had an undecided level of agreement (3.02), and school leaders had an had an agreed level of agreement (3.3). School leaders use resources effectively for the implementation of the mission and vision of the school, with teachers giving a slightly lower mean score than school leaders. The t-calculated value is 1.67, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance ($p = 0.09$) level, which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the eighth statement, school leaders develop goals that are easily understood and used by teachers in the school. Teachers had an agreed-upon level of agreement (3.56), and school leaders had an undecided level of agreement (3.02). School leaders develop goals that are easily understood and used by teachers in the school, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.09, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level ($p = 0.06$), which implies that the t-calculated

value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means. In general, the school's vision, mission, and goals are typically defined with an average mean of 3.93 for teachers and 3.31 for school leaders. Both groups show a high level of agreement in their responses. Furthermore, the t-values suggest that there is no significant difference between the two groups (t-calculated = 1.93, t-tabulated = 2.00 at the p = 0.05 significance level).

Table 4. 3: Managing Curriculum and Instruction

Statements	Teachers n=41		School leaders n=40		T-value	Sig.
	Mean	Std. Dev	Mean	Std. Dev		
1. School leaders coordinate the curriculum evaluation process of the school to address problems related to the curriculum	3.56	1.27	3.70	1.36	3.12	0.00
2. School leaders check periodically student's results to ensure the effective implementation of the curriculum	3.73	1.22	3.10	1.53	2.46	0.09
3. School leaders utilized student performance data to inform instruction decision-making	3.73	1.22	3.30	1.51	2.03	0.61
4. The rate of the effectiveness of the current curriculum in meeting educational goals and standards is high.	3.00	1.66	2.80	1.26	1.62	0.32
5. School leaders' involvement of teachers in the curriculum development and alignment process	3.49	1.03	3.30	1.29	1.83	0.51
6. School leaders evaluate the effectiveness of instructional programs in achieving school goals	3.27	1.07	3.35	1.56	2.03	0.33
7. School leaders monitor the classroom curriculum to see that it covers the school's curricular objectives	2.71	1.23	3.20	1.56	1.78	0.53
8. School leaders encourage teachers to improve classroom instructional program	3.32	1.01	3.00	1.43	2.67	0.00
Average mean	**3.35**	**1.21**	**3.22**	**1.44**	**2.19**	**0.30**

Source:- Survey data analyses result 2024

In table 4.3 presents the responses of teachers and school leaders regarding the management of curriculum and instruction. In the first statement, the school leaders coordinate the curriculum evaluation process of the school to address problems related to the curriculum:- both teachers and school leaders agree that the school leaders coordinate the curriculum evaluation process of the school to address problems related to the curriculum, with teachers giving a slightly lower mean score (teachers mean=3.56 and school leaders mean=3.7) and which indicates that school leader's coordinate the curriculum evaluation process of the school to address problems related to the curriculum than teachers at t-value of 3.12, which is greater than the tabulated value of t-test (2.00) at 0.00 significance level of two tailed at 79 degree of freedom. This implies that there is a significance difference between the two group means.

In the second statement, School leaders check periodically student's results to ensure the effective implementation of the curriculum: teachers have agreed level of agreement (mean=3.73) that school leaders check periodically student's results to ensure the effective implementation of the curriculum and undecided level of agreement (mean=3.1) for school leaders. The t-calculated value (2.46) is greater than the critical values of t-value (2.00) at 79 degree of freedom, which implies that there is significant difference between teachers and school leaders.

In the third statement, school leaders utilized student performance data to inform instruction decision-making: Both teachers and school leaders generally has agreed level of agreement that school leaders utilized student performance data to inform instruction decision-making, with teachers giving a slightly higher mean score of 3.73 and 3.3 school leaders. The t-calculated value (2.03) is greater than critical values of t-value (2.00), which is 79 degree of freedom, which implies that there is significant difference between teachers and school leaders.

In the fourth statement, examines the rate of the effectiveness of the current curriculum in meeting educational goals and standards is high or not. Both teachers and school leaders has an undecided level of agreement with a mean of 3.0 and 2.8 for teachers and school leaders respectively. Teachers giving a slightly higher mean score than school leaders. The rate of the effectiveness of the current curriculum in meeting educational goals and standards is not high

by 34.1% of teachers was strongly disagreed and 30% of the school leaders were undecided level of agreement. The t-calculated value is 1.62 and critical values is 2.00 with 79 degree of freedom, which implies that t-calculated value is less than t-tabulated value, which implies that there is no significant difference between the two groups mean.

In the fifth statement, school leaders' involvement of teachers in the curriculum development and alignment process. Both teachers and school leaders has agreed level of agreement by teachers having mean score of 3.49 and school leaders 3.3. The t-calculated value is 1.83 and critical values is 2.00, with 79 degree of freedom at two-tailed (p=0.05) significance level, which implies that t-calculated value is less than t-tabulated value and implies that there is no significance difference between the two group means.

In the sixth statement, school leaders evaluate the effectiveness of instructional programs in achieving school goals. Both teachers and school leaders have agreed level of agreement on school leaders evaluate the effectiveness of instructional programs in achieving school goals. Teachers have a mean of 3.27 and school leaders have a mean of 3.35, which implies agreed level of agreement; with school leaders having a slightly higher mean score than teachers. The t-calculated value is 2.03, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance level (p = 0.33), which implies that the t-calculated is greater than the t-tabulated, and which implies that there is a significance difference between the two group means.

In the seventh statement, school leaders monitor the classroom curriculum to see that it covers the school's curricular objectives: teachers had undecided level of agreement (mean=2.71), and also school leaders undecided level of agreement (mean=3.2). School leaders monitor the classroom curriculum to see that it covers the school's curricular objectives, with teachers giving a slightly lower mean score than school leaders. The t-calculated value is 1.78, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance (p = 0.53) level, which implies that the t-calculated is less than the t-tabulated , and which implies that there is no significance difference between the two group means.

In the eighth statement, school leaders encourage teachers to improve classroom instructional program. Teachers had an agreed level of agreement (3.32), and school leaders had an

undecided level of agreement (3.0). School leaders encourage teachers to improve classroom instructional program, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 2.67, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level (p = 0.00), which implies that the t-calculated value is greater than the t-tabulated value, and which implies that there is significance difference between the two group means.

Table 4. 4: promoting a positive learning climate

Statements	Teachers n=41		School leaders n=40		T-value	Sig.
	Mean	Std. Dev	Mean	Std. Dev		
1. School leaders protect instructional time	3.71	1.13	3.60	1.41	2.94	0.00
2. School leaders establish positive relationships between teachers and students.	3.22	1.08	3.20	1.56	2.54	0.34
3. School leaders encourage and support student's engagement in the learning process	3.51	1.12	3.60	1.45	2.69	0.07
4. School leaders' discipline policies contribute to a positive learning climate creating a positive	3.2	1.12	3.60	1.45	2.47	0.61
5. School leaders' support services contribute to creating a positive learning environment	3.15	1.13	3.60	1.45	2.48	0.15
6. School leaders involve parents and the community in fostering a positive learning climate	3.07	1.03	2.90	1.15	1.92	0.23
Average mean	**3.31**	**1.13**	**3.41**	**1.41**	**2.51**	**0.23**

Source: - survey data analyse result 2024

Table 4.4 presents the responses of teachers and school leaders regarding promoting a positive learning climate. In the first statement, the school leaders protect instructional time: both teachers and school leaders agree that the school leaders protect instructional time, with teachers giving a slightly higher mean score (teachers mean = 3.71 and school leaders mean = 3.6). And which indicates that teachers protect instructional time more than school leaders at a t-value of

2.94, which is greater than the tabulated value of the t-test (2.00) at 0.00 significance level of two-tailed at 79 degrees of freedom. This implies that there is a significant difference between the two group means.

In the second statement, school leaders establish positive relationships between teachers and students; both teachers and school leaders have an equal level of agreement (mean = 3.22), indicating that school leaders establish positive relationships between teachers and students. The t-calculated value (2.54) is greater than the critical values of the t-value (2.00) at 79 degrees of freedom, which implies that there is a significant difference between teachers and school leaders.

In the third statement, school leaders encourage and support students' engagement in the learning process. Both teachers and school leaders generally agree that school leaders encourage and support students' engagement in the learning process, with school leaders giving a slightly higher mean score of 3.6 and 3.51 for teachers. The t-calculated value (2.69) is greater than the critical value of the t-value (2.00), which is 79 degrees of freedom, which implies that there is a significant difference between teachers and school leaders.

In the fourth statement, school leaders' discipline policies contribute to a positive learning climate, creating a positive situation. School leaders have an agreed level of agreement, and teachers have an undecided level of agreement, with a mean of 3.6 and 3.2 for school leaders and teachers, respectively. The t-calculated value is 2.47 and the critical value is 2.00 with 79 degrees of freedom, which implies that the t-calculated value is higher than the t-tabulated value, which implies that there is a significant difference between the two groups mean.

