



**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**PRACTICES AND CHALLENGES OF INSTRUCTIONAL  
LEADERSHIP IN PRIVATE SECONDARY SCHOOLS OF  
WOREDA 9, IN GULELE SUB CITY**

**BY  
TEWODROS LEMMA**

**JULY, 2019  
ADDIS ABABA, ETHIOPIA**



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

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
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**SCHOOL OF GRADUATE STUDIES**

This is to certify that the thesis on “Practices and Challenges of Instructional Leadership in Private Secondary Schools of Woreda 9, in Gulele Sub City” is prepared and submitted by Tewodros Lemma in partial fulfilment of the requirements of the degree of Master of Arts in Educational Leadership and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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External Examiner                                      Signature                                      Date

## **Declaration**

I, the undersigned, declare that this thesis entitled Practices and Challenges of Instructional Leadership in Private Secondary Schools of Woreda 9, in Gulele Sub City, is my original work, has not been presented for a degree in any other university and that all source of material used for the thesis have been duly acknowledged.

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

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## **Abbreviations and Acronyms**

ESDP: Education Sector Development Program

SPSS: Statistical Package for Social Sciences

GEQIP: General Education Quality Improvement Package

MOE: Ministry of Education

SIP: School Improvement Program

CPD: Continues Professional Development

BED: Bachler of Education

## ***Abstract***

*The purpose of the study was to identify the instructional leadership practices and challenges in private secondary schools of woreda 9, in Gulele sub city. The study reviewed the related literature on leadership aspects, models of instructional leadership, roles of teachers, department heads, supervisors and principals as instructional leaders, and attempts were also made to identify factors that affect the effectiveness of instructional leadership. To this end, the investigator has raised four basic questions and addressed the instructional leadership practices and challenges from different perspectives. In order to meet the objectives of the study, descriptive survey research method was employed. The researcher incorporated 100% of the populations as respondents. Five main and vice principals, 20 department heads, 7 supervisors and 62 teachers were primary sources of data. Questionnaires, interviews and document analyses were used for the purpose of collecting relevant data. Frequency, percentage, mean and standard deviation were used for data analysis and interpretation. The finding of this study revealed that 70% instructional leaders were subject specialists, lack skill and training of educational planning and management. In line with the above findings and conclusions, it was recommended, to equip instructional leaders with necessary knowledge, attitude and skills, the private school owners and sub city education office may arrange workshops, seminars, short- and long-term training in collaboration with different universities. Participation and attitude of teachers, supervisors and principals on CPD is also low and this issue was recommended, a special attention to be given.*

### **KEY WORDS**

**SCHOOL, LEADERSHIP, INSTRUCTION, PRIVATE, TEACHERS, SUPERVISORS, LEADERS**

# **Chapter One**

## **Introduction**

The mission of any school is to provide adequate teaching and learning for the students. School administrators perform many professional and administrative functions in order to achieve the goals of the institutions. One of the critical administrative functions of a school administrator is instructional leadership. This study was designed to contribute to the knowledge of instructional leadership, but more specifically it describes what challenges impede the ability of superintendent and principals to engage in effective instructional leadership practices. Effective instructional leadership is pivotal for school system, school growth and improvement.

Generally, this chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of basic terms and organization of the study.

### **1.1 Background of the Study**

Instructional leadership (IL) has a long history, primarily rooted in the United States, to improve student achievement (Hallinger 2013). In fact, scholars claim that Instructional Leadership has been the most enduring leadership approach for the past 30 years. A renewed interest in IL has emerged in the past decade, lauding the importance of IL as a means to fostering sustainable teaching and learning in schools.

Since its initial introduction almost 30 years ago, instructional leadership is still a research topic of some significance and relevance points out that the instructional leadership construct is still alive in the domains of school leadership and management, policy and research, due to an increasing global emphasis on accountability.

Instructional leadership was characterized as a rational model of leadership. The underlying conceptualization assumed that schools would improve if principals were able to create clear academic goals, motivate staff and students to work towards those goals, monitor progress, and align teaching and learning activities to achieve the desired academic outcomes (Hallinger & Heck, 2003).

The educational supervision is an integral part of the educational management, and is one of the important transactions in the educational system, especially in the learning and teaching processes. Even, it is deemed the cornerstone of developing the educational process of all its aspects, by assisting the teachers to improve their professional and personal growth through the use of various supervision methods. These methods include, for instance, classroom visits, educational workshops, study seminars, and training courses, in the light of the actual needs of the teachers.

Principal as an instructional leader for the school facing a lot of challenges and obstacles to achieve their vision and mission. According to Sharma, Sun and Kannan (2012), the principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution.

Schools are basically consisted of people's like school communities, students, teachers, support staff and administrators. Although all these people have their own objectives to attain by being in school, the core task of schools is teaching and learning. Thus, the effectiveness and success of a school is measured in terms of its success on the key business of teaching and learning and its effect on students' academic and overall achievement (Phillips, 2011).

Leadership is providing vision, direction and support towards different and preferred state suggesting change. It is the process of influencing others (organized groups) towards the achievement of goals, primarily about learning together, constructing meaning and knowledge collectively and collaboratively. It manifests itself through leader's personal dispositions, follower role and the situations interplay.

Not only is leadership the problem, but leadership is also the solution. Leaders must take responsibility and be held accountable for poor results. Different leadership practices must be instituted. Leaders also organize the school's resources, human, facilities, budget, and material around the curriculum and its implementation. Generally, this shows how instructional leadership was practiced from different perspectives and put its own finger print that instructional leadership practiced better than ever and assure quality education.

## **1.2 Statement of the Problem**

As many studies on instructional leadership activity since its inauguration show the instructional leadership activity is ensuring the goal of the school that are well-articulated, the school environment to be safe and conducive for the effectiveness of teaching and learning process. Hence, to meet this objective, strong instructional leadership is mandatory. In order school leaders to be successfully administer positive school change, they must be aware of potential problems and the resources needed to reach the school's goals. To exercise strong instructional leadership process, the instructional leaders should have all the knowledge of different areas of teaching and learning process. Therefore, instructional leaders have to reduce the barriers that keep principals from performing their strong instructional leadership role.

For the school to be successful, leadership plays a significant role. The conditions of teachers working life are influenced by the administration and leadership provided by principals and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement out comes of students (Hallinger and Murphy, 1986).

There are many private schools. The presence of private schools will help to strengthen public private partnership to supplement the limited government capacity to expand educational opportunities and better target public subsidies to the poor. Many economists also think that school choice will bring about consumer satisfaction and could be regarded as the best measure of a product's quality. The 1994 Education and Training Policy and the subsequent education strategy and sector development plans have acknowledged and realized the need for public- private partnership and collaborate effort to enhance the delivery of quality, responsive, and efficient educational services managed under a decentralized system of administration. In the policy it is stated; the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions (TGE, 1994) however, there is a view that its implementation has problems.

Regarding Ethiopia, there are some evidences that confirm that the instructional leadership practice was not effective in various studies (e.g. Tadesse Atnafu, 2014; Addisu Chonde 2014, Tesfaye Nigussie, 2010; Alemu Aragaw, 2015) have been conducted

related to practice and challenges of instructional leadership. However, the studies are different in various ways. For example, a study by Tadesse Atnafu (2014) entitled as Instructional Leadership practices and challenges in government primary schools of woreda five in Arada sub city, by Addisu Chonde (2014) entitled as practice and challenges of instructional leadership in selected preparatory schools of Hadiya zone and by Tesfaye Nigussie (2010) entitled as the role of instructional leadership in building organizational climate of secondary schools of Bale Zone.

These researchers indicated above generally identified the following factors, awareness to accept supervision as helping and supportive provision for instructional procedures, absence of interest to be observed (supervised) by their colleagues. namely teacher resistance to change; pressure from none instructional jobs; lack of instructional feedback, unable to give evidence base feedback, lack of staff cohesiveness, lack of training and inefficiency in administration as the major hindrances for successful implementation of instructional leadership. However, this study is different from the above all studies. Because totally it focuses on the private schools contrary to them.

Based on the above back ground, educational leaders have a positive effect on instructional process of schools, their instructional leadership tasks were examined in terms of the five dimensions, namely, defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate.

The private system is different from the government school in its application. The private strives a lot and works better than the government. The private delivery of education is better serving the educational needs of the population. Due to this reason, the researcher intended to assess the practices and challenges of instructional leadership in Gulele sub city of private secondary schools in woreda 9. In doing so, the researcher has raised the following basic research questions;

1. What are the instructional leadership roles and practices in private secondary schools of woreda 9, in Gulele Sub city?
2. How effective are supervisors in instructional leadership?
3. What strategies do supervisors adopt to practice their instructional leadership roles?
4. What are the major challenges in practicing instructional leadership in the school?

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The general objective of this study is to investigate the extent to which instructional leadership is being implemented and identify the challenges that secondary school supervisors in Gulele sub city woreda 9 face in the implementation process of instructional leadership.

### **1.3.2 Specific Objectives**

Specifically, the study is attempted;

- To identify instructional leadership practices in the private secondary schools of woreda 9 in Gulele sub city.
- To identify how instructional supervisors, identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention.
- To identify difficulties among school principals and school supervisors in practicing instructional leadership.
- To identify the major challenges instructional supervisor's face in the implementation of instructional supervision.
- To assess whether or not the instructional leadership practices align with the strategic plan and objectives of private secondary schools of woreda 9, in Gulele sub city.
- To identify different strategies adopted by private school principals to fulfill their instructional role.

## **1.4 Significances of the Study**

The importance of leadership for successful educational change is well known (Fullan 2001). The purpose of this paper is not simply to point this out again. Rather, it is to note that despite knowledge and awareness of the leadership problem, it still exists. The aim here is to identify some aspects of missing leadership behavior with the hope of generating support for efforts to improve this critical component for student success.

Controlling the practices and challenges of instructional leadership is very important issue for any organization to achieve the expected objective. This study is believed to provide

suggestion for the problems of practices and challenges of instructional leadership of the organization and it will give direction to the benefit of instructional leadership practices.

Therefore, the study is expected to have the following significances;

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which instructional supervision is being implemented.
2. It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs.
3. It may also hope that the study will contribute to the school communities by initiating responsible parties in school improvement program which ultimately will end with the highest learners' achievement.
4. It may help all school leaders and teachers to identify the strengths and weaknesses of instructional supervision activities to take remedial measures against the challenges that secondary schools faced in implementing instructional supervision.
5. It may serve as a starting point for other researchers who are interested to do their research on the title.

### **1.5 The Scope of the Study**

The study was delimited to one Woreda of Gulele sub city which includes five private secondary schools. These are Elshaday Holy savior, Ethioparens, Kegnazmach Andarge, school of Tomorrow and Sumeya secondary Schools. Gulele sub city was selected because of two main reasons. The first reason was that, the problem on the practice and challenges of instructional leadership in this sub city private secondary schools was highly observed. The other reason was that, the researcher was working around these schools' area and colleague with supervisors. This helps the researcher to easily obtain relevant information. The study also, conceptually delimited to assess, the efforts of supervisors to point out instructional limitations/gaps of the teachers by identifying their strength, the various interventions designed by supervisors so as to assist teachers reduce their limitations.

## 1.6 Operational Definitions of Key Terms

**Challenges:** Problems that affect the secondary school instructional supervisors.

**Instruction:** Teaching in a particular subject or skills taught, the act, process or profession of teaching.

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

**Instructional Supervision:** The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance.

**Leadership:** The process of influencing the activities of an individual or group in effort towards goal achievement in a given situation.

**Practice:** To do something repeatedly in order to improve performance through instructional supervision.

**Private Schools:** Are schools belonging to, concerning or accessible only to an individual person or a specific group.

**School leadership:** School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

**Secondary schools:** Schools that provide secondary education for two years, which is grade 9 and grade 10.

## 1.7 Organization of the study

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

## **Chapter Two**

### **Review of Related Literature**

This chapter is attempts to define the conceptual definitions of instructional leadership, the concept of school leadership, the concept of effective instructional leadership, role and responsibilities of instructional leaders, skills in which principals need to develop, practices of instructional leadership, the major problems that affect the practices of instructional leadership and instructional leadership in Ethiopia.

#### **2.1 The Concept of Leadership**

Leadership is a process by which a person influences other to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership is a process where by an individual influence a group of individuals to achieve a common goal (Northouse, 2007, p3). Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success. Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013). Good leaders are made, not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training, and experience. To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and do. These do not often come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are not resting on their past laurels.

##### **2.1.1 School leadership**

Leadership in schools is not the responsibility of a single individual but is practiced in different degree by different level in the structure of the school. Pont et al., 2008 suggests that school leadership can encompass people occupying various roles and functions such as principals, and assistant principals, supervisors, leadership teams, school governing boards and school level staff involved in leadership tasks. Hence, school leadership is a process that involves influencing the school societies for the overall school effectiveness and achievement of the school goals. Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004) conclude based on other research about school leadership on five

points. First, Leadership has significant effects on student learning, and only to the effects of the quality of curriculum and teachers instruction, second, currently, administrators and teacher leaders provides most of the leadership in schools, but other potential sources of leadership exist, third, a core set of leadership practices form the basics of successful leadership and are valuable in almost all educational contexts, fourth, successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work, and the fifth, successful school leaders respond productively by the opportunities and challenges of educating diverse groups of students.

### **2.1.2 Instructional Leadership**

There are two general concepts of instructional leadership – one is narrow while the other is broad. The narrow concept defines instructional leadership as actions that are directly related to teaching and learning, such as conducting classroom observations. This was the conceptualization of instructional leadership used in the 1980s and was normally applied within the context of small, poor urban elementary schools (Hallinger, 2003). The broad view of instructional leadership includes all leadership activities that indirectly affect student learning such as school culture and timetabling procedures. These might be considered to be aspects of leadership that have impact on the quality of curriculum and instruction delivered to students. This conceptualization acknowledges that principals as instructional leaders have a positive impact on students' learning but this influence is mediated (Leithwood & Jantzi, 2000).

Hallinger (2003) defines instructional leadership as defining and promoting the school's mission, establishing parameters and goals for the school's instructional program. In his study, identifies several indicators that can be used to identify instructional leaders with in schools. The indicators include; visibility, problem solving and community awareness, support of staff, vision communication and use of school resources, teacher in service, school schedule and promoting a positive school climate.

Fundamentally, instructional leadership has no uniform definition that satisfies every one (Kruger, 2002). Currently literature about instructional leadership falls in to four broad areas. First, prescriptive models describe instructional leadership as the integration of the tasks of direct assistance to teachers, group development, staff development, curriculum

development, and action research (Glick man, 1985). Second, studies of instructional leadership include exploratory studies of indirect effects of principal-teacher instructional conferences and behaviors such as the effects of monitoring student progress. Third, studies of direct effects of principal behavior on teachers and classroom instruction include synthesis of research demonstrating the relationship between certain principal's behaviors and teacher commitment, involvement, and innovation. And fourth, studies of direct and indirect effects on student achievement include Hollinger and Hecks (1996 a, 1996 b), Extracting from the aloft definitions, the main elements of instructional leaderships are defining the school mission, integration of this tasks, indirect effect of principal and teacher, direct effect of principal behavior, and direct and indirect effects on student achievement.

