A STUDY ON PRINCIPALS' INSTRUCTIONAL LEADERSHIP EFFECTIVENESS AND INFLUENCING FACTORS IN GOVERNMMENT SECOND CYCLE PRIMARY SCHOOLS OF ADAMI TULU JIDO KOMBOLCHA WOREDA.

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This is to certify that the thesis prepared by Geremew Terfa entitled" Principals' Instructional Leadership Effectiveness and Influencing factors: the case of government second cycle primary schools of Adami Tulu Jido Kombolcha Woreda" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulations of the University and notes the accepted standards with the respect to originality and quality.

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ABBREVIATIONS and ACRONYMS

ADRA – Adventist Development and Relief Agency

ATJK- Adami Tulu Jido Kombolcha

CRC-Cluster Resource Center

EdPM- Educational Planning and Management

EMIS- Education Management Information System

EPL- Executive Professional Leadership

ESDP- Education Sector Development Progremme

FGD- Focus Group Discussion

GEQIP- General Education Quality Improvement Program

IL- Instructional Leadership

MoE – Ministry of Education

PIMRS- Principal Instructional Management Rating Scale

WEO- Woreda Education Office

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ABSTRACT

The purpose of this study was to assess the current status of instructional leadership effectiveness and to investigate some of the factors that affect its provision in public primary second cycle of ATJK Woreda. Two research questions were used and a simple random sampling technique was employed to select sample schools. Further, 92 teachers (65males and 27 females) were selected using systematic sampling technique. Questionnaires, FGD and interview instruments were applied for this study. A questionnaire that consists of 44 items was employed to collect data which was analyzed using mean ratings and ranking. Findings indicated that the extent of provision of instructional support to teachers by the head teachers was low.FGD made with teachers and supervisors also indicated that, the sampled school principals conducted class room observations rarely and also did not provide constructive feedback as of lack skills on how to conduct supervision. It was also found out that personal and organizational characteristics were affecting the success of principals in their instructional leadership practices. In conclusion, the head teachers did not sufficiently provide instructional leadership and support to teachers. Among the recommendation was that the Ministry of Education should provide special financial support to the primary schools in ATJK Woreda to ensure equitable quality educational at all areas.

CHAPTER ONE

This research proposal presents background to the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study and research design and methods.

1.1 BACKGROUND TO THE STUDY

One of the challenges currently facing schools is the demand for the provision of quality education. Schools are being challenged by educational reformers to implement teaching and learning strategies that will prove effective for both teachers and pupils. As the calls for the provision of quality education are a growing louder, the linkage between schools leadership and the quality of teaching and learning in schools is a growing concern as well.

Research shows that one of the factors that can influence the quality of teaching and learning in schools is the nature of leadership. According to Harris and others (2003), the most important factor in the success of the schools is the quality of leadership of the head teacher/ school principal. Fullan (2001) also supports this when he states that increasingly, research has been associating school leadership with the quality of learning and teaching, the motivation of teachers and the ethos of the school. The operative notion is that the quality of teaching and learning is largely dependent upon an individual or group that exercises supervisory responsibility for the core business of schools; namely, curriculum, teaching and learning/instruction. Research further shows that schools do not only have good managers but also those who stressed the importance of instructional leadership (Brookover&Lezotte, 1982).

Instructional leadership is defined as the leadership that puts teaching and learning in the school as a priority in order to improve students' learning. Stronge (1988) states that if principals are to heed the call from educational reformers to become instructional leaders it is obvious that they must take on a dramatically different role. According to Fullan (1991), improved education for our children requires improved instructional leadership. He goes on to say that instructional leadership calls for a shift of emphasis from school leaders concentrating on managerial and administrative task to focus more on instruction and academic issues.

Even though, research stresses the importance of instructional leadership responsibility of the principal, the consensus in literature is that it is seldom practiced. Interestingly, among the reasons cited for less emphasis given to instructional leadership is the lack of in depth training for their roles as instructional leaders, lack of time to execute instructional activities, increased paper work, and the community's expectations that the principal's role is that of a manager (Fath, 1989; Fullan, 1991). Berlin and others (1988) states that if schools are to progress, the principals cannot allow daily duties to interfere with the leadership role in the curriculum.