In the fifth statement, school leaders' support services contribute to creating a positive learning environment. School leaders have an agreed level of agreement with a mean score of 3.6, and teachers have an undecided level of agreement with a mean score of 3.15. The t-calculated value is 2.48 and the critical value is 2.00, with 79 degrees of freedom at the two-tailed ($p = 0.05$) significance level, which implies that the t-calculated value is higher than the t-tabulated value and implies that there is a significance difference between the two group means. In the sixth statement, school leaders involve parents and the community in fostering a positive learning climate. Both teachers and school leaders have an undecided level of agreement on how school

leaders involve parents and the community in fostering a positive learning climate. Teachers have a mean of 3.07 and school leaders have a mean of 2.9, which implies an undecided level of agreement, with teachers having a slightly higher mean score than school leaders. The t-calculated value is 1.92, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance level (p = 0.33), which implies that the t-calculated is less than the t-tabulated and that there is no significant difference between the two group means.

Table 4. 5: Supervising and evaluating instruction

Statements	Teachers n=41		School leaders n=40		T-value	Sig.
	Mean	Std. Dev	Mean	Std. Dev		
1. School leaders approach the supervision of instructional activities	3.83	1.14	3.90	1.39	-3.12	0.00
2. School leaders ensure that instructional activities align with the organization's goals and objectives	3.51	1.00	3.50	1.45	2.97	0.02
3. School leaders provide feedback to teachers based on different instructional methods	3.17	1.05	3.80	1.34	2.61	0.08
4. School leaders support teachers in their professional development	3.37	1.01	3.60	1.45	1.93	0.42
5. School leaders identify areas for improvement and recommend relevant training	3.51	1.05	2.80	1.56	1.52	0.17
6. School leaders foster collaboration among teachers for continuous improvement for teaching learning process	3.59	1.12	3.26	1.56	1.91	0.23
7. School leaders ensure data-driven decision-making in instructional supervision	3.59	1.30	3.20	1.56	1.69	0.19
8. School leaders assess the impact of instruction on student outcomes	3.44	1.18	3.10	1.66	1.73	0.31
9. School leaders leverage technology for instructional supervision and evaluation	3.37	1.30	3.10	1.66	1.32	0.09
10. School leaders ensure continuous improvement in student performance	3.2	1.17	2.80	1.56	1.09	0.29
11. Instructional leaders incorporate administrative policies into the professional development policies for teachers and other staff	3.46	.78	2.80	1.56	1.29	0.52
Average mean	**3.46**	**1.11**	**3.25**	**1.52**	**1.93**	**0.21**

Source: - survey data analyze result 2024

Table 4.5 presents the mean and standard deviation for various statements related to supervising and evaluating instruction. The data compares the responses of teachers and school leaders to these statements. In the first statement, school leaders approach the supervision of instructional activities: both teachers and school leaders have an agreed level of agreement on how school leaders approach the supervision of instructional activities, with school leaders giving a slightly higher mean score (teachers mean = 3.83 and school leaders mean = 3.9). And which indicates that teachers have a lower approach to supervision of instructional activities than school leaders at a t-value of 3.12, which is greater than the tabulated value of the t-test (2.00) at 0.00 significance level of two-tailed at 79 degrees of freedom. This implies that there is a significant difference between the two group means.

In the second statement, school leaders ensure that instructional activities align with the organization's goals and objectives. Both teachers and school leaders have agreed (teacher mean = 3.51 and school leader mean = 3.5) that school leaders ensure that instructional activities align with the organization's goals and objectives. The t-calculated value (2.97) is greater than the critical values of t-value (2.00) at 79 degrees of freedom, which implies that there is a significant difference between teachers and school leaders.

In the third statement, school leaders provide feedback to teachers based on different instructional methods. Teachers have an undecided level of agreement (mean = 3.17), and school leaders have an agreed level of agreement (mean = 3.8). school leaders provide feedback to teachers based on different instructional methods. Teachers have an undecided level of agreement (mean = 3.17), and school leaders have an agreed level of agreement (mean = 3.8). School leaders provide feedback to teachers based on different instructional methods, with school leaders giving a slightly higher mean score. The t-calculated value (2.61) is greater than the critical value of the t-value (2.00), which is 79 degrees of freedom, which implies that there is a significant difference between teachers and school leaders.

In the fourth statement, school leaders support teachers in their professional development. Both teachers and school leaders have an agreed level of agreement, with teachers having a mean

score of 3.67 and 3.26 for teachers and school leaders, respectively. The t-calculated value is 1.93 and the critical value is 2.00 with 79 degrees of freedom, which implies that the t-calculated value is less than the t-tabulated value, which implies that there is no significant difference between the two groups mean.

In the fifth statement, school leaders identify areas for improvement and recommend relevant training. Teachers have an agreed level of agreement with a mean score of 3.51, and school leaders have an undecided level of agreement with a mean score of 2.8. The t-calculated value is 1.51 and the critical value is 2.00, with 79 degrees of freedom at the two-tailed ($p = 0.05$) significance level, which implies that the t-calculated value is higher than the t-tabulated value and implies that there is no significance difference between the two group means.

In the sixth statement, school leaders foster collaboration among teachers for continuous improvement in the teaching and learning process. Both teachers and school leaders have agreed on the on the level of agreement on the school leader's foster collaboration among teachers for continuous improvement in the teaching and learning process. Teachers have a mean of 3.59 and school leaders have a mean of 3.26, which implies an agreed level of agreement, with teachers having a slightly higher mean score than school leaders. The t-calculated value is 1.91, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance level ($p = 0.23$), which implies that the t-calculated is less than the t-tabulated and that there is no significant difference between the two group means.

In the seventh statement, school leaders ensure data-driven decision-making in instructional supervision: teachers had an agreed level of agreement (mean = 3.59), and school leaders had an had an undecided level of agreement (mean = 3.2). School leaders ensure data-driven decision-making in instructional supervision, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.69, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance ($p = 0.19$) level, which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the eighth statement, school leaders assess the impact of instruction on student outcomes. Teachers had an agreed level of agreement (mean = 3.44), and school leaders had an undecided level of agreement (mean = 3.1). School leaders assess the impact of instruction on student outcomes, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.73, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level (p = 0.31), which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the ninth statement, school leaders leverage technology for instructional supervision and evaluation. Teachers had an agreed level of agreement (mean = 3.37), and school leaders had an undecided level of agreement (mean = 3.1). School leaders leverage technology for instructional supervision and evaluation, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.32, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level (p = 0.31), which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the tenth statement, school leaders ensure continuous improvement in student performance. Both teachers and school leaders have an undecided level of agreement (teachers mean = 3.2 and school leaders mean = 2.8). School leaders ensure continuous improvement in student performance, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.09, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level (p = 0.29), which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the eleventh statement, instructional leaders incorporate administrative policies into the professional development policies for teachers and other staff. Teachers had an agreed level of agreement (mean = 3.46), and school leaders had an undecided level of agreement (mean = 3.8). Instructional leaders incorporate administrative policies into the professional development policies for teachers and other staff, with teachers giving a slightly higher mean score than school leaders. The t-calculated value is 1.29, and the critical value is 2.00, with 79 degrees of

freedom at the two-tailed significance level (p = 0.31), which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

Table 4. 6: Monitor students' progress

Statements	Teachers n=41		School leaders n=40		T-value	Sig.
	Mean	Std. Dev	Mean	Std. Dev		
1. School leaders are involved in implementing interventions for students who require additional support.	3.56	1.16	3.40	1.52	2.21	0.06
2. School leaders encourage and involve parents in monitoring their child's academic progress	3.51	1.00	3.20	1.56	2.45	0.08
3. School leaders improve collaboration with parents for better student monitoring	3.27	.98	3.00	1.43	1.69	0.17
4. School leaders facilitate collaboration among teachers to address student progress collectively	3.51	1.00	3.40	1.52	2.01	0.04
5. School leaders establish professional learning communities in your school to discuss and address students' academic achievement	3.46	1.00	3.20	1.56	1.97	0.34
6. School leaders frequently utilize student data to implement instructional decisions	3.44	1.00	3.40	1.52	2.65	0.15
7. School leaders encourage and support students' engagement in the learning process	3.34	1.01	3.60	1.45	1.9	0.26
8. School leaders' provide services to create a positive learning environment	3.22	1.08	3.60	1.45	1.87	0.12
9. School leaders involve parents and the community in fostering a positive learning climate	3.41	1.12	3.60	1.45	-3.02	0.03
Average mean	**3.41**	**1.05**	**3.38**	**1.49**	**2.2**	**0.13**

Source:- survey data analyze result 2024

Table 4.6 presents the mean and standard deviation for various statements related to monitoring students' progress. The data compares the responses of teachers and school leaders to these statements. In the first statement, school leaders are involved in implementing interventions for students who require additional support. Both teachers and school leaders have an agreed level of agreement on whether school leaders are involved in implementing interventions for students

who require additional support, with teachers giving a slightly higher mean score (teachers mean = 3.56 and school leaders mean = 3.4). And which indicates that teachers have higher school leaders involved in implementing interventions for students who require additional support than school leaders at a t-value of 2.21, which is greater than the tabulated value of the t-test (2.00) at 0.00 significance level of two-tailed at 79 degrees of freedom. This implies that there is a significant difference between the two group means.