Hallinger *et al* (1994:329) contend that the increasing salience of principal instructional leadership witnessed during the 1980s did not initially emerge from research on instructional leadership but was inferred from studies on change implementation. Since then, several instruments designed to measure principal instructional leadership emerged and research has been conducted in many diverse contexts. Hallinger and Murphy's (1985) seminal research, 'Assessing the Instructional Management Behavior of Principals', became synonymous with instructional leadership and is the most frequently used conceptualization of instructional leadership. This model has been used in many studies around the world. The PIMRS has been used as a tool to measure instructional leadership by researchers and practitioners interested in developing reliable, data-based assessments of primary and high school principals (Hallinger *et al*, 1994:330). The Principal Instructional Management Rating Scale (PIMRS) Model is considered to be a highly directive form of instructional leadership that may or may not be appropriate in all contexts.

The PIMRS assesses three dimensions of the instructional leadership construct (Hallinger, 2000; Hallinger *et al*, 1994; Hallinger & Murphy, 1985):

1. Defining the school's mission.
2. Managing the instructional program.
3. Promoting a positive school learning climate.

The aforementioned dimensions are further sub-divided into ten instructional leadership functions, commonly called sub-scales. The PIMRS is the instrument used to investigate principals' instructional leadership in five schools in Cape Town. The first dimension, 'Defining the School's Mission', has two sub-scales: framing the school's goals and communicating the school's goals. 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 pupils. 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 an academic vision and to communicate it to staff. The second dimension, 'Managing the Instructional Program', focuses on the co-ordination and control of classroom instruction and curriculum delivery and incorporates three leadership functions or sub-scales: supervising and evaluating instruction, coordinating the curriculum and monitoring pupils' progress. These functions require the principal to be engaged in the school's instructional development. In larger schools, the principal may not be the only person involved in leading the school's instructional program and may delegate this role.

However, this framework assumes that the development of the academic core of the school is a key leadership responsibility of the principal, hence the term 'hip-deep' in curriculum (Hallinger & Murphy, 1985). The third dimension, 'Promoting a Positive School Learning Climate', has five sub-scales: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learning. This dimension conforms to the notion that high performing schools, mediated by the principal, create an 'academic press' through the development of high standards and expectations and a culture of continuous improvement (Hallinger & Murphy, 1985). It rewards both teachers and pupils for academic excellence. It is the responsibility of the instructional leader to align the three dimensions in a synergistic manner so that they become part of the instructional leader's daily actions. Importantly, the dimensions, or behaviors, should not operate independently of each other.

<b>Dimension 1: Defining the School Mission</b>	<b>Dimension 2: Managing the Instructional Program</b>	<b>Dimension 3: Promoting a Positive School Learning Climate</b>
Sub-scale 1: Frames the School's Goals	Sub-scale 3: Supervises and Evaluates Instruction	Sub-scale 6: Protects Instructional Time
Sub-scale 2: Communicates the School's Goals	Sub-scale 4: Co-ordinates the Curriculum	Sub-scale 7: Maintains High Visibility
	Sub-scale 5: Monitors Student Progress	Sub-scale 8: Provides Incentives for Teachers
		Sub-scale 9: Promotes Professional Development
		Sub-scale 10: Provides Incentives for Learning

Figure 2.1 above shows the key dimensions and sub-scales of Hallinger's instructional leadership model (Hallinger, 2008)

Further, they must develop solutions for each individual problem as it arises rather than use "prefabricated" answers for any problem. Supervisors actively participate in the school's instructional program; for instance, they constantly evaluate the program and work with teachers so as to get the best results with students. Instructional leaders improve the quality of instruction by furthering professional growth for all teachers; in-servicing contributes toward accomplishing this end. Supervisors should be flexible enough to deal with any situation and should maintain a good relationship with their staff. For example, they should consider teacher input; help teachers to do their job; listen to and empathize with teachers concerning their problems; facilitate communications; and alleviate anxiety. The characteristics of good supervisors are originality, popularity, sociability, good judgment, good humor, cooperativeness, and the ability to inspire trust; however, the improvement of instruction is the first priority.

## **2.2 Characteristics of Successful Instructional Leader**

According to Jacobson, Lobsdon, and Wiegman (1978) instructional leaders may not expect loyalty and strict followership unless they involve teachers in planning instructional improvement and earn the position of leadership which their office allows them. Such personal characteristics as originality, popularity, social ability, good judgment, good humor, and cooperativeness tend to be related to good leadership. If the

instructional leader is going to have the loyalty of his staff, the leader absolutely must be a person they trust and respect, otherwise, he will be ineffective and the goals of the school will not be furthered.

Jacobson, Lobsdon, and Wiegman further state that the most important role of the instructional leader is the improvement of instruction. The bottom line is that the instructional program has to be successful in educating the students. Sociability, popularity etc. are only some of the tools the successful instructional leader uses to make his instructional program the best it can be. The instructional leader has to also be able to spot areas in need of improvement, and then act to correct them. The improvement of instruction has to be the first consideration, not being popular.

### **Leadership Behavior Must Meet the Needs of the Group**

Hersey and Blanchard (1977) emphasize that there is no normative style of leadership. Instead, they stress that successful leaders adapt their "leader" behavior to meet the needs of the group and the particular environment. A successful instructional leader first determines the need of the people he is supervising, and then comes up with a plan to remedy that need. It is a tailored process developed specifically for the individual in need. The instructional leader, then, has no "clear-cut" or "prefabricated" answers that could be used for any problem. Instead, through his knowledge and expertise he is able to come up with a solution for each individual problem that arises. Supervisors promote better decision making by teachers, and that through their supervisory efforts' curriculum study and articulation of the school's program are better accomplished. The role of the supervisor in regard to promoting effective instructional leadership requires intelligence, sensitivity, judgment, and skills. The supervisor translates organizational goals into classroom decision making and actions. The supervisor has to be a well-rounded who can effectively interact in any situation. And when a program has an effective supervisor the end result is improved student behavior and/or learning.

### **Instructional Leaders Are Actively Involved**

According to Tirrell and Jones (1985) effective instructional leader are actively involved with their school's instructional program. A leader is effective only when the teacher is effective. This means that at no time do good instructional leaders rest. There is only one way to coast; downhill. Therefore, the effective instructional leader is always looking

forward toward positive change. They are constantly evaluating the program and working with teachers so as to get the best results with students. This can be done in a variety of ways. A supervisor might start with an evaluation of the curriculum, or try to assist a teacher in his or her own teaching style, etc. Whatever the way supervisor sees fit to help it is imperative that the planned change moves the instruction forward.

### **Instructional Leaders Promote Professional Growth**

Instructional supervision has the chief purpose of improving the quality of instruction by promoting professional growth for all teachers (Barr, Burfon, and Brueckner, 1947). In-service workshops can be very helpful here. This is because the supervisor can spot a weakness, or potential weakness, in his staff and then try to remedy the situation in one meeting. This is good for the teachers because they are supplied new knowledge in a nonthreatening way, and good for the supervisors because of approaching every single teacher, he can talk to several at the same time. The supervisor, thus, has more time to do other things.

Barr, Burton, and Brueckner further state that a dynamic leader will accept from all source's suggestions leading toward the initiation and development of curriculum programs. Leadership always assumes that change is the order of the day. After the supervisor identifies the need for a 'change' it is must to develop an adequate process for achieving the desired changes.

The supervisor must provide for:

- 1.) The growth of personnel,
- 2.) That staff have a desired type of security and
- 3.) That new change provides for a continuity of effort by all concerned bodies.

A supervisor influences teacher by his own example and tries to persuade them to identify themselves with his aims and methods. Teachers may usually defer to the supervisor decisions because of his potential authority and because his experience is similar too, but greater than their own. They usually will identify with his aims and will follow his spontaneous intuitive responses in matters of policy. While the supervisor has the authority to lead and direct teachers, his right to dominate policy making cease and his leadership should rest upon rational influence rather than institutionalized supremacy. Besides working through the staff, the supervisor should also be expected to exert a direct influence on students. Thus, in addition

to their contacts with the whole school, most stress the importance of knowing every child individually, and teaching classes regularly.

### **Instructional Leaders Should Be Flexible**

The evidence is clear; there is no single, all-purpose leader behavior style that is effective in all situations (Hersey and Blanchard, 1977). Every supervisor must mold his own style of leadership while still being flexible and well-founded enough to be able to handle any situation that may arise. Problems usually do not happen in the same way every time. They may be similar, but usually not identical. This is true also of a district, or even a department. As was stated earlier, change is the order of the day. And whether it is a new goal, or a new problem, the supervisor as the instructional leader has to be able to adapt so that the "right decision" is made and the instructional process in the school is enhanced, not put back. Erickson (1977) has written that a school is in a constant state of change without anyone having to do anything to induce or encourage the process. Several hundred people enter and leave a school a day. New problems, programs and personnel are introduced constantly in schools as pupils graduate. The instructional leader constantly has variables changing on him and if he is not flexible in his decision making, and in how he handles problems, the school will not be going forward as it should.

### **Instructional Leaders Must Listen to Teacher Input**

According to Cunningham (1971) it would appear that traditional instructional leadership images lack congruence with reality. Today more than ever there is a need to identify learning experiences which are relevant to success in running instructional programs. The authoritative type of supervisor is not going to get the same results as a democratic leader who considers the teachers' input in his decisions. Cunningham states that the supervisor should be the leader, advisor, and friend of the teachers. It is he who keeps the entire faculty moving in the same direction.

Cunningham further states that supervisors should share in the educational policy decisions with teachers. The teacher's role is changing today and they are starting to have more to say about policy and decisions. The instructional leader's attitude toward teacher participation must also change so as to listen more to what the teacher has to say. If the supervisor's attitude does not change, then the distance between the teacher and he will become greater and greater until the school is no longer going forward, but stopped or even backing up.

Redfern (1966) writes that the good instructional leader should do everything possible to maintain a favorable and accepting rapport with his staff. He maintains that this is absolutely critical to supplying the best possible instructional program within a school. Good management, sound insight, personal security, sensitivity, mature behavior, flexibility, and the opportunity for a teacher to find personal fulfillment through her work are all of the necessary ingredients that the instructional leader has to supply his staff. When all of this is supplied, and the teachers feel good about what they are doing, then the teachers will be motivated to do their best teaching. Redfern asserts that the supervisor is getting the best results for his instructional program when he is motivating his staff so that the quality of teaching remains high. He asserts that most of the instructional leadership is behind the scenes, not always "in front of the crowd".

### **Instructional Leaders Assist and Support the Teacher**

Lucio and Mc Neil (1962) state that the instructional leader's role is said to be that of creating an environment in which teachers can contribute their range of talents to accomplish the goals of the school. Supervisors should be approachable and show interest by visiting others in their place of work, encouraging new ideas that are related to practical situations, but appraise ideas before action is instituted as well as during and after action. They assert that the teacher is not to be given a complete free hand, but encouraged to do their best, and then helped and assisted all along the way as the teacher does their job.

Lucio and Mc Neil further maintain that in order to understand an individual's problems supervisors are encouraged to listen with patience and to try to put themselves in the position of the speaker. The successful instructional leader tries to smooth the path of human interaction, ease communication, evoke personal devotion, and allay anxiety. The instructional leader has the responsibility of defining the limits within which his teachers must operate and for helping them. He is the driving force that keeps the whole "team" on track so that each person's highest potential is realized.

### **2.3 The distinction between direct and indirect instructional leadership**

Instructional leadership of secondary principals is conceptualized as both direct and indirect. Direct instructional leadership is focused on the quality of teacher practice, including the quality of the curriculum, teaching and assessment, and the quality of teacher inquiry and teacher learning. Indirect instructional leadership creates the conditions for good teaching and teacher learning by ensuring that school policies, routines, resourcing

and other management decisions support and require high-quality learning, teaching and teacher learning (Kleine-Kracht, 1993). All management behavior in a school counts as indirect instructional leadership. Some managerial functions may be no more than acts that maintain an unsatisfactory status quo. Examples include lengthy meetings that are taken up with administrative matters and leadership that makes decisions about resource allocation, teacher appraisal, classroom observations, homework or the use of computers without explicit reference to their impact on the quality of teaching and learning. These behaviors do not count as indirect instructional leadership. The effective principal manages the environment to optimize learning (indirect instructional leadership) and provides guidance and support for other school leaders or teachers to improve the quality of instruction and the achievement of all students (direct instructional leadership).

The emphasis on *academic press* or the press for the achievement of all students, the defining factor that can make all of these behaviors is instructional leadership. The five leadership dimensions derived from Robinson and colleagues' (2008) meta-analyses of the impact of various leadership practices on students' goal setting, ensuring quality teaching, leading teacher learning, strategic resourcing and ensuring a safe and orderly environment include both direct and indirect instructional leadership. Leadership through goal setting, ensuring teaching quality and leading teacher learning are all included in our concept of direct instructional leadership. The two remaining dimensions (strategic resourcing and ensuring a safe and orderly environment) are indirect and, while not as strong in their effects as the first three, are also important, for they create the environment for both staff and students that makes learning possible.

Indirect instructional leadership is the bedrock of leadership in secondary schools. It is not just about "managing" as opposed to "leading". Instructional leadership by definition is strongly focused on the quality of instruction, but it attends to the underlying features of the school's organizational effectiveness (routines, good appointments, solving problems) as well as the quality of teaching. The importance of these underlying features should not be underestimated as mere "management" when the focus is firmly on improving learning. Without efficient routines and procedures, or good appointments, a principal is unlikely to be able to concentrate on the direct instructional leadership that this research has indicated is required for both improvement and high performance.

## **2.4 The Role and Responsibilities of Instructional Leaders**

### **2.4.1 The role and Responsibilities of School Principals as Instructional leaders**

Today, the principal's role has involved including more complex and demanding responsibilities. This evolution requires today's Principals to be leaders of personnel, students, government and public relations, finance, instructions, academic performance and strategic planning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Wallace's work since 2000 suggests that five key responsibilities of school principal shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost and managing people, data and process to foster school improvement.

Principals are expected to assume both direct and indirect roles. Direct instructional leadership roles make a difference in improving student learning, but indirect leadership is of greatest importance in the long run (Sergiovanni, 2009). Researchers have drawn a number of frameworks on instruction leadership illustrating roles and responsibilities of school principals. Andrews and Soder (1987) highlighted four broad roles of principals: as resource provider (e.g. coordinating human and material resources) as instructional resource provider (e.g. setting expectations for school development and engaging in staff development) communicator (e.g. articulating a vision of instructional leadership), and visible presence (e.g. Visiting classroom and doing walkabouts).