The ministry of education in Ethiopia has not been left behind in the calls for the provision of quality education. The Ethiopian education and training policy (1994) clearly stipulates that, educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training in the country; to address this issue, Ethiopian ministry of education (2008) has developed General Education Quality Improvement Package (GEQIP) that comprises six programs of which management and leadership program is among others. For instance, the Ethiopian ministry of education stated that the quality of education depends on the relevance of competent and committed school principals.

The national professional standard for school principals (2013) has developed to define the roles of principals to describe the professional practice of principals in a common language and to make explicit role of quality school leadership in improving learning outcomes. The three major school principals domain identified by ministry of education are: the school vision and community leadership, instructional leadership and administrative leadership.

However, the country has commenced various strategies and plans to address quality education; the issue of quality education continues to be a challenge; as it has been identified in ESDPV (2015/16-2019/20); as of a little understanding of how to convert additional resources in to improved learning outcomes for students through the achievement of school minimum standards. In addition, neither group currently has the capacity to conduct informed class room observation and provide appropriate, constructive feedback to improve teacher performance. Similar situation has been facing the Adami Tulu Jido Kombolcha district of Oromia region.

In 2017 semiannual report of ADRA (Adventist Development and Relief Agency) Ethiopia, assessment conducted on the roles of principals showed that, among 25 public primary second cycle schools only 5 school principals achieved their roles effectively. This is why the researcher inspired to assess the current status of instructional leadership effectiveness and to identify some of the influencing factors in public primary second cycle schools of Adami Tulu Jido Kombolcha district of Oromia Regional State. Adami Tulu Jido Kombolcha (ATJK) district is located in central rift valley area of Oromia regional state at 160km distance from Addis Ababa in south east direction. ATJK is known to be hot sub-tropical which is dry most of the year. In most cases, ATJK is known to have unreliable and erratic rain fall. As a result, the district remains dry throughout the year and food insecure where a large portion of its population depends on relief food assistance and productive safety net program. Concerning, the availability of schools in the district, there are 65public primary schools. Out of which 25 schools are second cycle primary which is 1-8 grades. With respect to number of teachers in 2016/17, there are a total of 318(196 males and 122 females) in public second cycle primary schools (ATKJ EO, 2016/17). Relating to the population of school children in 2016/17 of public second cycle primary (1-8 grades), there are a total of 20,467(10,595boys and 9872 girls).

Concerning the performance of students in the district, currently the issue of quality of education in Ethiopia is a chronic challenge. The district has also been sharing the same thing. The survey conducted by Reach Consult PLC in 2015 in the district shows that the student-teacher, student-text book, student- class room ratios are below the standard set by the Ministry of Education. For instance, the average student- teacher ratio of second cycle primary schools is 1:70 which is below the standard – the standard is 1:50.

The other problems facing the district are lack of enough and qualified teachers, lack of instructional materials, libraries, lack of access to water, low community contribution as of low agricultural products because of erratic rain fall. Because of these problems, there are high dropout, particularly, girls of 5-8 grades as of lack of water and latrines (Reach Consult PLC, 2015).

As a result, students' performance is not satisfactory in the district and the parents are complaining on the performance of their children.

1.2 STATEMENT OF THE PROBLEM

The evaluation made by ministry of education (2015) on the implementation of education sector development program (ESDP)-IV (2010/11-2014/15) revealed that , in spite of great efforts under ESDP IV, students attainment and learning outcomes have not improved in line with targets ; because , the system has not been supporting the majority of students to acquire core foundation skills. For Education Sector Development Program V (ESDP-V) 2015/16-2019/20 therefore, the emphasis on education quality for all students will remain a priority. ESDP V will focus on improving teaching and learning, the supervisory skills of school leaders and their management of resources at their disposal. In order to address the issue of quality education, school principals are expected to work on implementing the curriculum, developing the staff, coordinating and working with the community toward school improvement and creating conducive learning environment in the school.

Researchers (Fath, 1989; Fullan, 1991) argued that even though instructional leadership is critical in the realization of effective school, it is seldom practiced. Among the many principals' enact, only one –tenth are devoted to providing instructional leadership. From these evidences, it is clearly understood that the principals' instructional leadership role is not given the attention it deserves.