In the second statement, school leaders encourage and involve parents in monitoring their child's academic progress: Teachers have an agreed level of agreement (teacher mean = 3.50), and school leaders have an undecided level of agreement (mean = 3.2) that school leaders encourage and involve parents in monitoring their child's academic progress. The t-calculated value (2.45) is greater than the critical values of t-value (2.00) at 79 degrees of freedom, which implies that there is a significant difference between teachers and school leaders.

In the third statement, school leaders improve collaboration with parents for better student monitoring. Teachers have an agreed level of agreement (teacher mean = 3.27), and school leaders have an undecided level of agreement (mean = 3.0) that school leaders improve collaboration with parents for better student monitoring. The t-calculated value (1.69) is less than the critical value of t-value (2.00) at 79 degrees of freedom, which implies that there is no significant difference between teachers and school leaders.

In the fourth statement, school leaders facilitate collaboration among teachers to address student progress collectively. Both teachers and school leaders have an agreed level of agreement, with a mean score of 3.51 and 3.4 for teachers and school leaders, respectively. Teachers have a slightly higher mean score than school leaders. The t-calculated value is 2.01 and the critical value is 2.00 with 79 degrees of freedom, which implies that the t-calculated value is higher than the t-tabulated value, which implies that there is a significant difference between the two groups mean.

In the fifth statement, school leaders establish professional learning communities in your school to discuss and address students' academic achievement. Teachers have an agreed level of agreement with a mean score of 3.46, and school leaders have an undecided level of agreement

with a mean score of 3.2. The t-calculated value is 1.97 and the critical value is 2.00, with 79 degrees of freedom at the two-tailed (p = 0.34) significance level, which implies that the t-calculated value is less than the t-tabulated value and implies that there is no significance difference between the two group means.

In the sixth statement, school leaders frequently utilize student data to implement instructional decisions. Both teachers and school leaders have agreed that school leaders frequently utilize student data to implement instructional decisions. Teachers have a mean of 3.44, and school leaders have a mean of 3.4, which implies an agreed level of agreement, with almost equal levels of mean. The t-calculated value is 2.65, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance level (p = 0.05), which implies that the t-calculated is higher than the t-tabulated and that there is a significance difference between the two group means.

In the seventh statement, school leaders encourage and support students' engagement in the learning process; both teachers and school leaders had an agreed level of agreement (mean = 3.34 and mean = 3.6) for teacher and school leaders, respectively. School leaders encourage and support students' engagement in the learning process, with school leaders giving a slightly higher mean score than teachers. The t-calculated value is 1.9, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance (p = 0.26) level, which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the eighth statement, school leaders' services are provided to create a positive learning environment. Teachers had an undecided level of agreement (mean = 3.2), and school leaders had an agreed level of agreement (mean = 3.6). School leaders' provide services to create a positive learning environment, with school leaders giving a slightly higher mean score than teachers. The t-calculated value is 1.87, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level (p = 0.12), which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

In the ninth statement, school leaders involve parents and the community in fostering a positive learning climate. Both teachers and school leaders had an agreed-upon level of agreement, with a mean of 3.41 and 3.6 teachers and school leaders, respectively. School leaders involve parents and the community in fostering a positive learning climate, with school leaders giving a slightly higher mean score than teachers. The t-calculated value is 3.02, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level ($p = 0.03$), which implies that the t-calculated value is higher than the t-tabulated value, and which implies that there is a significance difference between the two group means

Table 4. 7: Monitoring the instructional program

Statements	Teachers n=41		School leaders n=40		T-value	Sig.
	Mean	Std. Dev	Mean	Std. Dev		
1. School leaders understand the instructional program's overall goals and objectives	3.63	1.09	3.20	1.56	2.02	0.00
2. The program aligns with the educational needs of the participants	3.32	1.01	3.2	1.47	1.84	0.15
3. The learning materials relevant to the participants	3.17	1.05	3.20	1.56	1.62	0.41
4. The use of technology enhances or hinders your learning experience	2.90	.94	3.58	1.48	0.92	0.72
5. The school leaders meet individually with teachers to discuss student's academic progress	3.46	1.12	3.20	1.56	1.29	0.31
6. The school leaders inform the school's performance resulting in teachers with effective monitoring of the activities	3.07	1.19	3.10	1.46	1.07	0.43
7. The school leaders meet individually with teachers to discuss student's academic progress	3.39	1.12	3.60	1.45	-3.19	0.00
8. Instructional leaders monitor and ensure compliance with administrator's among teachers and other staff	3.05	1.26	3.20	1.56	1.46	0.16
Average mean	**3.25**	**1.11**	**3.29**	**1.51**	**1.68**	**.27**

Source: - survey data analyze result 2024

Table 4.7 presents the mean and standard deviation for various statements related to monitoring instructional programs. The data compares the responses of teachers and school leaders to these statements.

In the first statement, school leaders understand the instructional program's overall goals and objectives: teachers have an agreed level of agreement and school leaders have an undecided level of agreement. School leaders understand the instructional program's overall goals and objectives, with teachers giving a higher mean score (teachers mean = 3.63 and school leaders mean = 3.2). And which indicates that teachers and school leaders understand the instructional program's overall goals and objectives better than school leaders at a t-value of 2.02, which is greater than the tabulated value of the t-test (2.00) at the significance level of two-tailed at 79 degrees of freedom. This implies that there is a significant difference between the two group means.

In the second statement, the program aligns with the educational needs of the participants. Teachers have an agreed level of agreement (teacher mean = 3.32), and school leaders have an undecided level of agreement (mean = 3.2) that the program aligns with the educational needs of the participants. The t-calculated value (1.84) is less than the critical values of t-value (2.00) of ($p = 0.15$) at 79 degrees of freedom, which implies that there is no significant difference between teachers and school leaders.

In the third statement, the learning materials relevant to the participants are: Both teachers and school leaders have an undecided level of agreement (teacher mean = 3.17 and school leader mean = 3.2) on the learning materials relevant to the participants. The t-calculated value (1.62) is less than the critical value of t-value (2.00) at 79 degrees of freedom, which implies that there is no significant difference between teachers and school leaders.

In the fourth statement, the use of technology enhances or hinders your learning experience. Both teachers had an undecided level of agreement, and school leaders had an agreed level of agreement with a mean score of 2.9 and 3.58, respectively. School leaders have a slightly higher mean score than teachers. The t-calculated value is 0.92 and the critical value is 2.00 with 79

degrees of freedom, which implies that the t-calculated value is less than the t-tabulated value, which implies that there is no significant difference between the two groups mean.

In the fifth statement, the school leaders meet individually with teachers to discuss students' academic progress. Teachers have an agreed level of agreement with a mean score of 3.46, and school leaders have an undecided level of agreement with a mean score of 3.2. The t-calculated value is 1.29 and the critical value is 2.00, with 79 degrees of freedom at the two-tailed ($p = 0.31$) significance level, which implies that the t-calculated value is less than the t-tabulated value and implies that there is no significance difference between the two group means.

In the sixth statement, the school leaders inform the school's performance, resulting in teachers with effective monitoring of the activities. Both teachers and school leaders have an undecided level of agreement on how the school leaders inform the school's performance, resulting in teachers effectively monitoring the activities.

Teachers have a mean of 3.07, and school leaders have a mean of 3.1, which implies an undecided level of agreement, with almost equal levels of mean. The t-calculated value is 1.07, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance level ($p = 0.05$), which implies that the t-calculated is less than the t-tabulated and that there is no significant difference between the two group means.

In the seventh statement, the school leaders meet individually with teachers to discuss students' academic progress; both teachers and school leaders agreed on a level of agreement (mean = 3.39 and mean = 3.6) for teacher and school leaders, respectively.

The school leaders meet individually with teachers to discuss students' academic progress, with school leaders giving a slightly higher mean score than teachers. The t-calculated value is 3.19, and the critical value is (2.00) with 79 degrees of freedom at the two-tailed significance ($p = 0.00$) level, which implies that the t-calculated value is higher than the t-tabulated value and implies that there is a significance difference between the two group means.

In the eighth statement, instructional leaders monitor and ensure compliance with administrators' expectations among teachers and other staff. Both teachers and school leaders had an undecided

level of agreement (mean = 3.05 and mean = 3.2), respectively. Instructional leaders monitor and ensure compliance with administrators' expectations among teachers and other staff, with school leaders giving a slightly higher mean score than teachers.

The t-calculated value is 1.46, and the critical value is 2.00, with 79 degrees of freedom at the two-tailed significance level (p = 0.16), which implies that the t-calculated value is less than the t-tabulated value, and which implies that there is no significance difference between the two group means.