More recently, the 2008 meta-analysis review of Robinson revealed five main instructional leadership dimensions: (1) establishing goals and expectation; (2) Strategic resourcing; (3) planning and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development; and (5) ensuring an orderly environment. In summary, there are similarities with regards to identifying the roles and practices of principle despite the variety of published models on instructions leadership. More specifically principals as instructional leaders are expected to take an active role in setting school vision and aligning teaching to school vision, coordinating school

curriculum, supervising instruction, monitoring student progress, developing human resources and creating a supportive working environment.

## **2.4.2 The Models, Roles and Responsibilities of Supervisors as Instructional Leader**

### **Roles and Responsibilities of Supervisors**

The role of the supervisor as an instructional leader can play as a part of the school management team. This is because of the importance of supplying a useful and functional instructional program to the students. The school's main job, of course, is 'to educate, and if the teachers do not have a solid hierarchy of leadership to guide them, unless the whole system of instruction can collapse for want of direction. This direction in instruction is precisely what the supervisor, in his role as instructional leader, is to provide. Supervisors are to spot the weaknesses in the instructional program and then act to correct those weaknesses. And when the supervisor and teacher can function as a team, both doing their best to make the quality of instruction the best.

### **Approaches or Strategies Used by Supervisors**

Instructional supervision models and approaches were mentioned on the literature. Related to this the practice of instructional supervision and ways of its application are being taken place in different educational sectors differently. This article is based on eight supervisory models clinical, conceptual, developmental, contextual, collegial, informal, self-directive and differentiated, which acknowledged a developmental process for both the instructional leader and the teacher. Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teacher's level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

### **1. Clinical Supervision**

The best known, oldest, and most widely used structure for working directly with classroom teachers is clinical supervision (Cogan, 1973 and Pajak, 2002). It most often is used in some type of line relationship, such as supervisor to supervisee, principal to assistant principal, department head to teacher, mentor teacher to mentee, cooperating teacher to student teacher, master teacher to intern, and so on. The following explanation

is derived mainly from Glickman, Gordon & Ross-Gordon (2001, pp. 316–320). It is also a form of inquiry designed to encourage reflection and analysis of supervisory methods and to develop and test hypothesis about what is effective and why (Cogan, 1973 et al) identified five major steps in clinical supervision: 1) planning conference, 2) classroom observation /data collection, 3) Analysis /strategy, 4) post observation conference, and 5) post conference analysis.

Haileselassie, (1997), also quoted clinical supervision refers to face-to-face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior.

Planning conference is designed to inform the instructional leader of the objectives for the lesson. The teacher prepares a detailed lesson plan for the instructional leaders to critique and provide a basis for suggestions (Cogan, 1973). During the classroom observation/data collection step, the instructional leader observes the teacher teaching the lesson outlined in the lesson plan. The instructional leader should use an observation instrument to collect data on the lesson being taught (Cogan, 1973).

The analysis/strategy stage is the core of clinical supervision; the instructional leader conceptualizes what was observed in the classroom and converts the analysis in to readable data for the teacher (Cogan, 1973). The post observation conference allows the instructional leader to dialogue with the teacher on the observed lesson and allows the teacher to give outlined in the lesson plan. The instructional leader should use an observation instrument to collect data on the lesson being taught (Cogan, 1973 et al.), and allows the teacher to give input on the lesson. The post conference analysis is primarily for the instructional leader, who must analyze if the best supervisory practices were used with the teacher. This analysis provides a reflection exercise to help the instructional leader to improve the next supervisory conference. During post-observation the conferences were characterized by: listening, sharing their experiences using examples

and demonstrations, encouraging risk taking, offering professional literature, recognizing teachers' strengths, and maintaining a focus on improving instruction.

Sergiovanni (1998:225) expresses clinical supervision as follows

*“The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs a service of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose. The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves as well, the systematic analysis of classroom events”.*

## **2. Collegial Supervision**

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describe cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor’s role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions.

## **3. Informal Supervision**

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically, no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni and Starratt, 2002).

#### **4. Self-Directive Supervision**

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know-all" and the supervisee as a seeker of help. Other researcher, Fanselow, (1990) starts by exploring a more reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus, concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self-exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

#### **5. Conceptual Supervision**

This approach emphasizes the need for instructional leaders to familiarize themselves with influences affecting the teaching process. The conceptual approach is supported by the organizational theory which emphasizes that individuals are unified by a common set of ethics and they work together within a system of structure to accomplish specific goals and objectives.

#### **6. Developmental Supervision**

Glickman et al. (2001) define developmental supervision as the match of initial supervisory approach with the teacher or groups developmental levels, expertise, and commitment. The instructional leader operating in developmental supervision gives three types of assistance: instructional leader can focus efforts where they are needed most. According to Glickman (2004) some of the roles of supervisors are as follow: As coordinator: the supervisor serves as a coordinator of program, groups, materials and reports. As Consultant: the supervisor serves in a consulting capacity as a specialist in curriculum, instructional methodology, and staff development. As a group leader:

supervisor works continuously to release the potential of groups seeking to improve the curriculum, instruction, or themselves to perform this role. And as evaluator: the supervisor provides assistance to teachers in evaluating instruction and curriculum.

### **7. Contextual supervision**

Contextual supervision matches with the teacher's development or readiness level to perform a particular teaching task (Ralph, 1998). Readiness levels are a function of the teachers, confidence and competence. Competence is the extent of the teachers' knowledge, skill and ability to perform a certain task while confidence is the degree of self-assurance, willingness, motivation, interest, or enthusiasm to become engaged in the task (Ralph, 1998).

### **8. Differentiated Supervision**

Differentiated supervision is a particularly teacher driven and allows the instructional leader to become more of a mentor to the teacher. Glatthorn, 1997 suggests that resources or catalysts for teaching and learning issues, and thereby achieve quality education.

The supervision functions to be undertaken by the department heads are: regularly identifying instructional limitations of teachers on the classrooms and indicating solutions; identifying the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identifying the student evaluation, skill gaps of teachers; facilitating the ability of instructional materials and encouraging teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; giving advice to teachers to use active learning in the classroom; facilitating experience sharing programs; coordinating evaluation to the department curriculum and organizing workshops, conferences, seminars etc. to tackle identified problems of the curriculum and encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problem (MOE, 2002). The overall purpose of the subject leader's role is to contribute to school improvement and increase standards of performance through the provision of high-quality teaching with in the subject area.

### **2.4.3 The Role and Responsibilities of Department Heads as Instructional Leaders**

Department heads support, mentoring and guidance teachers to improve instruction. Being grouped and led by a peer who has experience in the field is key. Team Leaders have a powerful influence over classroom practices and are important gatekeepers to change and development within their subject areas. The subject leader standards acknowledge the centrality of the subject leader in contributing to whole-school policy and development.

As Bush (2003: p10) states, effective leadership of department head is key to school improvement, thus great demands are made on department head to serve as intellectual 1) Directive, 2) Collaboration and 3) non directive. Teachers who have low conceptual thinking, expertise and commitment to their teaching will be matched with directive assistance. Teachers at moderate levels of abstract thinking, expertise, and commitment are best matched with collaborative assistance (Glickman et al., 2001). The teachers who think abstractly and demonstrate high expertise and commitment to teaching are best matched with non-directive assistance (Glickman et al., 2001). Non-directive assistance allows the teacher to be in control of how and when the goals will be achieved. Glickman et al. (2001) identify the behaviors of the instructional leader in this role as listening, reflecting, clarifying, encouraging, and problem solving.

### **2.4.4 The Roles and Responsibilities of teachers as instructional Leaders**

Teaching assignments are more complex today. Carlson (1965) has stated that teaching assignments today are much more complex and demand infinitely more by way of responsibility, skill, and knowledge than did assignments of times past. Because teachers have so much added responsibility there is more pressure put on the supervisor to provide instructional assistance. This in turn expands the role of the instructional leader so as to provide an even greater need for him in the schools. Instructional leadership roles, then, are becoming much more complicated since teaching assignments are becoming much more complicated. The instructional leader must, then, be better prepared to handle these added responsibilities if the teacher is going to continue to be a viable force in the school instructional setting.

Carlson states that classroom teachers and staff in a school system of whatever the size need support and stimulation. Their growth, competency, and vision need nourishment

and their awareness of responsibility for change needs sharpening. This is precisely why there is a need for the supervisor as an instructional leader. Wasely (1991) defines teacher leadership as the ability to encourage colleagues to change to do things they wouldn't ordinarily consider without the influence of the leader'. In contrast to traditional notions of leadership, teacher leadership is characterized by a form of collective leadership in which teachers develop expertise by working collaboratively. Classroom teachers can influence instructional reform by sharing with their peers how to develop thoughtful curricula and instruction that incorporates high standards.

Another role the classroom teacher leader can serve is facilitator, brings teachers and administrators together to solve-problems and learns together, may help to plan study groups, establish long-term partnerships between teachers, and guide teacher collaboration around inquiry and critical reflection on practice. Teacher leaders can also function as mediators between the needs and responsibilities of the administration and the needs at the classroom level. Teacher-leaders must have expertise in their subject areas in order to establish credibility, but they also need to be able to effectively establish connections among disciplines, knowing different methodology, develop curriculum and embrace technology.

Teachers are risk takers when they try to solve different daily problems while teaching learning process and plan to tackle the unpredicted problem that might happen in the future. When they face problems and participate in different decision making, they pursue professional growth for their own satisfaction and their by can increase students' achievement.

Teachers are effective when they tackle affective action off caring, mentoring, and living their own value. Not only knowing they teach, but also teachers are expected to participate in different creative activities, and let their students best competent. So, they need to practice extra-curricular activities such as creating discipline committee, innovate different methodologies, make use of different technology, conduct action research, assess their teaching effectiveness in terms of their student achievement.

Teachers are thought to be autonomous when they are left to themselves in making decision on the curricular issues about their being responsible. If teachers are autonomous, they can feel confident. But if the principals or any other third parties are making all

decisions about both general standards and deep technical issues that related to the professional persons or subject matter, teachers are made a servant who acts to be according to the order. Since teachers are those people who have a direct contact with student's outcome, they should be autonomous to be responsible and accountable for the outcome.

To secure the foundation of school culture, teacher's leaders should promote community and interactive communication skill. To ensure the quality practice in school, teachers need to have a community that respects them as contributing professionals. But if they are supervised in almost everything the above sense does not reciprocate. When teachers feel that they are part of a democratic community of learners and act on collegial manner, an interdependent atmosphere and attitude replaces the dependent atmosphere and attitude.

## **2.5 Qualities of Good Instructional Supervisor**

A supervisor in his own capacity is regarded as an instructional leader. One supervisor is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him. In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

## **2.6 Skills in which Principals Need to Develop**

Planning for skill development activities is the major method of improving instruction. The starting point for development is induction. It helps to become oriented to a new environment. The purpose of induction is to reduce the start-up cost for the new staff member, the amount of anxiety, employee turnover and to save time to supervision. Instructional leader needs a program for introducing all school members in the school.

### **2.6.1 Professional development of staff members**

Professional development supports educators to develop the knowledge and skills to address students learning challenges. According to Glickman (1993), any experience that enlarges teachers' knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skillful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision.

Professional development refers educational experiences related to an individual's work researchers has shown that quality of teaching and school leadership are the most important factors in improving student achievement. For teachers, school leaders as well as district leaders to be as effective as possible, they need to expand their knowledge and skills continually and implement the best educational practices.

Professional development is the only strategy through which school systems can enhance their educators' performance levels. Similarly, Cooper, (2009) suggests that Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement.

Professional development requires thoughtful planning followed by careful implementation and prompt feedback to ensure it responds to educators learning needs. The effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. On-the-job training, Off-the-job training and in-service training are popular methods of training and development. On-the-job training concerned with developing staff members in the presence job through experience, coaching, understudy, job rotation, special project, and selective reading. Off-the-job training programs require trainees to devote their entire time to the staff development objective. Special course and lecture, conference, case study, simulation, and performance appraisal are the techniques of off-the-job training. Generally, investment in the training and development of school's members is likely to provide a return in terms of improved organizational, staff and student outcomes.

### **2.6.2 Development of communication skills of staff members**

Effective communication is essential to create strong relation between each level of instructional leaders, school-home partnerships and to increase parental involvement. Effective communication involves more than speaking; people communicate by writing, listening, and using non-verbal signals to get their message across. One-way communication means when teachers try to inform parents about events, activities, or student progress through school newsletters, report cards, communication books, radio announcements, school Web sites, and so on. Two-way communication involves discussion between teachers and parents. Conversations may occur during telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities. Teachers should actively incorporate both strategies to maximize sharing information with parents. Principals who use their communication skills effectively improve the understanding as to which school and classroom practices improve student achievement.

## **2.7 Practices of instructional leadership**

Leadership practice is in the center and the roles of leaders and followers can be shifted according to the different situations. Murphy, 1990 emphasized four sets of activities with implications for instruction: (a) developing the school mission and goals; (b). Managing the Instructional Program (coordinating, monitoring, and evaluating curriculum, instruction, and assessment) (c) promoting a climate for learning; and (d) creating a supportive work environment.

### **2.7.1. Developing the school mission and goals**

Effective instructional leader must have a clear mission, vision and goals. Having a clear image of their schools helps instructional leaders meet the administrative requirements of their jobs. Instructional leadership role is one that promotes the goals and objectives of a given school, with a view to enhancing student achievement. Defining the Schools Mission concerns, the principal's role in determining the central purposes of the school. The principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students.

According to weber (1996) the school mission as a dynamic process that tells the purposes or reason for the schools' existence. The school mission serves as the basis for assessing the organizations performance, setting the priorities, strategies, and plans of the organizations with binding the staff, the students and parents to common vision.

The development of a clear vision and goals for learning is emphasized by instructional leader of high-achieving schools (Leithwood and Riehl, 2003:66). They hold high expectations that teachers and students will meet these goals and hold themselves accountable for the success of the school. They protect instructional time and ensure that student progress is monitored based on student performance data that are directly related to the school's mission and goals.

Extracting from the aloft definitions, the main elements of developing and sustaining the school's mission, vision and goals focuses on the following principles:

- Instructional leaders need to have clear visions for their schools
- Schools need instructional leaders who attempt to improve the quality of instruction in their schools
- Instructional leaders of high-achieving schools are confident that their schools can attain their goals
- Instructional leaders who focus on school improvement have more effective schools and they communicate to all stakeholders that the school's most important mission is promotion of effective learning

### **2.7.2 Managing the Instructional Program**

Managing the instructional Program focuses on the coordination and control of instruction and curriculum. It incorporates three leadership functions; Supervising and Evaluating Instruction, Coordinating the Curriculum, and Monitoring Student Progress. It requires the principal to be deeply engaged in stimulating, supervising, and monitoring teaching and learning in the school. Obviously, these functions demand that the principal has expertise in teaching and learning, as well as a commitment to the school's improvement. Managing the instructional program involves working directly with teachers in area related to curriculum and instruction (Hollinger and Morphy 1985).