Many studies were conducted on the different aspects of instructional leadership using different variables; that is to say on principals' instructional leadership roles. For instance, Mitchell and Castle (2005) explored the instructional role of Elementary school principals; Taole (2013) exploring principals' role in providing instructional leadership in rural high schools in South Africa and Mulugeta (2015) tried to investigate the role of school principal as instructional leader in Shambu primary school. These researchers have conducted to examine principals' roles in providing instructional leadership.

However, many researchers did not give attention to the influencing factors that affect /hinder principals in providing effective instructional leadership roles. To my experience, there was scarcity of research conducted on principals' instructional leadership effectiveness and influencing factors in public primary second cycle schools in Ethiopia in general and in this study area in particular. That is why -it becomes a timely area of interest for the researcher to

study. The researcher tries to examine principal's instructional tasks in terms of the five dimensions; that is to say, defining the school mission, managing curriculum and instruction, supervising instruction, monitoring students' progress and promoting school learning climate (Krug, 1992: 341). In addition, factors that influence the tasks (personal, organizational and district/ zone education office characteristics) are other areas of concern for the study. (Bossert, 1982: 52).

Accordingly, this research tries to answer the following basic questions:

1. How adequately do school principals enact the dimensions of instructional leadership roles?
2. What are the factors that affect principal's effectiveness in the areas of instructional leadership roles? Which of these factors are the major once in affecting instructional leadership effectiveness in the sample primary second cycle schools?

1.3 OBJECTIVES

General Objective

The general objective of this study is to explore the current status of instructional leadership effectiveness and its influencing factors in public primary second cycle schools of Adami Tulu Jido Kombolcha of Oromia region.

Specific Objectives

- Assess principal's effectiveness in their instructional leadership roles,

-Identify the instructional leadership roles that most principals enact and,

-Identify the major influencing factors that hinder the effectiveness of instructional leaders in their instructional leadership roles.

1.4 SIGNIFICANCE OF THE STUDY

This study assumed to be very important since it is expected to benefit the following bodies:

-School principals may have some ideas on how to become effective in their instructional leadership.

-Higher officials and policy makers may have insight in to existing difficulty in instructional leadership roles and the influencing factors so that appropriate measures that enhance instructional leadership could possibly based on the findings and recommendation of the study.

-Trainers of school administrators could get insight in to the magnitude and the nature of the problems and help them to gear their program to the improvement of instructional leadership role.

-Researchers and implementing partners may benefit from the study in that it contributes additional information to the existing findings to serve as a literature for related areas.

1.5 DELIMITATIONS OF THE STUDY

Although, instructional leadership roles can be held by teachers, department heads, and unit leaders; the emphasis of this study is delimited to be on the principals' instructional leadership roles. This is because most dimensions used to conceptualize instructional leadership role as the responsibilities of the principals than others.

Based on the availability of literature and manageability, the influencing factors are delimited to the contextual factors; they are personal, organizational and district/ zone education office characteristics.

In addition, taking the time and the labor required in carrying out the data collection process , the study is delimited to 10 public primary second cycle schools of Adami Tulu Jido Kombolcha district of Oromia Region.

1.6 LIMITATIONS OF THE STUDY

This study was no totally free of limitation. In the study area, some schools have no access to road. As a result, the researcher faced problem to make rapport/discuss with school leaders on how to distribute and collect questionnaires. However, the researchers tried to find another options like renting motor bike.

1.7 DEFINITIONS OF KEY TERMS

Instructional leadership:- refers to role behaviors (or practices) of school leaders in defining school missions, managing curriculum and instruction, supervising instruction, monitoring students' progress and promoting school learning climate(**Krug,1992**).

Instructional leadership effectiveness: - refers to the frequency of school leaders engagement in the role behaviors (or practices) used to represent the five instructional leadership dimensions **(Hallinger and Murphy, 1987).**

Primary second cycle :-refers to a school system following primary first cycle which is grades 1-4, established to offer education courses to students from grades 5to 8 **(MoE,2015).**

School Leader: in this study, school leader refers to principals/ head teachers of primary second cycle schools; and interchangeably used.