4.2.2 The Challenges of Instructional Leadership

In this part, the challenges that hinder instructional leadership in the study area were discussed, and general conclusions for the part were identified.

Table 4. 8: Challenges of Instructional Leadership

Statements	Teachers n=41		School leaders n=40		T-value	Sig.
	Mean	Std. Dev	Mean	St.Dev		
1. The current budgeting constraints faced by the school	3.9	1.18	3.20	1.56	-2.96	0.02
2. Limited financial resources impact the availability of essential teaching materials and resources within this schools	3.80	1.21	3.10	1.46	1.01	0.57
3. Limited budget has a noticeable impact on extracurricular activities and enrichment programs	4.41	.77	3.33	1.38	2.65	0.07
4. Limited funds hinder the implementation of modern technology and digital resources in the classroom	4.24	.99	3.60	1.45	-3.54	0.00
5. Facing budgetary constraints, such as balancing teacher salaries, facility maintenance, and educational resources	3.85	1.04	3.3	1.56	1.87	0.08
6. Lack of financial resources impacts the overall morale and motivation of teachers and other staff	3.83	.92	3.00	1.43	1.09	0.21
7. Poor community engagement is the effects of a limited budget	3.80	1.27	3.20	1.56	1.16	0.25
8. There is a problem or face in establishing and maintaining effective communication channels between teachers, administrators, parents, and students within the school community	3.98	1.04	3.20	1.56	1.19	0.21
9. Technology gaps hinder communication and collaboration efforts among instructional leaders and other stakeholders	3.90	1.24	3.80	1.34	2.97	0.01
10. Staff turnover affects continuity in communication and collaboration effects.	3.80	1.27	3.00	1.43	2.47	0.18
11. Lack of qualified instructional leaders in the area of education	3.68	1.15	3.30	1.51	1.14	0.54
12. Lack of training in instructional leadership	3.80	1.21	3.40	1.37	1.48	0.27
13. Lack of in-service training and teachers' development program	3.66	1.04	3.40	1.37	1.37	061
14. Lack of qualified teachers in all subject areas	3.51	1.47	3.60	1.45	1.35	0.27
15. Lack of courage to take risks at times for the improvement of instruction	3.29	1.40	3.40	1.37	1.29	0.08
16. Unwillingness to devote more time to instructional issues	3.41	.97	3.10	1.46	1.17	0.15
17. Lack of adequate knowledge base of instruction leadership	3.59	1.09	3.30	1.51	1.26	0.13
18. Lack of organizing the school community for leadership work	3.61	1.33	3.10	1.66	1.14	0.11
19. Unwillingness to assess staff and school capacity for leadership	3.51	.98	3.00	1.57	1.12	031
Average mean	**3.77**	**1.14**	**3.29**	**1.47**	**1.06**	**0.21**

Source:- survey data analyze result 2024

Table 4.8 presents the mean and standard deviation for various statements related to the challenges of instructional leadership. The data compares the responses of teachers and school leaders to these statements.

In the first statement, the current budgeting constraints faced by the school are: teachers have an agreed level of agreement and school leaders have an undecided level of agreement on how school leaders understand the instructional program's overall goals and objectives, with teachers giving a higher mean score (teachers mean = 3.9 and school leaders mean = 3.2). And which indicates that teachers have a higher understanding of the current budgeting constraints faced by the school than school leaders at a t-value of 2.96, which is greater than the tabulated value of the t-test (2.00) at a significance level of two-tailed at 79 degrees of freedom. This implies that there is a significant difference between the two group means.

In the second statement, limited financial resources impact the availability of essential teaching materials and resources within these schools: Teachers have an agreed level of agreement (teacher mean = 3.8), and school leaders have an undecided level of agreement (mean = 3.1) that limited financial resources impact the availability of essential teaching materials and resources within these schools. The t-calculated value (1.01) is less than the critical values of the t-value (2.00) of ($p = 0.57$) at 79 degrees of freedom, which implies that there is no significant difference between teachers and school leaders.

In the third statement, a limited budget has a noticeable impact on extracurricular activities and enrichment programs. Both teachers and school leaders have agreed level of agreement (teacher mean=3.41 and school leaders mean= 3.33) on limited budget has a noticeable impact on extracurricular activities and enrichment programs. The t-calculated value (2.65) is higher than the critical values of t-value (2.00) at 79 degrees of freedom, which implies that there is a significant difference between teachers and school leaders.

Limited financial resources pose a hindrance to the integration of modern technology and digital resources in the classroom, as stated in the fourth statement. Both teachers and school leaders expressed a level of agreement, with mean scores of 4.24 and 3.6, respectively. It is worth noting that teachers had a higher mean score compared to school leaders. The calculated t-value is 3.54,

and the critical value is 2.00 with 79 degrees of freedom. This suggests that the calculated t-value exceeds the tabulated t-value, indicating a significant difference between the mean scores of the two groups.

In the fifth statement, the challenge of budgetary constraints, including the need to balance teacher salaries, facility maintenance, and educational resources, was highlighted. Teachers and school leaders both expressed a level of agreement, with mean scores of 3.85 and 3.3, respectively. The calculated t-value is 1.87, and the critical value is 2.00 with 79 degrees of freedom at a two-tailed ($p = 0.08$) significance level. This indicates that the calculated t-value is lower than the tabulated t-value, suggesting no significant difference between the mean scores of the two groups.

In the sixth statement, the overall morale and motivation of teachers and other staff are negatively affected by a lack of financial resources. Teachers and school leaders had different levels of agreement on this matter, with teachers having a mean agreement level of 3.83 and school leaders having a mean agreement level of 3.00. The impact of the lack of financial resources on the overall morale and motivation of teachers and other staff is evident. The statistical analysis shows that the t-calculated value is 1.09, which is less than the critical value of 2.00 at a two-tailed significance level ($p = 0.21$). This indicates that there is no significant difference between the mean scores of the two groups.

In the seventh statement, a limited budget leads to poor community engagement. Teachers and school leaders had different levels of agreement on this issue, with teachers having a mean agreement level of 3.8 and school leaders having a mean agreement level of 3.2. The statistical analysis reveals that the t-calculated value is 1.16, which is less than the critical value of 2.00 at a two-tailed significance level ($p = 0.00$). Therefore, there is no significant difference between the mean scores of the two groups, indicating that the limited budget is indeed responsible for the poor community engagement.

In the eighth statement, a challenge arises in establishing and maintaining effective communication channels between teachers, administrators, parents, and students within the school community. Teachers showed a higher level of agreement with a mean of 3.98, while

school leaders had an undecided level of agreement with a mean of 3.2. The t-calculated value of 1.19 is lower than the critical value of 2.00, with 79 degrees of freedom at a two-tailed significance level (p = 0.21). This indicates that there is no significant difference between the mean scores of the two groups.

In the ninth statement, the discussion revolves around how technology gaps impede communication and collaboration efforts among instructional leaders and other stakeholders. Teachers and school leaders both reached a consensus, with teachers having a mean score of 3.9 and school leaders having a slightly lower mean score of 3.8. The hindrance caused by technology gaps in communication and collaboration efforts among instructional leaders and other stakeholders is evident. The t-calculated value of 2.97 exceeds the critical value of 2.00, with 79 degrees of freedom at a two-tailed significance level (p = 0.01), indicating a significant difference between the mean scores of the two groups.

In the tenth statement, the impact of staff turnover on continuity in communication and collaboration is discussed. It is observed that teachers have a higher level of agreement (mean = 3.8) compared to school leaders (mean = 3.0). The t-calculated value is 2.47, while the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level (p = 0.29). This indicates that the t-calculated value exceeds the t-tabulated value, indicating a significant difference between the means of the two groups.

In the eleventh statement, the focus is on the shortage of qualified instructional leaders in the field of education. Both teachers and school leaders expressed their agreement on this matter, with teachers giving a slightly higher mean score compared to school leaders (mean = 3.68 and 3.3, respectively). The t-calculated value is 1.14, and the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level (p = 0.54). This indicates that the t-calculated value is lower than the t-tabulated value, suggesting that there is no significant difference between the mean scores of the two groups.

In the twelfth statement, it is mentioned that there is a lack of training in instructional leadership. Both teachers and school leaders have expressed their agreement on this matter, with teachers giving a slightly higher mean score compared to school leaders. The calculated t-value is 1.48,

and the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level of 0.27. This indicates that the calculated t-value is lower than the tabulated t-value, suggesting that there is no significant difference between the mean scores of the two groups.

The thirteen statements highlight the absence of in-service training and teachers' development programs. Teachers and school leaders reached a mutual agreement, with mean scores of 3.66 and 3.4, respectively. Teachers rated the lack of in-service training and teachers' development programs slightly higher than school leaders. The t-calculated value is 1.37, and the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level ($p = 0.61$). This indicates that the t-calculated value is lower than the t-tabulated value, suggesting no significant difference between the two group means.