### **2.7.3 Promoting a climate for learning and creating a supportive work environment**

Schools struggle and endeavor continuously to create a conducive learning environment for high learning performance and outcome, academic excellence and success. The primary task of a school is to offer instruction in an environment conducive to teaching and learning. Promoting a Positive School Learning Climate, includes several functions: Protecting Instructional Time, Promoting Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, Developing High Expectations and Standards, and Providing Incentives for Learning.

According to weber (1996), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress, Morphy (1990).

## **2.8 Challenges in practicing instructional leadership**

School administrators face complex problems in each and every day. Some of these issues are routine, and administrators deal with them as they arise. But many of these issues are anything but predictable, and they serve up new problems that stymie administrators. Many of these problems emanate from the rapidly changing contemporary context in which schools operate. The problems that appears in most of the school's leaders is the need to be able to draw on a body of professional knowledge, of time, lack of training and personal traits of leaders.

### **2.8.1 Lack of professional knowledge and training**

Instructional leaders need continuous and sufficient training to carry out their responsibility effectively. Training programs of leaders aimed at providing necessary skills and make them better equipped at doing their job. Formal education provided by effective schools requires quality supporting staff, trained and qualified academic staff, efficient and professional instructional leaders. Training good instructional leaders is the key to the whole educational process.

Instructional leadership includes the effective development of teaching and learning activities, extensive coverage of the syllabus in time, and a keen method of supervision. All of these are possible only when the instructional leader possesses adequate knowledge, skills and professional enthusiasm.

### **2.8.2 Time shortage**

Every duty being related to paper work, the need to be reported to both upper hierarchies and immediate educational offices and work over load consume much of the principals' time. This shortage of time let the person not to assess or follow how the teaching learning process going. Therefore, it will be difficult to assure the quality of education.

### **2.8.3 Lack of Leadership behavior**

Leadership behavior is composed of four distinguishing characteristics; these are: experience, knowledge, personal characteristics, and values and beliefs. And these characteristics have been claimed to have a significant impact on students' achievement, as well as, schools' performance (Murphy et al., 2007). Personality-wise, if a principal possess strong will power, motivational skills, soft attitude and a commanding figure, this will very likely mean that a professional principal can convert a failing institute into a successful institution. To be an effective instructional leader personal quality is needed for an individual. This includes trust, perseverance, good communication flexibility, listening skill, open-mindedness, creativity, problem solving skill, and ability to visualize.

## **2.9 Instructional leadership in the Ethiopian context**

Th reason for seeking solutions and framing a policy was that the former educational system had acute and severe problems of both access and quality and the Ethiopian people were embarking upon a new historical path to establish a new order, and begin a new life. This was a time when the Ethiopian peoples liberated themselves from a centuries-old system of oppression and rose up to form a new order of national equality and freedom of development and democracy. Hence, it was imperative to replace the educational system that served the old superfluous order by a new one.

ESDP is a program of action for the realization of the goals of the Education and Training Policy. The government of Ethiopia launched the first five-year Education Sector

Development Program (ESDP I) in 1997/98, followed by ESDP II in 2002/03, ESDP III in 2005/06 and ESDP IV in 2011. ESDPs I and II were concluded in 2001/02 and 2004/05, respectively, with remarkable success in expanding access to primary education. Primary school enrollment was boosted from 3.7 million in 1999 to 8.1 million in 2000/01, and grew to 13.5 million in 2005/06. During the same period, the gross enrollment rate was increased from 61.6 percent to 91.3 percent, and the net enrolment rate grew from 52.2 percent to 77.5 percent (MOE, 2007).

During the period of implementation of ESDP III, the overall goal of the education sector was to achieve the millennium development goal and meet the objective of National Development Plan through supplying qualified trained work force with the necessary quantity and quality at all levels. The specific objectives of ESDP III were to: Increase access to and participation in education and training and ensure equity, ensure education and training quality and relevance, Lower education inefficiency, Prevent HIV/AIDS and Increase the participation of stakeholders. Within the framework of the ESDP III, the Ministry of Education (MOE) has developed a General Education Quality Improvement Package (GEQIP). MOE and Development Partners work together to implement the GEQIP. The proposed program will support the implementation of the first four of the six components of the GEQIP, namely; - Teacher Development Program including English Language Quality Improvement program, Management and Administration Program and School Improvement Program.

School Improvement Program (SIP) is a national program, developed by the MOE in 1999, to improve students result in primary and secondary schools. Since the launch of the SIP all schools have developed and implemented three years' strategic plans to improve student results. The SIP was implemented by using school Improvement frame, school improvement program implementation manual and school improvement Guideline SIP materials. Under ESDP IV, the government will put more efforts into mobilizing the resources and developing the partnerships necessary for a sustained adult literacy campaign. The focus will shift towards functional adult literacy (FAL) to ensure the active participation of the newly literate population into social and economic development, within an overall framework to promote adult education with special focus on women.

The overall Goals of ESDP IV for General Education are: to improve access to quality primary education in order to make sure that all children, youngsters and adults acquire the competencies, skills, values and attitudes enabling them to participate fully in social, economic and political development of Ethiopia and to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources.

## **Summary**

Instructional leadership is the collaboration between principals and teachers to develop curriculum and instruction for improving pupil's performance. Instructional leadership is one of the most important roles of supervisors. Supervisors lead other teachers in instruction to make them as effective as possible. They also lead teachers in developing and implementing an effective plan of instruction. The increasing complexity of teaching demands more help from supervisors and thus increases the complexity of the leadership role. Supervisors have to adapt to meet the needs of the people and the particular environment rather than practice a normative kind of leadership.

Practice in instructional leadership provides quality learning in a substantive way and reduce problems appeared to be difficulties in the achievement of students learning. This chapter attempted to discuss the conceptual definitions of instructional leadership. Many researchers have tried their best to define instructional leadership differently. But all definitions run around the same issues, the concept of leadership and what all stake holders has to do to meet the school vision and mission to increase students' achievement. Improving supervision of instruction in school is of great concern to educational authorities worldwide. Besides to alleviate the instructional leadership problems in Ethiopia, ESDP programs are being implemented.

In relation to major challenges that affect instructional leadership process, lack of professional knowledge and training, lack of time, lack of leadership behavior, which include experience, knowledge, and personal characteristics, different values were discussed. Thus, the reviewed literature gives theoretical base for the research and help to determine the nature of our own research.

## **Chapter Three**

### **Research Design and Methodology**

#### **3.1 Research Design**

The study attempted to describe the instructional leadership practices in the selected private schools and how effectively the leadership practices were implemented in terms of setting vision, defining the school mission, monitoring students' progress, way of supporting low achievers, providing professional skill development, duty and responsibility of principals, supervisors, department heads and teachers. It also tried to explore the problems instructional leaders face in implementing instructional leadership practices.

Quantitative approach was reflected as applicable in collecting data. Moreover, the qualitative approach probes deeply in to research setting to obtain in depth understanding about the way things are through open ended and semi-structured interview quotations to capture people's personal perspectives in experience of instructional leadership. To draw accumulative strength and minimize the weakness of quantitative approach, qualitative equations are applied to identify an accurate description of the major practices and problems encountered on the school's current practices of instructional leadership. Therefore, in this study, descriptive survey method was used.

#### **3.2 Study Site and Population**

The study was conducted in Gulele sub city, which was one of the ten sub cities of Addis Ababa Ethiopia. This sub city has ten woredas, from those the researcher focused on woreda 9 which had five private secondary schools. These are Elshaday Holy savior, Ethioparents, Kegnazmach Andarge, school of Tomorrow and Sumeya secondary Schools. Since the researcher had three years of work experience, specifically in this sub city, particularly in woreda 9, it was selected purposely among the other woredas of Gulele sub city to obtain relevant and tangible data on the issues of practice and challenges of instructional leadership. In these five schools, there were 5 school principals, 5 vice principals, 5 supervisors, 20 department heads and 62 teachers. Totally there were 97 populations in the schools. And 2 respondents from sub city education office supervisors were selected to cross check the information from the sub city. Therefore, the total population of the study was 99.

### **3.3 Sources of Data**

The researcher used primary data sources.

#### **3.3.1 Primary Data Source**

Primary data sources were employed to obtain reliable information about practice and challenges of instructional leadership in private secondary schools. The major sources of primary data were principals, vice principals, internal school supervisors, department heads, teachers and sub city supervisors (as external supervisors).

#### **3.3.2 Secondary Documents**

Secondary documents from supervisors were collected like, school internal supervision recorded documents, feedbacks and reports concerning the school-based supervision and mark list analysis documents. These files were observed to strengthen the data collected through questionnaires, open ended questions and interviews had used as data sources.

### **3.4 Sample Size**

In this study, two groups of respondents were directly involved as primary sources of information. 5(100%) school principals, 5(100%) vice principals, 5(100%) Internal supervisors, 20(100%) department heads and 62(100%) teachers of the five schools and 2(100%) of sub city Education Bureau Supervisors, participated in the questionnaire and interviews. Because of the stated reason under the delimitation of the study, from private secondary schools, 5 schools (100%) of them were taken. From the administrator all 15 respondents were selected based on availability sampling. With regards to teacher respondents, all teachers 62(100%) were selected. Based on availability sampling.

**Table 1:** Target Population and Sample Size

No.	Respondents	Total Population	Samples			
			Sample Taken	In percent (%)	Sampling Techniques	Data Gathering Instrument
1	Teachers	62	62	100%	Availability	Questionnaire
2	Department Heads	20	20	100%	Availability	Questionnaire
3	Supervisors(inter-nal)	5	5	100%	Availability	Questionnaire, Interview and Document Analysis
4	Vise Principals	5	5	100%	Availability	Questionnaire, Interview and Document Analysis
5	Principals	5	5	100%	Availability	Questionnaire, Interview and Document Analysis
6	Sub city supervisors	2	2	100%	Availability	Interview and Document Analysis

### **3.5. Data Gathering Instruments**

Questionnaire, interview and document analysis have been used as data gathering instruments. In addition, the researcher was reviewing some relevant reference books, internet sources and supervision manuals to support the findings of the study and document analysis.

#### **Questionnaire**

The first data collecting instrument to be employed in the study is the questionnaire. It was designed after an intensive review of literature and constitutes both closed and open-ended questions. Close ended questions were used for their easiness in tabulation, objectivity and suitability to keep respondents on the subjects of discussion. Open ended questions are included because it gives respondents a freedom to give their extended views on the issue.

Questionnaire was developed and selected because of two major reasons: firstly, it makes respondents free and helps to catch respondents' viewpoints regarding the issue examined. Secondly, it is helpful to collect a good deal of data from a large number of respondents within a short period of time. The questionnaire was designed for and distributed to principals, supervisors, department heads and teachers to collect information and facts from them. These were taken as basic sources in identification of practice and challenges of instructional leadership of private secondary schools.

### **Interview**

Interview was the other essential data collecting tool. An interview is thus, a purposeful conversation in which the interviewer asks questions and the participant answers them to obtain information on a particular topic or area to be researched (Brewerton & Milward, 2001; 69). To get deep information related to the practices of instructional leadership in the study area, interview was held with 10 principals, 5 school's supervisors and 2 sub city supervisors to reflect questions related with the practices and challenges of instructional leadership implementation in the study area. These respondents are nominated for interview purposively because more information can possibly find from them due to their position in the instructional leadership and regular activities in the core events of instructional leadership. Interviews were employed to gather data on problems of the instructional leadership for triangulating the information obtained through questionnaires.

### **Document analysis**

Document analysis was the third important data gathering instrument in this study. It was undertaken to confirm the extent to which the sample complied or not complied with school policies. The documents included the school mission and vision statement, school regulations, official documents, duty and responsibility of each level leader, files, minutes, mark analysis document, performance evaluations were explored in the process of the study. It is believed that the data obtained in this method was used to validate and substantiate the information gathered by the questionnaire and semi-structured interview.

### **3.6 Procedure of Data Collection**

To answer the basic research questions raised, the researcher went through series data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews and document analysis. In doing so, having letter of authorization from Addis Ababa University and Gulele sub city Education Office for getting permission; then the researcher directly went to those five private secondary schools and principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced the objective of the study. Then the questionnaires were administered to teachers, department heads and Principals in addition to that interview to principals and supervisors.

### **3.7 Method of Data Analysis**

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then were classified and tailed by the researcher. The characteristics of respondents were analyzed by using frequency and percentage whereas the quantitative data was analyzed by using mean scores with standard deviation. According to Maree (2007) an important aspect of data analysis is the decision on how to present the data. Marshall and Rossman (1999; 150) view data analysis as a process of bringing order, structure and interpretation to the mass of collected data. The scores of each item was statistically organized and imported into SPSS Version 24 to obtain Mean Value and Standard Deviation. The mean scores were used to interpret data gathered through questionnaires.

### **3.8 Ethical Consideration**

Ethical considerations were made, to make the research process qualified. The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the questionnaires or interview guide. The researcher also gave the participants, an assurance that the data collected would only be used for the stated purpose, that no other persons would have access to it, and that their identity and that of their schools would not be revealed to the public (Bless & Higson-smith,2004). In addition, the researcher ensured confidentiality by making the participants unnamed.

## **Chapter Four**

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

The data obtained from both closed and open-ended questionnaire sought the opinions of instructional leaders on the practice and challenges of instructional leadership in private secondary schools. The data were obtained from principals, vice principals, schools and sub city education office supervisors, department heads and teachers. The study employed questionnaires for teachers, department heads, vice-principals and principals, and interviews for principals, vice principals, schools and sub city Education Office supervisors. Moreover, supplementary information was collected through document analysis.

A total of 92 questionnaires were prepared and distributed for 62 teachers, 20 department heads, 5 vice principals and 5 principals. All the questionnaires were filled and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with five school supervisors, 10 principals and with two supervisors from sub city Education Office, and also information from document analysis was used.

Items involved in the questionnaires were classified in to two major categories. The first part presented characteristics of respondents in relation to their sex, age, service year and level of education while the second part has treated detailed issues of the study. Hence, this led to use different methods to analyze the data.

#### **4.1 Characteristics of the Respondents**

In this paper the first part of the questionnaire is the characteristics of the respondents in terms of sex, age, level of education, field of study and service year, which are independent variables.