In the fourteen statements, the lack of qualified teachers in all subject areas is discussed. Teachers and school leaders reached an agreed level of agreement (mean = 3.51 and mean = 3.6), respectively. When it comes to the shortage of qualified teachers in all subject areas, teachers are rated slightly lower than school leaders. The t-calculated value is 1.35, while the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level ($p = 0.27$). This indicates that the t-calculated value is lower than the t-tabulated value, suggesting no significant difference between the two group means.

In the fifteen statements, there is a noticeable absence of bravery in taking risks for the betterment of instruction. Both educators and school administrators reached a mutual level of agreement, with mean scores of 3.29 and 3.4, respectively. It is worth noting that teachers expressed a slightly lower mean score compared to school leaders, indicating a slight disparity in their willingness to take risks for instructional improvement. The calculated t-value stands at 1.29, while the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level of 0.08. This suggests that the calculated t-value is lower than the tabulated t-value, indicating no significant difference between the mean scores of the two groups.

The sixteen statements point out that there is a reluctance to dedicate additional time to instructional matters. Teachers reached a consensus with an average agreement level of 3.41, whereas school leaders remained undecided with an average agreement level of 3.1. Due to their

unwillingness to allocate more time to instructional issues, teachers received a slightly higher mean score compared to school leaders. Considering a two-tailed significance level (p = 0.15), the t-calculated value of 1.17 falls below the critical value of 2.00, with 79 degrees of freedom. Thus, there is no significant difference between the mean scores of the two groups.

The seventeen statements address the issue of an insufficient knowledge base in terms of instruction and leadership. Both teachers and school leaders reached a mutual level of agreement, with mean scores of 3.59 and 3.3, respectively. It is worth noting that teachers gave a slightly higher mean score compared to school leaders, indicating a lack of adequate knowledge base in instruction and leadership. The calculated t-value is 1.26, whereas the critical value is 2.00, with 79 degrees of freedom at a two-tailed significance level (p = 0.13). This suggests that the calculated t-value is lower than the tabulated t-value, indicating no significant difference between the mean scores of the two groups.

In the eighteen statements, the discussion revolved around the absence of organization within the school community for leadership tasks. Teachers reached a consensus level of agreement (mean = 3.61), while school leaders remained undecided (mean = 3.1). The failure to organize the school community for leadership responsibilities led to teachers assigning a higher mean score compared to school leaders. The t-calculated value stands at 1.14, with a critical value of 2.00 and 79 degrees of freedom at a two-tailed significance level (p = 0.11). This indicates that the t-calculated value is lower than the t-tabulated value, suggesting no significant difference between the mean scores of the two groups.

The ninth statement addresses the issue of reluctance to evaluate the capabilities of staff and school leaders in terms of leadership. The teachers displayed a moderate level of agreement (mean = 3.51), while the school leaders remained undecided (mean = 3.0). The calculated t-value is 1.12, while the critical value is 2.00, based on a two-tailed significance level (p = 0.31) and 79 degrees of freedom. This suggests that the calculated t-value is lower than the tabulated t-value, indicating no significant difference between the mean scores of the two groups.

4.3 INTERVIEW AND OPEN-ENDED QUESTION DISCUSSION

The practice of instructional leadership interview report was presented as follows:

The interview response gained from one instructional leader was as follows: "*Promoting professional development for teachers, aligning instructional activities with the school's mission, and implementing effective supervision and support systems were not sufficient*."

Another leader at the school answered as follows: "*Insufficient training for instructional leaders, limited stakeholder engagement, and financial constraints also cause schools to face difficulties in fostering teachers, skills and maintaining high educational standards due to the above-mentioned obstacles."*

The challenges of the instructional leadership interview gained from one school leader and a sub-city education officer were presented as follows:

One school leader: "*limited stakeholder engagement, the vision and mission of schools are not well supported by stakeholders, lack of commitment and morale among lenders to accomplish their tasks effectively, bad student behavior, lack of student interest, large class size, and lower salary*" were the major identified challenges of instructional leadership in the study area.

Sub-city education officer: "*lack of training and support, political interference, educational policy, lack of educational technology, lack of knowledge, skill, and altitude of instructional leadership, lack of cooperation and communication between teacher school leaders and parents, social economic disparities, and student diversity*" were the challenges that hindered instructional leaders from working effectively.

The practice of instructional leadership that was found from interviews and open-ended questions is presented here: supervisor and sub-city education officer on the practice of instructional leaders supports the results found from the questionnaires as follows: Instructional leadership practices in government secondary schools in Bole subcity focus on enhancing educational quality through various strategies. These included promoting professional development for teachers, aligning instructional activities with the school's mission, and implementing effective supervision and support systems. However, challenges persist, such as

insufficient training for instructional leaders, limited stakeholder engagement, and financial constraints. Schools also face difficulties in fostering teachers, skills and maintaining high educational standards due to these obstacles. These results support the finding that teachers found through questionnaires that it needs the above-mentioned element in order to improve instructional leadership practice in the study area.

The second phase was assessing the challenges that appear during instructional leadership: - The interview results found from the supervisor and sub-city education officer on the challenges of instructional leaders support the results found from the questionnaires, as discussed in the interview below. Limited stakeholder engagement. The vision and mission of schools are not well supported by stakeholders. Lack of commitment and moral among lenders to accomplish their tasks effectively, bad students' behavior, lack of students' interest, large class size, lack of salary (lower salary), lack of knowledge, skill and altitude of instructional leader ship, teacher and instructional leader recruitment and retention, limited budget for educational resource, limited resource, lack of training and supporting, political interference, educational policy, lack of educational technology, lack of knowledge skill and altitude of instructional leadership, lack of cooperation and communication between teacher school leaders and parents, social economic disparities and student diversity were the main challenges to practice in instructional leadership in Bole secondary school.

4.4 DOCUMENT ANALYSIS RESULTS

The document analysis on the practices and challenges of instructional leadership in government secondary schools in Bole Sub City, Addis Ababa administration, included research papers, reports, and academic articles. These documents highly explore topics such as the role of instructional leaders and strategies for improving teaching and learning obstacles faced by school administrators and could include research papers, reports, or academic articles.

These documents likely explore topics such as the role of instructional leadership strategies for improving teaching and learning, obstacles faced by school administrators, and potential solutions to enhance education outcomes. They might also have to delve into specific issues unique to the region, such as resource constraints, curriculum implementation, teacher training, and community involvement.

This document would provide in-depth insights into the methods, challenges, and strategies employed by school leaders to improve teaching and learning outcomes. These analyses would likely explore various facets of instructional leadership, including curriculum development, teacher training, student assessment, and community engagement, while also addressing the specific hurdles faced within the local context, such as resource limitations, infrastructure constraints, and socio-economic factors impacting education.

The document on instructional leadership in government secondary schools in Bole Sub City, Addis Ababa Administration, would likely detail the practical implementation of the leadership strategies aimed at enhancing teaching and learning. This could include descriptions of how school administrators provide professional development opportunities for teachers to establish clear instructional goals, foster a positive school culture, and actively monitor and support classroom instruction. Additionally, these documents may discuss specific case studies or examples of successful instructional leadership.

Additionally, these documents may discuss specific case studies or examples of successful instructional leadership practices within the context of the local educational landscape.

The documents would likely outline various challenges faced by instructional leaders in government schools in Bole Sub City. These challenges could include inadequate resources such as funding, facilities, and teaching materials, as well as issues related to teacher retention, student discipline, and parental involvement.

Additionally, socio-economic factors such as poverty, inequality, and cultural barriers may impact the effectiveness of instructional leadership efforts.

4.5 RESULT AND DISCUSSION OF THE FINDINGS

The study shows that the school has a clearly defined vision and mission, with teachers giving a slightly higher mean score than school leaders. Both teachers and school leaders generally agree that school leaders understand and support a common mission for the school. School leaders believe their activities align with the school's stated vision and mission more than teachers do. Both groups agree that the school missions should be framed in terms of school leaders, with teachers giving a slightly higher mean score.

There is some disagreement regarding whether school leaders use students' performance and results to develop the school's mission. Both teachers and school leaders agree that school leaders develop annual school-wide goals focused on student learning, with teachers giving a slightly lower mean score. Both groups also agree that school leaders use resources effectively for the implementation of the school's mission and vision, with teachers giving a slightly lower mean score. School leaders develop goals that are easily understood and used by teachers in the school, although there is some disagreement among respondents.

Overall, the practices of school vision, mission, and goals were rated as high performance by both teachers and school leaders, indicating that defining and implementing these aspects is successful at Bole Secondary School.

Teachers and school leaders both utilize student performance data to inform decision-making, with teachers generally rating this aspect higher than school leaders. The effectiveness of the current curriculum in meeting educational goals and standards was rated relatively highly by both groups. School leaders involve teachers in curriculum development and alignment, with positive ratings from both parties.

School leaders are actively involved in managing curriculum and instruction, coordinating evaluation processes, utilizing student performance data, and encouraging teacher improvement. However, the t-test results show a statistically significant difference between the responses of teachers and school leaders, except for statements 1 and 8. Overall, the average ratings for school management, curriculum, and instruction were high, indicating strong performance in managing curriculum and instruction at Bole Secondary School.

The data gathered from teachers and school leaders highlights the importance of creating a positive learning climate within educational institutions. School leaders are crucial in this process, as they play a significant role in addressing and promoting issues and ensuring instructional time is utilized effectively. They are also actively working towards establishing positive relationships between teachers and students, which can enhance student engagement and classroom dynamics.

Both teachers and school leaders recognize the importance of actively involving students in their own learning process. School leaders are seen as encouraging and supporting student engagement, indicating their commitment to promoting a positive learning environment. Effective discipline policies are also crucial in maintaining a positive learning climate, with school leaders scoring slightly higher in this aspect, showing their dedication to implementing policies that contribute to a positive environment.

Support services provided by school leaders are essential to enhancing the learning experience for students. While both teachers and school leaders acknowledge the importance of support services, school leaders scored slightly higher, indicating their active efforts in providing services that contribute to a positive learning environment. Additionally, involving parents and the community in fostering a positive learning climate is recognized as significant, with room for improvement in actively engaging parents and the community, according to the data.

The core points from the provided text on supervising and evaluating instruction are as follows: Firstly, school leaders focus on aligning instructional activities with the organization's goals and objectives, providing feedback based on different instructional methods, and supporting teachers in their professional development.

They also identify areas for improvement, recommend relevant training, foster collaboration among teachers, and ensure data-driven decision-making and continuous improvement in student performance. Moreover, school leaders assess the impact of instruction on student outcomes, leverage technology for supervision, and incorporate administrative policies into professional development. Both teachers and school leaders have positive perceptions of these aspects, with minor differences in mean scores showing general agreement on the importance of supervising and evaluating instructional factors.

The study result presents data on the mean and standard deviation for various statements related to monitoring students' progress. School leaders are actively involved in implementing interventions for students who require additional support. The mean score for teachers is 3.5610, while for school leaders, it is 3.40. School leaders encourage and involve parents in monitoring their children's academic progress. The mean score for teachers is 3.51, while for school leaders,

it is 3.20. School leaders aim to improve collaboration with parents for better student monitoring. The mean score for teachers is 3.26, while for school leaders, it is 3.00. School leaders facilitate collaboration among teachers to collectively address student progress.

The mean score for teachers is 3.51, while for school leaders, it is 3.40. School leaders establish professional learning communities in the school to discuss and address students' academic achievement. The mean score for teachers is 3.46, while for school leaders, it is 3.20. School leaders frequently utilize student data to make instructional decisions. The mean score for teachers is 3.44, while for school leaders, it is 3.4000. School leaders encourage and support students' engagement in the learning process. The mean score for teachers is 3.34, while for school leaders, it is 3.60. School leaders provide services to create a positive learning environment. The mean score for teachers is 3.22, while for school leaders, it is 3.60.

School leaders involve parents and the community in fostering a positive learning climate. The mean score for teachers is 3.41, while for school leaders, it is 3.60. Overall, the average mean score for teachers is 3.41, and for school leaders, it is 3.38. These findings highlight the areas where teachers and school leaders differ in their responses to statements related to monitoring students' progress.

The data presented compares the responses of teachers and school leaders regarding their understanding of instructional programs. School leaders scored higher than teachers in terms of overall goals and objectives, indicating a significant difference. However, both teachers and school leaders had similar scores when it came to the alignment of the program with participants' educational needs. The perception of learning materials being relevant was also similar between the two groups.

Interestingly, there was a difference in perception regarding the use of technology, with teachers scoring lower and school leaders scoring higher. There was a slight difference in perception regarding school leaders meeting individually with teachers to discuss students' academic progress.

School leaders informing the school's performance had similar scores between teachers and school leaders. Another instance of school leaders meeting individually with teachers showed a

significant difference in perception. Lastly, instructional leaders monitoring and ensuring compliance had similar scores between teachers and school leaders. The average mean for all statements was slightly higher for school leaders compared to teachers.

The study of this paper is supported by the following previous study, as follows: The Ethiopian Education and Training Policy (1994, p. 29–30) states that educational management should be democratic, professional, efficient, coordinated, and effective. In addition, the management of touchers and other educational personnel is based on professional principles for practicing instructional leadership.

The challenges of instructional leadership were discussed in the text, comparing responses from teachers and school leaders. The impact of limited financial resources on teaching materials, extracurricular activities, and technology integration was highlighted. Balancing budgets for teacher salaries, maintenance, and resources is a complex task.

Poor community engagement due to budget constraints and the importance of effective communication channels were emphasized. Technology gaps hinder communication efforts among stakeholders. Staff turnover affects communication and collaboration, with teachers perceiving it as a significant issue compared to school leaders. A lack of qualified instructional leaders and training programs was identified as a challenge, indicating a need for professional development opportunities.

The shortage of qualified teachers in all subject areas was also noted. Challenges such as the lack of courage to take risks, unwillingness to devote time to instructional issues, inadequate knowledge base, organizing the school community for leadership work, and assessing staff and school capacity for leadership were mentioned.

These findings underscore the need for targeted support and professional development in instructional leadership. The following scholars support the result of this study as follows: the study by MOE (2008) as follows: absence of incentives, unfavorable working conditions, and minimal appreciation for teaching large classes; limited career opportunities; insufficient teaching resources; and irregular payment of salaries are the primary factors that undermine the morale of secondary school teachers. These are the major challenges of instructional leadership.

An additional challenge impacting successful instructional leadership is the absence of backing from higher-ranking officials. The decisions made by the principal are shaped by the authority figures above them. The disappointment and demotivation experienced by certain principals due to the perceived lack of support from their peers act as a hindrance to achieving effectiveness as an instructional leader (MCE Wan, 2003).

CHAPTER FIVE

SUMMARY CONCLUSION RECONDITION

Introduction

This chapter of the study deals with a summary of the major findings, conclusions drawn, and recommendations that are assumed to be useful to enhance the practice and challenges of instructional leadership in government secondary schools in Bole sub-city in Addis Ababa city administration.

5.1. Summary of the major findings

The main purpose of the study was to examine the practice and challenges of instructional leadership in government secondary schools in Bole sub-city in the Addis Ababa administration. The specific objectives of the study include: evaluating the existing instructional leadership practices in government secondary schools in Bole Sub City, Addis Ababa City administration; exploring the challenges encountered by instructional leaders when striving to enhance teaching and learning in government secondary schools in Bole Sub City; and recommending the mechanisms that the school leaders use to enhance instructional leadership practices in the school.

To achieve this purpose, the study attempted to answer the following basic questions:

1. What instructional leadership practices are currently in place in government secondary schools?
2. What challenges do instructional leaders encounter when striving to enhance teaching and learning in government secondary schools?

To answer these questions, the researcher employed a mixed-methods approach, using both quantitative and qualitative techniques in data collection, analysis, and presentation. This is known as embedded mixed-method design. Information for the research is gathered from both primary and secondary sources.

In order to answer the research questions, sample selection was made, which involved both probability and non-probability sampling techniques. Out of the total population from 5 sample schools, 46 teachers were selected by stratified sampling, 45 school leaders, 10 supervisors, and 1 education officer were available.

A questionnaire was prepared and administered to 46 (45.1%) teachers, of whom 41 (40.1%) and 45 (44.12%) were school leaders, and 40 (39.22%) questionnaires were returned. Interview questions were also prepared, and interviews were conducted with 8 supervisors and 1 sub-city education officer. Additionally, supportive data was collected through various documents and literature.

To evaluate the instruments' validity and reliability, pilot testing was carried out in Lemi Secondary School by distributing draft questionnaires to 1 school principal, 3 vice principals, 1 supervisor, and 10 teachers. After analyzing the data, the consistency of the instrument was calculated using Cronbach's alpha, and the value was obtained as 0.90, which indicates the instrument's good reliability.

The collected data were analyzed using descriptive statistics such as mean and standard deviation and inferential statistics such as t-test. The quantitative data collected through questionnaires was analyzed using SPSS software version 26. The qualitative information from open-ended questions was analyzed in an integrated way. The data was organized using tables for presentation and interpretation.

To this end, an attempt has been made to assess the elements of instructional leadership (defining school vision, mission, and goals), managing curriculum instructions, promoting a positive school climate, supervising and evaluating instructions, monitoring students' progress, monitoring the instructional program, and the challenges of instructional leadership.