**Table 2:** Characteristics of Respondents by Sex, Age, Level of Education and Service Year,

Item		Respondents									
		Teachers		Dpt. Heads		Principals		Supervisors		Total	
		n	%	n	%	n	%	n	%	n	%
Sex	Male	58	63.5	18	90	10	100	6	85.7	92	92.9
	Female	4	6.5	2	10	-	-	1	14.3	7	7.1
Age	20 – 24	1	1,6	-	-	-	-	-	-	1	1
	25 – 29	14	22.6	4	20	1	10	-	-	19	19.2
	30 – 34	20	32.3	5	25	2	20	1	14.3	28	28.3
	35 – 39	13	21.0	4	20	2	20	-	-	19	19.2
	40 - 44	2	3.2	2	10	-	-	6	85.7	10	10.1
	45 – 49	2	3.2	-	-	2	20	-	-	4	4
	≥50	10	16.1	5	25	3	30	-	-	18	18.2
Level of Education	1 <sup>st</sup> Degree	48	77.4	17	85	7	70	5	71.4	77	77.8
	2 <sup>nd</sup> Degree	14	22.6	3	15	3	30	2	28.6	22	22.2
Service Year	≤5	14	22.6	1	5	2	20	-	-	17	17.2
	6 - 10	24	38.7	6	30	3	30	1	14.3	34	34.3
	11 - 15	16	25.8	9	45	2	20	5	71.4	32	32.3
	16 - 20	2	3.2	1	5	-	-	1	14.3	4	4
	≥ 21	6	9.7	3	15	3	30	-	-	12	12.1

As shown in the above table, majority of the respondents, 58(63.5%) of the teachers, 10(100%) of the principals, 18(90%) of the department heads and 6(85.7%) of the supervisors, which constitutes 92(92.9%) of the total samples were males. The remaining 4(6.5%) of the teachers, 2(10%) of the department heads and 1(14.3%) of supervisors were females that constitute 7(7.1%) of the total samples. The administration of tools was done based on the available but as one can see the data, most of the respondents were males.

Similarly, 79(79.8%) of the total respondents were above the age of 30 and above years and only 20(20.2%) are below 30. Here we can say that the majority of the respondents were relatively matured enough to recognize all the ups and downs of life and working conditions.

In terms of educational levels, 48(77.4%) of the teachers are first degree holders and the rest 14(22.6%) have second degree. 7(70%) of the principals are first degree holders and the rest 3(30%) have second degree, 17(85%) of the department heads are first degree holders and the rest 3(15%) have second degree. and 5(71.4%) of the supervisors are first degree holders and the rest 2(28.6%) have second degree. According to the new guideline on human resource recruitment and development (MoE, 2013), the minimum educational requirement for secondary school level teachers is degree while secondary school principals need to have at least a second degree. Hence, all teachers teaching in the selected secondary schools have the required level of qualification, but the majority of supervisors and principals are under the required qualification.

With respect to service year of the respondents, 51 (51.5%) of the total respondents have work experience that ranges between 0 - 10 years, the remains 48(48.8%) of the total respondents have more than 10 years' work experience, Majority of the respondents 66(66.7%) lay 6 to 15 service year This indicates majority of respondents may have the necessary acquaintance about the major problems encountered in bringing about quality education in their respective schools.

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

As the review of related literature discussed in the second chapter revealed that the practice of instructional leadership emphasized on developing the school mission and goals, managing the Instructional Program (coordinating, monitoring, and evaluating curriculum, instruction, and assessment), promoting a climate for learning and creating supportive work environment. In addition to that, through teaching learning process problems that affect the effectiveness of instructional leadership were assessed. Therefore, this major area of the study described in detail through different data using questionnaire and interview summarized in the form of tables.

#### 4.2.1 Practices of School Leaders in Developing and Implementing Plans

School leaders include principals, department heads, curriculum coordinators, and team leaders as they provide leadership through their formal or informal roles. Instructional leadership refers to role behavior or practice of school leaders in defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress, promoting school learning, monitoring student progress and promoting learning climate. For this task to be conducted well the school leaders should develop, implement, monitor different school plans like strategic plan, school annual plan, weekly & daily plans and assure quality education.

**Table 3:** Practices of School Leaders in Developing and Implementing plans

Scales: **Low** (very low + low) =1- 2.44, **Medium** = 2.5 - 3.44, **High** (high +very high) = 3.5-5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	n	M	SD
1	School leaders develop a set of school based annual plan.	3.89	1.07	4.70	0.57	4.80	0.42	92	4.14	1.03
2	School leaders develop strategic plan & annual plan and express or communicate with the concerned body.	3.94	0.87	4.50	1.00	4.80	0.42	92	4.14	0.91
3	School leaders allocate adequate resources for the implementation of different school's plan.	3.69	0.98	4.45	0.69	4.20	0.79	92	3.92	0.96
4	School leaders discuss the objectives of the annual plans before the actual presentation with teachers.	3.18	1.19	3.65	1.27	4.20	0.79	92	3.40	1.21

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

As shown in Table 3 above, four items were categorized under practices of school leaders in developing and implementing plans. Under item 1 and 2, respondents were asked as whether school leaders develop a set of school based annual plan, strategic plan and communicate with the concerned body. The data showed that the mean score of teachers, department heads and principals range between 3.89 and 4.80. This implies that the practices of school leaders in developing a set of school based annual plan, strategic plan, communicate with the concerned body and implementing them is categorized to the high level. However, the response given by teachers with regard to this issue even if high, the

data show as there are incomplete tasks which means, that there are some activities to be planned and implemented by teachers accordingly.

The data obtained through interview ensure the above result;

*Many of the interviewees underscored that in the past the plans have not been school based, instead it was centralized. But nowadays the regulatory agency has started forcing different private schools to prepare their own school based strategic and annual plans and controlling that plan and its implementation through different checklists and also giving the school level/license renewal. Therefore, due to this reason private schools have started preparing school based strategic and annual plans.*

In the Table 3 above, item 3 the respondents were asked about school leaders allocate adequate resources for the implementation of different school's plan and the mean score of department heads and principals were 4.45 and 4.20 respectively, which indicate that both departments and principals were implementing it to the extent of high level. However, teachers were also implementing to the high level, but it was not that much satisfactory.

On the same table, item 4, the respondents were asked, whether or not school leaders discuss the objectives of the annual plans before the actual presentation with teachers. On this issue teachers' response mean score was 3.18 which is medium. This shows that school leaders discuss the objectives of annual plans before the actual presentation with teachers were performed to the medium level. But the mean score of principals and departments were 4.20 and 3.65 respectively. This indicates that both principals and departments performing this task as a school leader to the high level.

For the question that asks what do principals perform as leaders? On the open-ended question the respondents responded it as follows:

*Informant 1: - "The school principal facilitates the necessary resources for teachers and other staff which helps them to carry out teaching learning process in a good manner, creating healthy and good working environment, having smooth relationship with subordinate accordingly and being model and servant leader for others" (April, 29/19).*

*Informant 2: - For the same question responded like; school principal as school leader facilitate open discussion, encourage teachers to work and treat school community, participate equally and fairly (April, 29/19).*

*Informant 3: - For the same question responded like; school principal as school leader controlling overall performance and activities in the school compound check and fulfill the required devices and materials of the school, making good public relation with students, teachers and parents (April, 29/19).*

The qualitative data obtained through interview with supervisor for the question, what are your instructional leadership practices as instructional leader or supervisor? was as follows; Every supervisor make sure that educational institutions operate efficiently within the legal requirements and rules, from supervisor's plan to department head plans and its implementation.

Therefore, from both quantitative and qualitative data the researcher concludes that, principals, departments and teachers were developing and implementing plans to the high level.

#### **4.2.2 Practice of School Leaders in Mission, Vision and Goal of their School**

One of the major activities of school leaders is practice of developing mission, vision, and goal of their school. Before doing such activities, school leaders should discuss with the staff members, with the concerned bodies like student's parent. At this time everybody will take responsibility and have awareness.

**Table 4:** Practice of School Leaders in Developing Mission, Vision and Goal of their School.

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	n	M	SD
1	School leaders develop a shared vision around standards	3.92	1.04	3.95	1.19	4.40	0.70	92	3.99	1.05
2	School leaders express or communicate the vision and mission to all administrative members, teachers and parents	3.39	1.18	4.10	1.21	4.70	0.48	92	3.65	1.24
3	School leader's role in the implementation of the school's vision and mission	3.92	1.03	4.30	1.22	4.80	0.42	92	4.08	1.05
4	School leaders identify obstacles to achieve missions of the school and design strategies to address the obstacles in advance	3.87	1.06	4.10	0.79	4.10	0.88	92	3.95	0.99

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

As shown in Table 4 items 1, teachers, department heads and principals were asked about school leaders' development of a shared vision around standards. The data of teachers and departments indicate that teachers' and department's involvement in the development of shared vision around standards is high, but as compared to departments, principals whose value is 4.40 is less. It shows that school leaders have a practice of developing a shared vision around standards is to the category of high level.

On the same table, item 2, teachers, departments and principals were asked how school leaders express or communicate the vision and mission to all administrative members, teachers and parents. The response from teachers whose mean was 3.39, was lower than the departments and principals, that was 4.10 and 4.70 respectively. But teachers mean value is categorized in the medium level, which means teachers participation was at the medium level and it indicates as it needs improvement.

In the same table item 3, respondents needed to show the level of response of the School leaders' role in the implementation of the school's vision and mission. The teachers mean value is 3.92 which is high, however, it indicates that teachers are expected to work hard,

than ever before. But departments and principals mean value shows as they are working hard, to the high level which were 4.30 and 4.80 respectively.

The data obtained through interview substantiate the above result and the respondent code as follows;

*In this school we have a good team work. For this reason, we can say that we are effective in implementing the school's vision and mission. Our students' national examination results and their discipline plus to that teachers' willingness or interests in participating, in different activities in addition to classroom activities.*

*Informant 4: - The school's mission/vision and goal were developed by the selected committee from owner principals, vice principal and supervisors. Due to this attention was not given to all communicating it except, the administrators. This condition creates serious problem especially during its implementation and on implementer even on its quality plus resource (May,01/19).*

*Informant 5: - In contrary to the above issue, the supervisor said I don't know who develops the school vision, mission and goal. But I saw it in the strategic plan which I didn't read it in detail (May,01/19).*

In Table 4 item 4, teachers, departments and principals were asked whether or not school leaders identify obstacles to achieve missions of the school and design strategies to address the obstacles in advance. The mean value of respondents lay between 3.87 and 4.10, which is under the range of high level. However, from teachers' side it needs some more improvement.

The qualitative data obtained from the interview, by nature, school is a place where to get education and as a system it is complex. This means that there are a lot of obstacles that can be hindrance to teaching learning process. But here we are working hard to avoid those obstacles and create smooth condition for the lesson going well. This is due to the contribution of all concerned bodies.

Generally, based on observation the researcher deduced that almost all respondents, practice in developing mission/vision and goal of their schools were exercised at high level. Even if it needs more attention to be given to be practiced well.

### 4.2.3 Practice of School Leaders in Implementing Policy and Curriculum

In instructional leadership the main task is implementing and improving policies and programs. Productive schools have policy and procedures that enhance all students' achievement, support the professional growth of teacher's development and school improvement. Areas covered by school-based policies include scheduling, the allocation of time, students' discipline and assessment etc. In relation to this, the respondents were asked different questions in the table below and their response is summarized as follows.

**Table 5;** Practice of School Leaders in Implementing Policy and Curriculum

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	N	M	SD
1	School leaders develop duty and responsibility for each level of leaders	3.92	0.87	4.00	1.12	4.40	0.84	92	3.99	0.95
2	School leaders design policy to handle students' discipline	3.95	1.15	3.80	1.44	4.30	0.95	92	3.99	1.19
3	School leaders have a clear-cut policy that avoids student cheating on exam.	3.89	0.98	4.20	1.06	4.40	0.52	92	3.98	0.98
4	School leaders hold regular meetings with vice director or supervisors for the purpose of improving curriculum and instruction	3.73	1.12	3.95	1.32	4.50	0.71	92	3.85	1.15

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

In Table 5, item 1 tries to check whether the school leaders develop duty and responsibility for each level of leaders. The response obtained from the respondents, mean value ranges between, 3.92 and 4.40, which is under the range of high level. This shows that school leaders develop duty and responsibility for each level of leaders in almost high level.

Therefore, the school leaders were effective in developing duties and responsibilities for each level of leaders.

As the data obtained from the interview substantiate the above result as follows; At the beginning of new year, we are given our duties and responsibilities through formal or written documents, but the habit of checking by using different checklist is not that much initiative and successful.

Under item 2 and 3, of Table 5, respondents were asked whether school leaders design policy to handle student's discipline and have a clear-cut policy that avoids student cheating on exam. The respondents mean value lay between 3.80 and 4.40, which shows high level. But with regard to teachers and to some departments in relation to policy design for students' discipline and avoiding cheating even if it is under category of high level the implementation needs serious attention. Informant 6: - The school give priority for teachers with regard students discipline. This let most teachers work hard with regard to handling students discipline case and shaping them well to let them have the right track and be well disciplined (May, 02/19).

The data obtained from school supervisor, through interview substantiate the above result and the respondent said as follows;

*Our school is using different techniques especially by having well designed policy to handle the students' discipline from different perspectives like, uniform, hair cut style, fighting, with regard to respecting their teachers, administration staff and other staff and also on examination rules and regulations. This let our students be well disciplined. Therefore, we can deduce that the school leaders were more effective on having a clear-cut policy to handle students' discipline and avoid cheating in exams.*

The 4<sup>th</sup> item tries to check whether the school leaders hold regular meetings with vice director or supervisors for the purpose of improving curriculum and instruction. The mean score obtained from the respondents is 3.85, which is high. But, specifically mean value of principals with respect to this issue was 4.50, which is extremely higher than others. Therefore, the researcher can conclude that the respondents responded the school leaders

hold regular meetings with vice director or supervisors for the purpose of improving curriculum and instruction was highly practiced.

The data obtained from one school principal was as follows:

*“In contrary the above table data there is no constant hours or scheduled time to have a meeting with departments and teachers, instead the office is conditional for the situations to have any meeting with departments and teachers.”*

*Informant 7: - Opposite to the above, even if teachers catch misbehave students and send them to the office, the office is not taking serious measurement that can let them correct their discipline problem for the next (May,02/19).*

#### **4.2.4 Practice of School Leaders in Communication**

Effective communication is essential to create strong relation between each level of instructional leaders, school-home partner-ships and to increase parental involvement. Effective communication involves more than speaking; people communicate by writing, listening, and using non-verbal signals to get their message across. Expressed communication involves one-way or two-way exchanges.

**Table 6:** Practice of School Leaders in Communication

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n= 62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	N	M	SD
1	School leaders communicate with parents in each quarter or semester based on student performance	4.11	0.99	4.40	1.09	4.80	0.63	92	4.24	1.15
2	School leaders ensure open and collaborative communication with staff	3.95	0.99	4.50	1.05	4.80	0.42	92	4.16	1.02
3	School leaders communicate the school rule and regulations to new teachers and students	3.89	1.15	4.10	1.21	4.60	0.70	92	4.00	1.01
4	School leaders arrange discussion time for teachers and department heads	3.89	1.09	3.80	1.19	4.60	0.70	92	3.91	1.15

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

As shown in Table 6, item 1, teachers, departments and principals were asked whether school leaders communicate with parents in each quarter or semester based on student performance. As the data show teachers, departments and principals' response average mean score is 4.24, which is high. This indicate that as there is clear communication and open discussion between parents and school leaders in each quarter or semester on the student's performance. Therefore, the researcher concluded that the school leaders were effective in communicating with parents based on the students' performance.