Major findings on instructional leadership practice

Defining school vision, mission, and goal: Teachers and school leaders generally agree on the presence of a clearly defined vision, mission, and goals within the school, with teachers slightly showing a higher level of agreement. There is a perception that the school leader's activities align

with the stated vision and mission, with school leaders showing higher agreement. The results showed that teachers rated the school's vision and mission higher than school leaders. However, school leaders were more aligned with the school's mission and vision in their activities. The study also found that school leaders use student performance to develop the school's mission and develop annual school-wide goals focused on student learning. Additionally, school leaders effectively use resources for the implementation of the school's mission and vision. Overall, the average mean for teachers' perceptions of the school's vision and mission was higher than that of school leaders.

The data collected from teachers and school leaders regarding ***managing curriculum evaluation*** indicates that school leaders are actively involved in coordinating the curriculum evaluation process and encouraging teachers to improve classroom instructional programs. However, there is a significant difference in the mean scores between teachers and school leaders in terms of checking student results and involving teachers in the curriculum development process. The average mean for both groups is 3.35 for teachers and 3.22 for school leaders, with a t-value of 2.19 and a significance level of 0.30. This suggests that while there is generally alignment in perceptions, there are some areas where differences exist.

Regarding promoting ***a positive learning climate, school*** leaders were rated highly for protecting instructional time and supporting student engagement, with mean scores of 3.71 and 3.51, respectively. However, areas of improvement were identified in involving parents and the community, with a mean score of 3.07. On average, both teachers and school leaders rated the importance of creating a positive learning environment similarly, with mean scores of 3.31 and 3.41, respectively. This indicates a shared understanding of the key factors that contribute to fostering a positive learning climate.

The study also revealed that discipline policies may need further attention to align with creating a positive learning climate, as reflected in the mean score of 3.2. Overall, school leaders are recognized for their essential role in establishing positive relationships, supporting student engagement, and influencing the learning environment positively.

School leaders have a slightly higher mean score in most areas compared to teachers, indicating a stronger perception of their role in instructional activities. Key insights include school leaders being more focused on aligning instructional activities with organizational goals, providing feedback based on different instructional methods, and fostering collaboration among teachers for continuous improvement.

Regarding ***supervising and evaluating instruction***, findings show that school leaders are more likely to ensure data-driven decision-making in instructional supervision, assess the impact of instruction on student outcomes, and leverage technology for instructional supervision and evaluation. However, there are areas where both teachers and school leaders need improvement, such as recommending relevant training for improvement and ensuring continuous improvement in student performance.

The data collected from teachers and school leaders indicates that school leaders are actively involved in implementing interventions for students who need extra support. They also encourage parental involvement in monitoring their child's academic progress and work towards improving collaboration with parents for better student monitoring. Additionally, regarding ***monitoring student progress***, school leaders facilitate collaboration among teachers to collectively address student progress and establish professional learning communities to discuss and address academic achievement.

Furthermore, school leaders frequently use student data to make instructional decisions and support students' engagement in the learning process. They provide services to create a positive learning environment and involve parents and the community in fostering a positive learning climate. The findings suggest that school leaders play a crucial role in monitoring students' progress and ensuring a supportive educational environment for all stakeholders involved.

The study involved assessing the ***monitoring of the instructional program***. The results showed that school leaders have a good understanding of the program's goals and objectives. There was a significant difference in the perception of the use of technology in enhancing or hindering learning experiences, with school leaders rating it higher than teachers. School leaders were found to meet individually with teachers to discuss student academic progress, with teachers

rating this aspect higher than school leaders.Additionally, instructional leaders were reported to monitor and ensure compliance with administrators among teachers and staff. Overall, the study highlighted areas of agreement and discrepancy between teachers and school leaders in monitoring the instructional program.

Major findings on the challenges of instructional leadership

Several challenges were faced by instructional leaders in schools.

The findings indicate that budget constraints are a significant issue affecting both teachers and school leaders. Limited financial resources impact the availability of teaching materials and resources, as well as extracurricular activities and enrichment programs. Additionally, the lack of funds hinders the implementation of modern technology and digital resources in the classroom. Balancing teacher salaries, facility maintenance, and educational resources is also a struggle due to budgetary constraints. Moreover, the study suggests that the lack of financial resources can impact the morale and motivation of teachers and other staff members. These challenges underscore the importance of addressing budget constraints to support effective instructional leadership in schools.

The key findings include poor community engagement due to limited budgets, difficulties in establishing effective communication channels among stakeholders, technology gaps hindering collaboration efforts, staff turnover affecting continuity in communication, a lack of qualified instructional leaders, and insufficient training in instructional leadership. These challenges highlight the importance of addressing communication issues, investing in technology, providing adequate training, and retaining qualified staff to improve instructional leadership in educational settings.

Both groups highlighted the issue of a lack of qualified teachers in all subject areas. Additionally, there were concerns about the unwillingness to take risks for instructional improvement, teachers not devoting enough time to instructional issues, and insufficient knowledge of instructional leadership. Organizing the school community for leadership work and the need to assess staff and school capacity for leadership were also noted as challenges.

5.2 CONCLUSION

The study revealed that teachers rated the school's vision and mission higher than school leaders, but school leaders were more aligned with the school's mission and vision in their activities.

There is generally alignment in perceptions, but some differences exist, particularly in areas such as checking student results and involving teachers in the curriculum development process. School leaders are recognized for their essential role in establishing positive relationships, supporting student engagement, and influencing the learning environment positively. Notable findings show that school leaders are more likely to ensure data-driven decision-making in instructional supervision, assess the impact of instruction on student outcomes, and leverage technology for instructional supervision and evaluation.

The study shows the importance of school leaders in monitoring students' progress, involving parents, fostering collaboration among teachers, utilizing student data, and creating a positive learning environment. The mean scores indicate that both teachers and school leaders are actively engaged in these efforts, with school leaders slightly lower on average but still effective in their roles and the study shows that school leaders have a good understanding of instructional program goals and objectives, aligning with educational needs and relevant learning materials. Additionally, the use of technology impacts the learning experience, and individual meetings between school leaders and teachers contribute to effective monitoring of student progress and school performance. The challenges of instructional leadership highlighted in the text include limited financial resources impacting morale, poor community engagement, lack of effective communication channels, technology gaps hindering collaboration, and budget constraints affecting teaching materials and extracurricular activities. These challenges are further exacerbated by staff turnover, lack of qualified instructional leaders, training deficiencies, and a general unwillingness to take risks or devote more time to instructional issues. Teachers generally perceive these challenges slightly higher than school leaders, indicating a need for collaborative efforts to address these issues effectively.

5.3 Recommendations

Based on the findings of the study, the following recommendations were forwarded:

- School leaders need to improve the alignment of their activities with the stated vision and mission by providing training and communication with the school community in order to make it clear and have a shared goal.
- The school community should take part in improving students' academic success through better instructional leadership and continuous support and follow-up.
- The school leader's assessment of the impact of data-driven decision-making instruction on student outcomes and leveraging technology should be used, as they are important for continuous improvement in student performance through e-learning accessibility with education service sectors.
- The schools should encourage parental involvement and collaboration among teachers by providing meetings or parent's conferences to address student progress collectively in order to achieve better education.
- The concerned stakeholders (school leaders, sub-city education officers, MOE, etc.) provide improvements in aligning the program with educational needs and utilizing technology to improve students' academic achievement and make them competitive.
- The schools provide training, meetings, or get-togethers between school leaders and teachers, which play a significant role in discussing student progress, enhancing instructional monitoring, and collaboration in order to strengthen the relationship between them to work toward a shared mission and vision.
- In general, to improve instructional leadership, the researcher recommended that educationally concerned bodies minimize the following identified challenges: limited budgeting constraints, lack of financial resources, technology gaps, poor community engagement, and a lack of qualified instructional leaders and teachers.
- The governments allocate enough budgets for schools to fulfill the required resources for improving instructional leadership.
- The MOE provides training for school leaders and assigns the right person to the right place in order to address the academic achievement of students effectively and efficiently.

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APPENDICES

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Secondary School Teachers, School Principals, Unit Leaders, and Department Heads.

General Direction

The main purpose of this questionnaire is to collect information on the practice and challenges of instruction leadership in government secondary schools in Bole Sub-City in Addis Ababa city Administration.

Dear respondent

I am an MA student at Addis Ababa University, College of Education and Behavioral Studies, Department of Educational Planning and Management. This questionnaire is designed to collect relevant information about the study.

The success of these studies entirely depends on your sincere, genuine, and objective response to each question. So you are kindly requested to read the questions carefully and fill the questionnaire honestly and responsibly. All the information you provide will be kept securely and will not be used for any other purpose except for the intended academic research purpose.

Then you to share your valuable time for answering this questionnaire.

Notice:

- Carefully read any instructions or introductory notes provided with the questionnaire.
- Answer each question accurately and truthfully. Ensure your responses reflect your genuine thoughts and experiences.

- Write your responses in clear and concise language.
- If the questionnaire provides space for additional comments use it when needed to provide more context or elaborate on your answer.
- Avoid using unclear terms.
- It is not required to write your name on the question paper.

Thanks in advance for your willingness!!

Part I: Background and Personal information of the respondents

Instruction: Please give your response by putting "✓" or by writing in the space provided accordingly.