The qualitative data obtained from the principals open-ended questions, which asks: "what techniques did you adopt to practice your instructional leadership role?" reads;

*As a leader the school principal, practice different techniques like; having good relation with teachers, parents, students and school communities. Plus, to this as a leader through supervision, training, free discussion and using different checklists.*

As shown in Table 6, item 2, teachers, departments and principals were asked about school leaders ensure open and collaborative communication with staff. And the respondents average mean score is 4.16, which is high, this means that school leaders have open and collaborative communication style with staff.

*Informant 8 "In opposite to the above result, said that there is no open discussion and clear information specially in recognizing or promoting teachers for different position and awarding" (May, 02/19).*

The data obtained through interview on how effective are the school leaders substantiate the above result. There is clear communication between teachers and administration, teachers and students, parents and teachers and between parents & administrations and this help the school, students and school communities, which is part of effectiveness of the school leaders

Therefore, this result concludes that school leaders ensure open and collaborative communication with staff even if it needs correction to some extent. The highest

percentage supports as there is open and collaborative communication among staff members.

On the same table, item 3 school leaders communicate the school rule and regulations to new teachers and students. As it can be observed from the table above the average mean score of respondents is 4.00, which is high.

The data obtained through interview from the question what do principals perform as a leader support the above result in such a way that school leaders communicate school rules and regulation to new staff members like; new teachers, parents, students and to other new support staffs to the school compound easy and conduce.

Generally, based on the respondents' response, it is easy to say the school leaders are effective in communicating the school rule and regulations to new teachers, students and new parents.

On the same table, item 4, respondents were asked whether school leaders arrange discussion time for teachers and department heads. The mean values of the respondents are 3.89 and 3.80 respectively, are categorized as high level. However, it is not satisfactory and need some adjustment for better understanding. But principals mean value is to at extremely high level.

*Informant 9: - said that a teacher or department heads in private school due to work load discussion time is not enough and fruitful as such expected (May, 03/19). Informant 10: - "In his/her part said that some of them never had such kind of discussion time with teachers, because of that they think and fear teachers may ask different questions. Instead they prefer to make teachers get busy and engaged with different tasks" (May,0319).*

Generally, according to the table this can be generalized that school leaders were effective to somehow in arranging discussion time for teachers and department heads.

#### **4.2.5 Practice of School Leaders in Supervision**

The role of the supervisor as an instructional leader can play as a part of the school management team. This is because of the importance of supplying a useful and functional instructional program to the students. Supervising and evaluating instruction is defined as

activities that involve interaction between the principal and teachers regarding classroom practices. It is a job function which is most often than not refers to the role of the principal as instructional leader. Totally supervision play a vital role in giving support and guidance for teachers, students and different level of leaders.

**Table 7:** Practice of School Leaders in Supervision

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	n	M	SD
1	School leaders' supervision of teachers through informal supervision	4.08	0.96	3.90	1.33	4.40	0.70	92	4.09	1.02
2	School leaders' supervision of teachers through formal supervision	3.98	0.91	3.90	1.25	4.60	0.52	92	4.02	0.97
3	School leaders' organization of teachers to conduct peer (inbuilt) supervision among themselves	3.84	0.99	3.85	1.46	4.20	1.14	92	3.89	1.11
4	School leaders' information of teachers about classroom visit before it takes place	3.68	1.21	3.50	1.47	4.40	0.84	92	3.70	1.26
5	School leaders' providing immediate feedback to teachers after classroom observation	3.82	1.11	3.75	1.25	4.70	0.48	92	3.90	1.12
6	School leaders' arrangement of a special program for slow learner students	3.61	1.18	3.50	1.24	3.80	0.79	92	3.63	1.16
7	School leaders' assistance to teachers in preparing standard tests and exams to evaluate the student performance	3.69	1.03	3.85	1.23	4.30	0.82	92	3.63	1.07

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

In the table7, item 1, respondents asked that School leaders supervise teachers through informal supervision. The mean of value of respondents to this item is 3.98 and 3.90 respectively, which is high. Even if it is this much and high it needs some improvement. Principals mean for this item is 4.60, which is also high, but it is extreme high and performed very well.

As the data obtained from supervisors through interview for the question what instructional practice do school principals exercise as follows;

*Teachers are supervised by school principals informally like, inspection. This let teachers get ready every day for their lesson and develop self-confidence and knows their task properly in addition to this the supervisor as a supervisor were preparing training based on teachers need.*

*Informant 1: - has said even if informal supervision is good, sometimes principals are not giving feedback soon to help us for future to correct our weakness and update ourselves (May,03/2019).*

Generally, school principals highly supervise teachers through informal supervision. But it should be supported more to alarm and create awareness and sense of competition among teachers

The 2<sup>nd</sup> item tries to check whether the school leaders supervise teachers through formal supervision. The table shows mean value of teachers and departments is 3.98 and 3.90 respectively, which is high. This describe that school leaders supervise teachers through formal supervision but was not enough, it can be done more than this.

The data obtained from the interview how effective are school principals in their instructional leadership practices? and from open ended question which asks what techniques did you adopt to practice instructional leadership roles? conducted reveals and supports the above result in such a way that to help, guide and support for better performance and achievement of school goal, teachers should be formally supervised continuously for better change. In addition to this, to check how this school leaders are effective in their work the researcher was checking supervisor's internal supervision records, instructional manuals, plans and their implementations and their given feedbacks, different school principals' documents, like rosters, teachers file, school achievements and students result and their disciplines.

As shown in Table 7 item 3, teachers, departments and principals were asked that, school leaders organize teachers to conduct peer (inbuilt) supervision among themselves. According to the data from the table the average mean score value is 3.89, which is high. This indicate that School leaders organize teachers to conduct peer (inbuilt) supervision among themselves was high, which help teachers share their experience and work for

better change as well as to update themselves. *Informant 2: - Inbuilt supervision in teaching contribute a lot of advantages, for teachers especially for new or beginner teachers to adapt the system easily it is influential (May, 07/2019).*

The same table, 4<sup>th</sup> item, tries to check whether the school leaders inform teachers about classroom visit before it takes place. Teachers and departments response mean values are 3.68 and 3.50 respectively, and which is high, but not satisfactory. This tells that teachers and departments have not been informed about classroom visit before it takes place to some extent by their principals. On the other hand, mean value of principals' response was 4.40, which indicates that principals used to inform teacher about classroom visit before it takes place.

As shown in Table 7, item 5, teachers, principals and departments were asked whether School leaders give immediate feedback to teachers after classroom observation. The mean value of teachers and departments are 3.82 and 3.75 respectively, which are at high level and as it needs some improvement to give support and guidance. However, mean of the principals is 4.70, which is high and done well.

*Informant 3 "In contrary to the above response, giving immediate feedback to teachers for the supervision in the school was not that much good, plus to this the way that supervisors and principals give comment also does not look professional." (May,07/2019).*

As the obtained from qualitative data, through open-ended question conducted reveals and supports; that school leaders give feedback minimum after two days and this helps teachers know their weakness and correct themselves for the next but the time was late.

On the same table, item 6, respondents' response on the, School leaders arrange a special program for slow learner students average mean score is 3.63, which is high. But one interviewee argued that slow learners are not supported freely, if they are not paying after class fee that student never get any help. Therefore, school leaders need to work harder than this for better help and bring those students to medium level progress change.

Under item 7, of Table 7, respondents were asked whether School leaders assist teachers in preparing standard tests and exams to evaluate the student performance. The response mean of teachers and departments were 3.69 and 3.85 respectively, which are at high level. However, it needs improvement. But principals can work on it better than this. Therefore, this indicates school leaders assist teachers in preparing standardized tests and exams to evaluate the student performance is high and the gap can be corrected easily.

#### 4.2.6 Practice of School Leaders in Monitoring and Controlling

Practice of monitoring and controlling activities play a great role to achieve organizational goal through continues follow up. Therefore, Controlling is an ongoing process by which stakeholders obtain regular feedback on the progress being made towards goals and objectives. It is an important source of information for program evaluation.

**Table 8:** Practice of School Leaders in Monitoring and Control

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	N	M	SD
1	School leaders monitoring the implementation of different plans in their school	3.90	0.92	4.55	0.60	4.60	0.52	92	4.12	0.88
2	School leaders monitoring the implementation of continuous assessment like quiz, test, work sheet, project work and final exam based on schedule	3.82	1.12	4.40	0.88	4.40	0.70	92	4.02	1.08
3	School leaders make use of mark analysis to assess students' progress towards school goal.	3.92	0.91	4.10	0.97	4.40	0.84	92	4.07	0.92
4	Supervisors or vice director monitoring all students' exercise books whether teachers properly check them or not	3.92	1.12	4.10	0.85	4.20	0.79	92	4.02	1.04
5	School leaders' creation of different opportunities for students to express their ideas and help them develop self confidence	3.74	1.12	4.25	0.72	4.50	0.71	92	3.95	1.05

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

As shown in table 8 above, five items were categorized under Practice of school leaders in monitoring and controlling. In item 1 and 2 the average mean score of the teachers, department heads and principals are 4.12 and 4.02 respectively, which are high. This

indicate that School leaders monitor the implementation of different plans and continuous assessments like quiz, test, work sheet, project work and final exam based on schedule in their school is highly conducted. But on behalf of teachers require careful attention to be corrected and implemented well.

The data obtained through open ended and interview on the questions which asks like; what do principals perform as a leader? substantiate the above result. The school assess different school plans, through different techniques to check how much those plans are exercised to the ground and developing different strategies in preparing and conducting this continues assessments.

Therefore, the school leaders were effective in monitoring the implementation of different plans and implementation of continuous assessment like quiz, test, work sheet, project work and final exam based on schedule in their schools.

*Informant 4 “there are some students who are getting absent on exam time deliberately to have an advantage of first or second test result to be converted for them if the previous test or exam was very good. At this this types technique are becoming habit among some students and other students are losing many advantages and the school needs be serious for such kind of bad habit” (May,10/2019).*

The 3<sup>rd</sup> item tries to check whether the school leaders make use of mark analysis to assess students’ progress towards school goal. The average mean score is 4.07, which is high. Therefore, school leaders were effective in making use of mark analysis to assess students’ progress towards school goal.

In item 4 of the same table respondents asked to indicate that supervisors or vice director monitors all students’ exercise books whether teachers properly check them or not. The average mean score of respondents is 4.02, which is high. This indicate that supervisors or vice directors highly monitor all students exercise books whether teachers properly checked them or not in terms of; date writing, numbering classwork, homework, and their standards. *Informant 5 “Some teachers are marking student’s classwork and homework*

*just randomly without checking properly for the sake of standard only, they do not care for the quality and its purpose” (May,10/2019).*

The data obtained through interview with principal about techniques used by supervisors to control teachers’ activities, substantiate the above result and the respondent said as follows;

*There is a standard for the students exercise to be checked per week. This is done by supervisors or vice directors specially to check how much teachers’ day to day follow up is fruitful and create awareness among students for their responsibilities and teacher’s duty especially quality of work to help teachers and students especially for medium and slow learners to improve their work habit.*

Therefore, the researcher can conclude that school leaders were effective in controlling students exercise by their supervisors or vice directors.

On the same table, item 5, the respondents were asked whether, school leaders create different opportunities for students to express their ideas and help them develop self-confidence. The mean value of teachers is 3.74, which is high and it indicates that some teachers are not helping them to develop their confidence to express their ideas well.

The data obtained through open ended questions and interview on how to help students to develop their confidence, substantiate the above result and the respondent said as follows;

*As a new system that has started in the school is to help students develop their confidence, the first five minutes of full period is given to a student to briefly explain the day’s lesson. The reading assignment was given for the whole class and students were selected randomly to present on the day’s lesson, which help all the students get ready for lesson before teachers’ presentation, in addition to this the content also will not be new to them.*

*Informant 6: “There some failures with few teachers in conducting this student’s presentation for the first 3 to 4 minutes to help students’ develop reading habit plus to developing their confidence and develop their speaking skills” (May,10/2019).*

Therefore, the school leaders were effective in monitoring and controlling students, teachers and school activities as a whole.

#### 4.2.7 Practice of School Leaders in Creating Positive Environment

Creating positive school environment is absolutely essential for teaching-learning process. This include all the internal and external factors that avoid hindrance for teaching learning process. Therefore, it has a great role in assuring quality education.

**Table 9:** Practice of school leaders in creating positive environment

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	N	M	SD
1	School leaders' creation of opportunities for professional discussions among teachers	3.73	1.10	4.15	1.04	4.30	0.82	92	3.91	1.09
2	School leaders' listening and accepting teachers' suggestions	3.58	1.80	3.80	1.06	4.10	0.74	92	3.71	1.07
3	School leaders take actions in making the school climate conducive for learning	4.03	0.90	3.95	1.10	4.30	1.06	92	4.05	0.96
4	School leaders' encouragement of teachers to work as a team to support one another in the school	3.79	1.04	3.65	1.23	4.40	0.84	92	3.84	1.08

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

As shown in Table 9, four items were categorized under practice of school leaders in creating positive environment and in item 1, the respondents were asked whether, school leaders create opportunities for professional discussions among teachers. The average mean score is 3.91, which is high. This indicates that school leaders are effective in creating opportunities for professional discussions among teachers. But on the other hand, teacher's response indicates that there is some area that needs to be given special attention.

*Informant 7* “`said that, there is a gap among principals in creating opportunities for professional discussion with teachers on different issues” (May,10/2019).

The qualitative data obtained from interview conducted with supervisors reveals and supports that when school leaders let teachers participate in discussion teachers feel comfortable and develop sense of belongingness to the school and plan to work it in a

better way. Therefore, the researcher concludes that school leaders are effective in creating opportunities for professional discussions among teachers and needs to develop good relation.

In the same table, item 2, teachers, departments and principals were asked whether, school leaders listen and accept teachers' suggestions. The respondents average mean score is 3.71, which is high. This indicate that school leaders are somehow effective in listening and accepting teachers' suggestions. Therefore, it is good that school leaders gave attention for teachers' suggestion.

As shown in table 9, items 3, teachers, principals and departments were asked whether, School leaders take actions in making the school climate conduce for learning. The respondents average mean score is 4.05, which is high and facilitates teachers to work hard and be fruitful in their duties.

*Informant 8: "Addis Ababa city administration education office level 'General Education Quality and Relevance Regulatory Office' played a great role in forcing private schools to fulfil different facilities and helping schools having conducting school environment internally and externally. Specially now a day's teachers' staffrooms be fulfilled with different game materials, TV and other necessary materials, which help teachers refresh their mind." (May, 10/2019)*

Generally, school leaders take actions in making the school climate conduce for learning is high. But this does not mean 100% everything is fulfilled; it is almost to the highest level.

In the same Table item 4, respondents average mean score on school leaders encourage teachers to work as a team to support one another in the school is 3.84, which is medium. This indicates that as a private school, it is a good beginning in facilitating teachers to support each other, especially which help them to share their experience and coach each other. Therefore, the researcher concludes that school leaders were effective in encouraging teachers to support each other for better change and assure quality education.

#### 4.2.8 Practice of School Leaders in Building Effective Relationship

The major determinant of one work environment is building effective relationship. The major good relationship on work is the better product. So effective relation is crucial to be productive.

**Table 10:** Practice of School Leaders in Building Effective Relationship

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	N	M	SD
1	School leaders' facilitation for open discussion with students	3.76	0.92	4.10	0.85	4.40	0.70	92	3.90	0.93
2	School leaders' facilitation for open discussion with teachers and parents	3.87	1.03	4.35	0.81	4.30	0.95	92	4.03	0.99
3	School leaders' treatment of school community equally and fairly	3.82	1.08	4.00	1.12	4.20	0.80	92	3.90	1.08

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

In Table 10, item 1 and 3, respondents were asked whether, “school leaders facilitate open discussion with students and treat school community equally and fairly.” The average mean score is 3.90, which is high.

In the same table, item 2, the respondents were asked whether, school leaders facilitate open discussion with teachers and parents. The respondents average mean score is 4.03, which is high.

Therefore, the researcher conclude that school leaders facilitate open discussion with students and treat school community equally and fairly to the high level. This indirectly helps students’ and parents’ trust and love the school.

The data obtained through interview with principals on how school leaders are effective in practicing instructional leadership, substantiate the above result and the respondent said that;

*Schools have schedule for teacher-parent discussion conference, to let teachers tell to parents about their child strong and weak sides and discuss on it and solve their child/children problems and also parents share their*

*children behavior that they have at home to their teacher to avoid bad qualities and to develop good qualities than before and improve their academic progress.*

Therefore, when it is generalized School leaders are highly effective in facilitating open discussion with teachers and parents.

#### **4.2.9 Practice of School Leaders in Teacher’s Professional Development**

Professional development means continually process of learning to enrich and enhance oneself with age and concurrent demand of information whilst engaged in job at any institution. A staff development program is a planned process of development which enhances the quality of pupil learning by identifying clarifying and meeting the individual needs of the staff within the content of the society as a whole. Continuing professional development (CPD) or Continuing professional education (CPE) is the means by which people maintain their knowledge and skills related to their professional lives.

**Table 11:** Practice of School Leaders in Teacher’s Professional Development

Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	n	M	SD
1	School leaders’ help teachers to conduct induction program and continues professional development activity in the School	3.55	1.13	4.10	1.12	4.20	0.92	92	3.72	1.12
2	School leaders facilitates to experience sharing program with surrounding schools	2.84	1.32	3.25	1.29	4.20	0.92	92	3.03	1.33

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

As shown in table 11, items 1, teachers, principals and department heads were asked whether “school leaders, help teachers to conduct induction program and continues professional development activity in the school.” The average mean score of the respondents is 3.72, which is high.

*Informant 8: said that “In the school, teachers’ interest to conduct CPD is truly speaking which is too low. In addition, school leaders or supervisors have no clear*

*idea of CPD. But if a serious attention is given to it will help all teachers, supervisors and principals in upgrading and updating their profession.” (May, 14/2019).*

The data obtained from open ended question from questionnaire and interview with school leaders conducted supports that, most teachers have no positive attitude towards CPD, and they think that government brought it to make teachers be busy. But the reality is to help teachers update and upgrade themselves to improve their qualification.

Therefore, school leaders are doing good and effective to help teachers conduct induction program and continues professional development activity in the school.

On the same table, item 2, the average mean value of respondents on school leaders' facilitation of experience sharing program with surrounding schools is 3.03, which is medium. This indicates that school leaders facilitate experience sharing program with surrounding schools is not that much good and school leaders need to work hard for better achievement of school goal from different perspective.

#### **4.2.10 Challenges to Instructional Leadership Effectiveness**

As it was described in the review of related Literature there are a lot of factors that affect the effectiveness of instructional leadership like lack of qualification of leaders, lack of time, overload of tasks, lack awareness how to handle situations with the concerned bodies.

**Table 12: Challenges to Instructional Leadership Effectiveness**Scales: **Low** (very low + low) =1- 2.4, **Medium** = 2.5 - 3.4, **High** (high +very high) = 3.5 - 5

No.	Item	Teachers n=62		Dpt. Heads n=20		Principals n=10		Total		
		M	SD	M	SD	M	SD	N	M	SD
1	Your School lacks qualified instructional leaders in the area of education	3.05	1.06	2.80	1.28	3.80	0.79	92	2.98	1.17
2	Your School lacks qualified teachers in some subject areas	3.10	1.24	2.80	1.39	3.60	0.84	92	3.05	1.28
3	School leaders are overloaded with classroom activities & administrative tasks	3.24	1.20	2.90	1.37	3.80	0.92	92	3.20	1.24
4	School leaders are fault finders, not coaches	3.65	1.06	3.50	1.10	3.20	0.92	92	3.60	1.04
5	School leaders lack instructional time	2.73	1.12	2.40	1.19	3.10	0.88	92	2.67	1.11
6	Absence of parents during open discussion between teachers and themselves	3.42	1.26	2.90	1.33	3.50	0.85	92	3.31	1.27

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

As shown in Table 12 above, six items were categorized under Problems or challenges to instructional leadership effectiveness. In item 1 the average mean score of the teachers, department heads and principals are 2.98, which is medium. However, the total respondents average mean scores 2.98 of the teachers, department heads and principals are medium which means that their school moderately lacked qualified instructional leaders in the area of education. So, the researcher concluded that, school leaders were less effective in having qualified instructional leaders in the area of education. As the data obtained from interview most of the principals are first degree holder, which is below the standard and obstacle for the effectiveness of instructional leader.

Item 2 was trying to identify whether the school lacks qualified teachers in some subject areas. The mean value of teachers and department heads responses are 3.10 and 2.8 respectively and rated as medium. The average mean score of principals for this item is 3.60 which is high. In addition to this, teachers even if they are first degree holders, their degree is not BED, which has better acceptance in the education sector. Thus, we can

conclude that, school leaders had qualified teachers in the subject areas to the medium level.

*Informant 9: “There are some principals, even if they have the qualification, the ability to exercise what they have learnt and get through training is low and they are also unable to divorce from traditional school culture of work system instead of performing formal and procedural system” (May, 14/2019).*

As shown under item 3, in Table 12 above, respondents were asked whether ‘school leaders were overloaded with classroom activities & administrative tasks.’ The mean value of the response given by teachers was 3.20, which implies that school leaders are moderately overloaded with classroom activities & administrative tasks. But departments were overloaded in a better way than principals.

The explanations of the participants of the interview support the above statistical data.

*For instance, according to the statements of one of the interviewees, teachers and departments specially loaded with different curricular activities in addition to classroom activities. This additional task has a great influence to enhance quality of education because of it makes teachers get busy and not to have enough time to be ready for classroom activities.*

Under item 4, of Table 12 the respondents were asked whether “school leaders are fault finders, not coaches.” For the same item, teachers, departments and principals average mean score is 3.60, which is high. This indicates that school leaders were not fault finders, instead they were effective coaches.

Similarly, under item 5, of Table 12, participants were asked whether “school leaders lack instructional time.” For this item the respondents’ average mean score value is 2.67, which is medium. The response of this respondents shows instructional leaders have instructional time to conduct the school tasks moderately.

For instance, one of the discussants underscored argued that:

*School leaders have instructional time to manage their duty or responsibility. However, the main reason school leaders lack is*

*instructional time, others is due to lack of schedule for different activities that has been conducted throughout the day. This indicate that school leaders are not qualified beyond having name of the position. This directly or indirectly let the school leader lacks instructional time.*

As indicated in the above table 12 item 6 the respondents were asked with regard to absence of parents during open discussion between teachers and themselves. The respondents, teachers, departments and principals average mean score is 3.31, which is moderate. To support this parents' discussion with teachers and other staff is not that much initiative and encouraging others to deal with their children cases, teaching and learning process.

*Informant 10: "There are a lot of other challenges like; lack of students learning interest, lack of active participation of parents' in school activities, external factors like current issue of politics and lack of teachers' cooperation with administrative staff." (May, 14/2019)*

In addition to this, other challenges are, the gap between plans and implementation of plans, unable to let any concerned body to participate on mission, programing and implementation, unable to avoid previous school culture and to bring to the new system, all concerned body was not responsible. For example, students, teachers, parents and school principals, teachers mostly saying students cannot do this, students are not willing to work with school principals and school, did not get any help from all concerned bodies because of the school leaders were not visionary in implementing the strategic plan, qualification of principals and their real work, which means that school leaders are unable to practice acquired knowledge to the real life.

Generally, there were lot of challenges to the instructional leadership effectiveness from different perspectives. Those factors or hindrances directly or indirectly affect the instructional leadership effectiveness and also let instructional leaders scarifies a lot to bring a change.

## **Chapter Five**

### **Summary, Conclusion and Recommendations**

This chapter provides an overview of this study and includes a brief review of the research purpose, a review of the research methodology and a summary of the findings, conclusions and recommendations that the researcher suggests and assumes operational in improving the status of instructional leadership practices and challenges in Private Secondary Schools of Woreda 9, in Gulele Sub city.

#### **5.1 Summary**

Instructional leadership needs collaboration between principals and teachers to develop curriculum and instruction to improve pupil's performance. school leadership in Ethiopia is facing so many problems that largely has to do with school leaders themselves. The objective of this study was to investigate the extent to which instructional leadership is being implemented and identify the major challenges to practice instructional leadership in the school. The findings reported in chapter four are summarized along the following themes that reflect the research questions. Therefore, in order to achieve the objective of the study the data collected were used to answer the following four basic research questions:

1. What are the instructional leadership roles and practices in private secondary schools?
2. How effective are supervisors in instructional leadership?
3. What strategies do supervisors adopt to practice their instructional leadership roles?
4. What are the major challenges in practicing instructional leadership in the school?

To address these basic questions of the study both quantitative and qualitative approaches were employed. The researcher used both questionnaire and interview to collect primary data from the respondents.

The quantitative data obtained was analyzed using descriptive statistics such as percentages, frequency counts, mean, and standard deviation but mean is the most commonly used one. The qualitative data gathered through interview was analyzed in a narrative way and integrated into the quantitative data in order to make the findings of the

study more reliable. Then, the major findings of the analysis in line with the basic questions were described as follows.

### **5.1.1 Instructional Leadership Practices and Roles**

#### **➤ Practice of school Leaders in Developing and Implementing plans**

The mean values obtained in almost all elements that describe developing and implementing range between 3.40 and 4.14 as responded by teachers, department heads and principals and this indicated that school principals, departments and teachers are working well or practicing well in developing and implementing plans.

As private school, few of them do not have their own school-based plans, instead they had centralized plan which could not solve the problem of that specific school. This directly or indirectly reduce the achievement of the school.

Therefore, school leaders (principals, department heads and teachers) were developing and implementing different plans very well.

#### **➤ Practice of School Leaders in Developing Vision, Mission and Goal of their School**

According to the quantitative data obtained the mean value of all elements of all respondents lay between 3.65 and 4.08. This indicate that teachers, departments and principals have a very good practice of developing vision, mission and goal of their school. In this part principals were playing a major role. Concerning school leaders' expression or communication the vision and mission to all administration members, teachers and parents conducted by teachers was found being high. Generally concerning this issue all respondents in almost all practices has been in a high level, but which does not mean that 100% perfect, there are many activities that needs to be corrected.

#### **➤ Practice of School Leaders in Implementing Policy and Curriculum**

According to the quantitative data obtained, the average mean scores of the respondents were 3.99, 3.99,3.98 and 3.85 concerning the practice in developing duty and responsibility for each level of leaders, designing policy to handle students' discipline, having a clear cut policy that avoids student cheating on exam, coordinating the curriculum and instruction respectively rated them as high. However, concerning this practice, principals' mean score lay between 4.30 and 4.50 which is very high, which

means principals were highly practicing in implementing policy and curriculum as a school leader.

### **5.1.2 Supervisor's Strategies to Practice Instructional Leadership Roles**

#### **➤ Practice of School Leaders in Communication**

The mean values obtained in almost all elements the respondents are believed that the overall judgment of the practice in communicating with parents were in each quarter or semester based on student performance, ensuring open and collaborative communication with staff, communicating the school rule and regulations to new teachers and arranging discussion time for teachers and department heads range between 3.91 and 4.24, that were taken as positive and categorized under high level. This is described that school leaders' practice are high to communicate the school with the concerned bodies. The respondents said that as a private organization should be appreciated.

#### **➤ Practice of School Leaders in Supervision and Evaluations**

Supervisors are expected to use different types of instructional supervision models and approaches, like; clinical, conceptual, developmental, contextual, collegial, informal, self-directive and differentiated, which acknowledged a developmental process for both the instructional leader and the teacher. Even in some schools they are functional and practicable task.

With respect to supervising instruction and evaluation, the instructional leaders were the evident from the study that such activities were undertaken in a consistent and strengthened manner as responded by the teachers, department heads and principals, the mean values range between 3.63 and 4.02 which is high. This indicates that as there should be special attention was to be given to some extent than ever, especially with department heads in assisting teachers while preparing quizzes, tests, worksheets and exams. Plus, to this as one supervisor said, *"people's do not do what you expect but, people's do what you inspect."* Therefore, supervision play vital role in controlling and evaluation of different school tasks.

➤ **Practice of School Leaders in Monitoring and Control**

According to the quantitative data, the average mean scores obtained were 4.12, 4.02, 4.07, 4.02 and 3.95 the respondents believed that concerning the overall judgment of the practice in monitoring the implementation of different plans in their compound, monitoring the implementation of continuous assessment (quiz, test, work sheet, project work and final exam) based on schedule, monitoring all students' exercise books whether teachers properly check them or not and creating different opportunities for students to help them develop their confidence respectively rated as high. The interview made with supervisors also showed that as there was serious follow up with regard to checking students exercise books, teacher's duty in addition to co-curricular activities, school plans and its implementation as a whole. Therefore, supervisors' responsibility were mostly focused on monitoring and controlling was done highly.

**5.1.3 Effectiveness of Supervisors in Instructional Leadership**

➤ **Practice of School Leaders in Creating Positive Environment**

Concerning to creating positive and conducive atmosphere for instructional climate, the results obtained average mean values range between 3.71 and 4.05, which is high. With the same issue of this table the response of principals was very high. The interview made with supervisors also showed that sub city General Education Quality and Relevance Regulatory Office now a day's trying to create a conducive environment for schools, which is indirectly helping to ensure quality education. But it is impossible to say everything is smooth, in education sector, because education by nature it is complex system.