1. Name of your school: _____
2. Name of your woreda: _____
3. **Sex:**

a) Male ☐ b) Female ☐

4. **Age:**

a) 21-25 years ☐

b) 26-30 years ☐

c) 31-35 years ☐

d) 36-40 Years ☐

e) 41 and above years ☐

5. Service year:

a) Less than 5 years ☐

b) 5-10 years ☐

c) 10-15 years ☐

d) Above 15 years ☐

6. Your higher level of education:

a) Diploma ☐ b) Degree ☐ c) Masters and above ☐

7. Current position:

a) Classroom teacher ☐

b) Unit leader ☐

c) Vice Principal ☐

d) Principal ☐

Part II. Instructional Leadership Practice

The tables given below consist of statements that show the functions and roles of instructional leadership. Each table contains five responses. Please indicate the extent to which each statement represents your school by putting a tick mark (✓) in one of

the boxes against each item. Every response has to be based on your school context. The number shows:

5- Strongly agree

4- Agree

3- Undecided

2- Disagree

1- Strongly disagree

2.1 Defining the school's vision, mission, and goal

No	Items	Response				
		5	4	3	2	1
1	The school has a clearly defined vision and mission					
2	School leaders understand and support a common mission for the school and can describe it clearly					
3	The school leader’s activities align with its stated vision and mission					
4	Frame the school missions in terms of school leaders					
5	School leaders use student's performance and result to develop the school’s mission					
6	School leaders develop a set of annual school-wide goals focused on student learning					
7	School leaders use resources effectively for the implementation of the mission and vision of the school					
8	School leaders develop goals that are easily understood and used by teachers in the school					

2.2 Managing curriculum and instruction

No	Items	Response				
		5	4	3	2	1
1	School leaders coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
2	School leaders check periodically student's results to ensure the effective implementation of the curriculum					
3	School leaders utilized student performance data to inform instruction decision-making					
4	The rate of the effectiveness of the current curriculum in meeting educational goals and standards is high.					
5	School leaders' involvement of teachers in the curriculum development and alignment process					
6	School leaders evaluate the effectiveness of instructional programs in achieving school goals					
7	School leaders monitor the classroom curriculum to see that it covers the school's curricular objectives					
8	School leaders encourage teachers to improve classroom instructional program					

2.3 Promoting a positive learning climate

No	Items	Response				
		5	4	3	2	1
1	School leaders protect instructional time					
2	School leaders establish positive relationships between teachers and students.					
3	School leaders encourage and support student's engagement in the learning process					
4	School leaders' discipline policies contribute to a positive learning climate creating a positive					
5	School leaders' support services contribute to creating a positive learning environment					
6	School leaders involve parents and the community in fostering a positive learning climate					

2.4 Supervising and evaluating instruction

No	Items	Response				
		5	4	3	2	1
1	School leaders approach the supervision of instructional activities					

2	School leaders ensure that instructional activities align with the organization's goals and objectives					
3	School leaders provide feedback to teachers based on different instructional methods					
4	School leaders support teachers in their professional development					
5	School leaders identify areas for improvement and recommend relevant training					
6	School leaders foster collaboration among teachers for continuous improvement for teaching learning process					
7	School leaders ensure data-driven decision-making in instructional supervision					
8	School leaders assess the impact of instruction on student outcomes					
9	School leaders leverage technology for instructional supervision and evaluation					
10	School leaders ensure continuous improvement in student performance					
11	Instructional leaders incorporate administrative policies into the professional development policies for teachers and other staff					

2.5 Monitor students' progress

No	Items	Response				
		5	4	3	2	1
1	School leaders are involved in implementing interventions for students who require additional support					
2	School leaders encourage and involve parents in monitoring their child's academic progress					
3	School leaders improve collaboration with parents for better student monitoring					
4	School leaders facilitate collaboration among teachers to address student progress collectively					
5	School leaders establish professional learning communities in your school to discuss and address students' academic achievement					
6	School leaders frequently utilize student data to implement instructional decisions					
7	School leaders encourage and support students' engagement in the learning process					
8	School leaders' provide services to create a positive learning environment					
9	School leaders involve parents and the community in fostering a positive learning					

No	Items	Response				
		5	4	3	2	1
	climate					

2.6 Monitoring instructional program

No	Items	Response				
		5	4	3	2	1
1	School leaders understand the instructional program's overall goals and objectives					
2	The program aligns with the educational needs of the participants					
3	The learning materials relevant to the participants					
4	The use of technology enhances or hinders your learning experience					
5	The school leaders meet individually with teachers to discuss student's academic progress					
6	The school leaders inform the school’s performance resulting in teachers with effective monitoring of the activities					
7	The school leaders meet individually with teachers to discuss student's academic progress					
8	Instructional leaders monitor and ensure compliance with administrator’s among teachers					

	and other staff					

PART IV: Challenges of Instructional Leadership

In the tables below, different issues are described about the common challenges of school that show the obstruct of the practice of instructional leadership.

The five-point scale indicated below shows the degree of availability of each challenge in your school. Please indicate your level of fillings and the extent to which each item is available in your school.

The number indicated:

5= Very High (VH)

4= High (H)

3= Moderate (M)

2= Low (L)

1= Very Low (VL)

4.1 Challenges

No	Items	Response				
		VH	H	M	L	VL
1	The current budgeting constraints faced by the school					
2	Limited financial resources impact the availability of essential teaching materials and resources within this schools					
3	Limited budget has a noticeable impact on extracurricular activities and enrichment programs					

No	Items	Response				
		VH	H	M	L	VL
4	Limited funds hinder the implementation of modern technology and digital resources in the classroom					
5	Facing budgetary constraints, such as balancing teacher salaries, facility maintenance, and educational resources					
6	Lack of financial resources impacts the overall morale and motivation of teachers and other staff					
7	Poor community engagement is the effects of a limited budget					
8	There is a problem or face in establishing and maintaining effective communication channels between teachers, administrators, parents, and students within the school community					
9	Technology gaps hinder communication and collaboration efforts among instructional leaders and other stakeholders					

No	Items	Response				
		VH	H	M	L	VL
10	Staff turnover affects continuity in communication and collaboration effects.					
11	Lack of qualified instructional leaders in the area of education					
12	Lack of training in instructional leadership					
13	Lack of in-service training and teachers' development program					
14	Lack of qualified teachers in all subject areas					
15	Lack of courage to take risks at times for the improvement of instruction					
16	Unwillingness to devote more time to instructional issues					
17	Lack of adequate knowledge base of instruction leadership					
18	Lack of organizing the school community for leadership work					
19	Unwillingness to assess staff and school capacity for leadership					

Practice and Challenges of Instructional Leadership

Part V: Open-ended questionnaires for teachers and school leaders

1. How do you describe the current state of instructional leadership in your school?

_____

_____

_____

2. What specific actions do instructional leaders take to support teaching and learning in your school?

_____

_____

_____

3. What major problems hinder the effectiveness of instructional leaders in your school?

_____

_____

_____

4. What are the main or specific factors contributing to these challenges within your school context?

_____

_____

_____

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for supervisor and sub city educational officers

General Direction

The main purpose of this interview is to collect information on the **practice and challenges of instruction leadership in government secondary schools in Bole Sub-City in Addis Ababa city Administration.**

Dear Interviewee

I am an MA student at Addis Ababa University, College of Education and Behavioral Studies, Department of Educational Planning and Management. This interview is designed to collect relevant information about the study.

The success of these studies entirely depends on your sincere, genuine, and objective response to each question. All the information you provide will be kept securely and will not be used for any other purpose except for the intended academic research purpose. Then you to share your valuable time for the **interview**

Thanks in advance for your willingness!!

Part I: Background and Personal information of the respondents

Instruction: Please give your response by putting "✓" or by writing in the space provided accordingly.

1. Name of your school: _____
2. Name of your woreda: _____
3. **Sex:**

a) Male ☐ b) Female ☐

4. **Age:**

a) 21-25 years ☐
b) 26-30 years ☐
c) 31-35 years ☐
d) 36-40 Years ☐
e) 41 and above years ☐

5. **Service year:**

a) Less than 5 years ☐
b) 5-10 years ☐
e) 10-15 years ☐
f) Above 15 years ☐

6. **Your higher level of education:**

a) Diploma ☐ b) Degree ☐ c) Masters and above ☐

b) Current position:

a) Officer ☐
b) Supervisor ☐

Part II: Interview question

1. How do you describe the current state of instructional leadership in your school?

_____

_____

_____

2. What are the major challenging factors that affect the practices of instructional leadership in your sub city government secondary schools?

_____

_____

_____

ADDIS ABABA UNIVERSITY

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Check List for Document Analysis

1. Documents that show the rules of principals.
2. School minutes about supervising and evaluating instructions.
3. Any checklist that is being used by the school principal to monitor the progress of students.
4. Schools strategic plans.
5. Self-assessment documents and data.
6. The school stated its vision and mission.