➤ **Practice of School Leaders in Building Effective Relationship**

According to the quantitative data average mean scores 3.90, 4.03 and 3.90 obtained from all elements, respondents believed the positive practices in facilitating open discussion with students, with teachers and parents, treating school community equally and fairly, and encouraging teachers to support one another respectively were high.

### ➤ **Practice of School Leaders in Teacher's Professional Development**

Concerning the practice of school leaders in teacher's professional development, the results obtained were 3.03 and 3.72. The mean values of respondents believed less positively the practice of identifying the professional development needs of teachers and administrators, conducting teachers' professional development activity in the school and facilitating experience sharing programs with surrounding schools. The interview made with supervisors and with school principals also showed that as the teachers and department heads believe that induction course and teachers continue professional development as the government brought it to make teachers get busy not to help us update our profession.

### **5.1.4 Challenges in Practicing Instructional Leadership**

#### ➤ **Challenges in Instructional Leadership Effectiveness**

The average mean values of respondents were low. This indicates that as there are a lot of factors or obstacles in practicing instructional leadership effectiveness. Regarding the factors that hinder the effectiveness of instructional leadership, the respondents rated as high lack of qualified and experienced instructional leaders in the area of education, being overloaded with classroom activities and administrative tasks, and the absence of parents during open discussion between teachers and themselves. This indicated that there was a problem. In the remaining points such as lack of qualified teachers in some subject areas like BA or BSc without pedagogy course, adequate instructional time, pedagogy center and library, and leaders were fault finders, not coaches; the respondents rated them as medium. Hence, this indicated that there were some gaps that has to be improved. The interview made with supervisors confirmed that there was a great difficulty in obtaining both qualified and experienced instructional leaders. And they also indicated that there was a work burden on the lower level of instructional leaders.

The mean value scored by department heads for the question school leaders lack instructional time was 2.40, which is low. This indicated that as school leaders lack instruction time to high extent. Therefore, school leaders need to give serious attention to those works and instruction times.

## **5.2 Conclusion**

Based on the findings of the study, the researcher drawn the following conclusions: The findings of this study revealed that developing and implementing of different short- and long-term plan were effective, whereas the discussion on the objectives of the school annual plans before the actual presentation with teachers was medium. But the development of a shared vision around standards, communicating the vision, framing the school mission in terms of staff responsibilities and using students' performance results to develop the school's vision were high. In general, the practice of school leaders in developing vision, mission and goal of their school were effective. But school leaders express or communicate the vision and mission to all administrative members, teachers and parents were medium compared to others.

The practice in designing policy to handle students' discipline, having a clear-cut policy that avoids student cheating on exam, holding regular meetings with vice director or supervisors for the purpose of improving curriculum and instruction were effective.

Based on the vividness of the data helped the researcher to conclude that the school leaders were effective in communicating with parents, ensuring open and collaborative communication with staff, communicating the school rule and regulations to new teachers and students and in arranging discussion time for teachers and department heads was highly effective.

The practices in supervising teachers through informal, formal and inbuilt supervision, informing teachers about classroom visit before it takes place, giving immediate feedback to teachers after class room observation and evaluating the effectiveness of instructional program in achieving school goals, were effective. Whereas arranging a special program for slow learner students and assisting teachers in preparing standard exams to evaluate the student performance were high.

Concerning to creating positive and conducive atmosphere for instructional climate, the results obtained was high. But it does not mean that every thing was too much smooth and there are no factors that hinder teaching learning process going well.

The practices in conducting the professional development needs of teachers and administrators, conducting induction course, teachers professional development activity in the school, facilitating experience sharing programs with surrounding schools and in-service training at school level to enhance teachers professional development, providing adequate time for professional skill development, organizing professional skill development opportunity for all were found to be effective.

Generally, the results of the research discovered that instructional leadership was affected by so many factors like lack of qualified and experienced instructional leaders in the area of education, being overloaded with classroom activities and administrative tasks and absence of parents during open discussion between teachers and themselves, lack of qualified teachers in some subject areas and lack of adequate instructional time. But the item, school leaders are fault finders, not coaches, from the finding was not as a challenge in practicing instructional leadership effectiveness.

### **5.3 Recommendations**

Based on the conclusions made earlier, the following recommendations are forwarded to eradicate or at least to reduce currently encountered challenges in Gulele sub city private secondary schools in woreda 9, specially those practices and challenges of instructional leadership.

- Schools are one of the educational institutions, their mission and vision therefore, are strongly related to the students' performance result. Hence, their mark analysis has to be done and be evaluated in light of the vision and mission. If there is still a problem after the mark analysis and evaluation, solutions have to be given immediately through contingent plans. So, all the continuous assessment taken by students has to be analyzed in relation to the schools' present standard and needs to be given serious attention. Therefore, school leaders need to express or

communicate the mission and vision to all administrative members, teachers and parents.

- School leaders should give support and guidance for teachers to improve Quality of Education, instead of being fault finders.
- Supervisors should monitor and control students exercise book carefully to avoid teachers bad work quality especially who are marking exercise book to fulfil standard only.
- Both school principals and supervisors should give consistent support and guidance for teachers and students.
- Teachers should participate actively with school leaders in developing and expressing mission, vision and goal of their school.
- With regard to school leaders' practice in developing and implementation of plans, school leaders should discuss about the objectives of annual plan before the actual presentation with teachers carefully to meet the objectives of the plan.
- To have a successful implementation of instructional leadership, serious attention has to be rendered to the planning process and its practical application by the school leaders. The leaders have to consider every detailed duty while planning both long term and short-term school plans and it has to be school based plan.
- School leaders and teachers should discuss on annual plans before actual presentation.
- School owners and school leaders should plan for experience sharing with surrounding schools.
- In relation to qualification of secondary school teachers' qualification is according to the standard, but principals and supervisors' qualification is below the standard. Since only having subject matter graduated administrators has a sheer negative impact, the schools have better encourage school leaders take educational leadership and management courses to lubricate the teaching learning process.
- School owners should prepare different training for principals and also force them to attained master's program in EDPM.
- School leaders, designing policy to handle students' discipline, having a clear-cut policy that avoids student cheating on exam, coordinating the curriculum and

instruction are good. But at this time, school leaders main focus area should be designing and implementing policy and curriculum according to the standard and need to be controlled continually.

- The sub city Education Office should follow how private school leaders implement government policy and curriculum according to the standard.
- Teachers Continuous Professional Development (CPD) means increasing teaching technique, broadening subject knowledge, creating responsibility and commitment with gathering latest information to prepare their students according and based to the needs of contemporary society, CPD frame work 2003 E.C.
- However, teachers' negative assumption, private school are not that much interested to coordinate and let teachers conduct it. Therefore, private school leaders and teachers need to give attention and work on it and update themselves, at the same time to get their professional license.
- School leaders should take the responsibility to train teachers and force them to conduct CPD effectively. Even, sub city Education office should follow it.
- Private school owners should think of their school leadership quality when they promote teachers directly to the admin Position
- School leaders should listen and accept teachers' suggestion while practicing to create positive environment.
- School owners and school leaders should create awareness and conduce environment for parents to be active participant in their school.
- With regard to lack of responsibilities among teachers, school leaders and lack of interests to learn among students. The schools should design different techniques and strategies or methods to solve such kinds of problems.
- School owners should give clear job description for each individual accordingly to reduce lack of instructional time and keep quality of work.
- School leaders should practice or bring it to the ground the skills and knowledges that gained through education or training and make their work simple. In addition to this school leaders need to be committed for their work, role model and servant leaders.

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## **Appendix A**

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**  
**A questionnaire to be filled by Main & vice principals, Department**  
**Heads and Teachers.**

**Dear Respondents;**

The main purpose of this questionnaire is to gather relevant data to assess the practice and challenges of instructional leadership in private secondary schools. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

**Thank you in advance for your cooperation**

### **Instruction I**

1. You don't need to write your name.
2. Give response by putting (√) mark in the appropriate box against each open-ended item.
3. Write briefly your personal response for open-ended questions.
4. Please, give appropriate response based on your school context.

### **General Information and Respondents' Personal Data**

Please, put (√) mark in the box for your response or give short answer on the blank space.

1. Name of the school ..... Woreda.....
2. Sex; Male  Female
3. Age: 20-24  25-29  30-34  35-39  40-44  45-49  above 50
4. Service year: under 5 years  6-10 years  11-15 years  16-20 years  above 21 years
5. Level of education; Diploma  First Degree  Second Degree
6. Specialization; Administrator  Teacher

**Instruction -2**

The items in the questionnaire are open and closed ended. Below are Tables that consist of closed ended questions. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting (√) mark in one of the boxes. Every response has to be based on your school context.

**Key:** Very high (VH=5), High (H=4), Medium (M=3), Low (L=2), Very low (VL=1),

- School leaders; - Refers to principals, department heads, curriculum coordinators, and team leaders as they provide leadership through their formal or informal roles.
- Instructional leadership; - Refers to behavior or practice of school leaders in defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress, promoting school learning, monitoring student progress and promoting learning climate.

No.	Items	Responses				
		5	4	3	2	1
<b>I. Practices of school leaders in developing and implementation of plan</b>						
1	School leaders develop a set of school based annual plan.					
2	School leaders develop Strategic plan & annual plan and express or communicate with the concerned body.					
3	School leaders allocate adequate resources for the implementation of different school's plan.					
4	School leaders discuss the objectives of the annual plans before the actual presentation with teachers.					
<b>II. Practice of School leaders in developing vision, mission and goal of their school</b>						
5	School leaders develop a shared vision around standards					

6	School leaders express or communicate the vision and mission to all administrative members, teachers and parents					
7	School leader's role in the implementation of the school's vision and mission					
8	School leaders identify obstacles to achieve missions of the school and design strategies to address the obstacles in advance					
<b>III. Practice of school leaders in implementing Policy and curriculum</b>						
9	School leaders develop duty and responsibility for each level of leaders					
10	School leaders design policy to handle students' discipline					
11	School leaders have a clear-cut policy that avoids student cheating on exam.					
12	School leaders hold regular meetings with vice director or supervisors for the purpose of improving curriculum and instruction					
<b>IV. Practice of school leaders in communication</b>						
13	School leaders communicate with parents in each quarter or semester based on student performance					
14	School leaders ensure open and collaborative communication with staff					
15	School leaders communicate the school rule and regulations to new teachers and students					
16	School leaders arrange discussion time for teachers and department heads					
<b>V. Practice of school leaders in supervision</b>						
17	School leaders supervise teachers through informal supervision					
18	School leaders supervise teachers through formal supervision					

19	School leaders organize teachers to conduct peer (inbuilt) supervision among themselves					
20	School leaders inform teachers about classroom visit before it takes place					
21	School leaders give immediate feedback to teachers after classroom observation					
22	School leaders arrange a special program for slow learner students					
23	School leaders assist teachers in preparing standard tests and exams to evaluate the student performance					
<b>VI. Practice of school leaders in monitoring and control</b>						
24	School leaders monitor the implementation of different plans in their school					
25	School leaders monitor the implementation of continuous assessment like quiz, test, work sheet, project work and final exam based on schedule					
26	School leaders make use of mark analysis to assess students' progress towards school goal.					
27	Supervisors or vice director monitors all students' exercise books whether teachers properly check them or not					
28	School leaders create different opportunities for students to express their ideas and help them develop self confidence					
<b>VII. Practice of school leaders in creating positive environment</b>						
29	School leaders create opportunities for professional discussions among teachers					
30	School leaders listen and accept teachers' suggestions					
31	School leaders take actions in making the school climate conducive for learning					
32	School leaders encourage teachers to work as a team to support one another in the school					

<b>VIII. Practice of school leaders in building effective relationship</b>					
33	School leaders facilitate open discussion with students				
34	School leaders facilitate open discussion with teachers and parents				
35	School leaders treat school community equally and fairly				
<b>IX. Practice of School leaders in teachers' professional development</b>					
36	School leaders help teachers conduct induction program and continues professional development activity in the School				
37	School leaders facilitate experience sharing program with surrounding schools				
<b>X. Problems to instructional leadership effectiveness</b>					
38	Your School lacks qualified instructional leaders in the area of education				
39	Your School lacks qualified teachers in some subject areas				
40	School leaders are overloaded with classroom activities & administrative tasks				
41	School leaders are fault finders, not coaches				
42	School leaders lack instructional time				
43	Absence of parents during open discussion between teachers and themselves				

**Open ended questions**

1. What do principals perform as a leader? \_\_\_\_\_

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2. How effective are the school leaders? \_\_\_\_\_

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3. What techniques did you adopt to practice your instructional leadership roles?

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4. What challenges do you faced in your instructional leadership practices?

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*Thank You!*

## Appendix B

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**  
**Interview for Internal Supervisors**

**General Information and Respondents' Personal Data**

Please, put a (√) mark in the box for your response or give short answers on the blank space.

1. Name of the school ..... Woreda.....
2. Sex: Male  Female
3. Age: 20-24 , 25-29 , 30-34 , 35-39 , 40-44 , 45-49 , above 50
4. Service year: under 5 years , 6-10 years , 11-15 years , 16-20 years , above 21 years .
5. Level of education; Diploma , First Degree , Second Degree ,

**Interview questions**

1. What are your instructional leadership practices in your school as instructional leader or supervisor \_\_\_\_\_  
\_\_\_\_\_

2. What strategies do you use to practice instructional leadership roles as a supervisor in your school? \_\_\_\_\_  
\_\_\_\_\_

3. Do you think that; you are effective in your instructional leadership practice? If you say yes! How? If you said No! Why? \_\_\_\_\_  
\_\_\_\_\_

4. What challenges you faced in practicing instructional leadership in your school? What measures did you take to overcome the problems? \_\_\_\_\_  
\_\_\_\_\_

*Thank You!*

## Appendix C

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**  
**Interview for external Supervisors**

**General Information and Respondents' Personal Data**

Please, put a (√) mark in the box for your response or give short answers on the blank space.

1. Name of the school ..... Woreda.....
2. Sex: Male  Female
3. Age: 20-24 , 25-29 , 30-34 , 35-39 , 40-44 , 45-49 , above 50
4. Service year: under 5 years , 6-10 years , 11-15 , 16-20 years , above 21 years .
5. Level of education; Diploma , First Degree , Second Degree

**Interview guide questions for Gulele sub-city Education Office supervisors**

1. What instructional leadership practice do school principals exercise? \_\_\_\_\_  
\_\_\_\_\_

2. How effective are school principals in their instructional leadership practice? \_\_\_\_\_  
\_\_\_\_\_

3. What are the major challenges that hinder the effectiveness of instructional leadership practice of school principals? \_\_\_\_\_  
\_\_\_\_\_

*Thank You!*