1.8ORGANIZATION OF THE STUDY

This study is organized in to five chapters. Chapter one provides the problem and its approach; chapter two deals with the review of related literature. Chapter three provides the research design and methodology. Chapter four presents presentation and analysis of data. Finally, chapter five includes the summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This review of related literature presents the concept and evolution of instructional leadership, definition of instructional leadership, conceptual models of instructional leadership, capacity building for school leaders in Ethiopia, skills and knowledge required of Ethiopian school principals, Effect of Instructional Leadership on Teaching and Learning and factors affecting leadership effectiveness.

2.1 Concept and Evolution of Instructional Leadership

There has been much discussion regarding the relative effectiveness of different leadership theories in bringing about improved student performance. Many have undermined school leader's role on student achievement as only marginally related. Educators have labored to find out the relationship between school leadership and student achievement and have dimpled the perception that there is no significant relationship between school leadership and student learning. Waters, Marzano &Nulty (2003), in their Meta -analysis of 70 studies found out a substantial relationship between leadership and student achievement. They stated that the average effect size (expressed as a correlation) between leadership and student achievement is .25. These researchers also found out that 21 responsibilities were significantly correlated with student achievement .Out of these, more than half of them have something to do with what we call instructional leadership. In a similar manner, Leithwood and Riel (2003) stated that leadership explains actually nearly one quarter of the total effect of all school factors.

Now days, the role of leadership to student achievement can be considered as well established. The question rather is what type of leadership is more effective and impactful to student s' learning in general and student achievement in particular? Instructional leadership is a product such concern by educators and public.

The concept instructional leader is a relatively new concept; that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982).

Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable.

Traditionally, principals were expected to be mangers of school buildings and focus on handling routines like teacher evaluation, budgeting, scheduling, and facilities maintenance. During the eighties, these were a shift in attention to educational roles with both teachers and principals receiving emphasis. A prevailing assumption of this era was that the principal should become directly involved with the teaching and learning processes. Principals were required to 'intervene' to ensure that teachers focused on the central mission of the school (Beck and Murphy, 1994).

2.2 Defining instructional leadership

Leithwood and Duke (1998) described instructional leadership as focusing on the behaviors of teachers as they engage in activities directly affecting the growth of students. In a similar fashion, Flath(1989)described instructional leadership as those actions that a principal takes or delegates to others ,to promote growth in student learning . In actual practice, the principal encourages students' educational achievement by making instructional quality as the top priority the school and brings that vision in to real action.

The first definition focuses on influencing teachers' behavior towards achieving pupils' performance. To create efficient school, only focusing on teacher behavior is not enough; as instructional leader, there are other tasks that the principal should give attention to improve student's achievement. Working on teachers' behavior is one of the tasks that the principal enact; but it is not the only role of the principal to improve student outcome and school.

The second definition is related to my study. It can focus on the model proposed by Hallinger and Murphy (1985); it is the model that has been used most frequently in empirical investigation. This model proposes three dimensions for the instructional leadership role of the principal: Defining the school's Mission, Managing the instructional program, and Promoting a positive school learning climate. These three dimensions are further delineated in to 10 instructional leadership functions as discussed in this literature. Therefore, to enhance learning outcomes of students and schools, the principal should focus on these instructional leadership functions not only on the behavior of teachers.

2.3 Teacher Leadership: Principles and Practices

The Current Context

The current educational context is one of rapid and unrelenting change. The pressures on schools to improve and to raise standards of achievement are unlikely to recede in the next few years. However, the real challenge facing most schools is no longer 'how to improve' but more importantly, 'how to sustain improvement'? Even in the cases of the most highly successful interventions or initiatives, there will be an inevitable reduction in momentum and impetus as after time, they disengage from the school. Consequently, sustainability will depend upon the school's internal capacity to maintain and support developmental work.

Recent research has shown that, even in the most difficult circumstances, schools can sustain improvement through capacity building and equipping teachers to lead innovation and development (Harris, and Chapman, 2002; Harris, 2002). Other work has similarly reinforced the importance of generating the capacity for development through distributing leadership throughout the organisation (Gronn, 2000). The clear message is that sustaining improvement requires the leadership capability of the many rather than the few and that improvements in learning are more likely to be achieved when leadership is instructionally focused and located closest to the classroom.

What is Teacher Leadership? Teacher leadership is primarily concerned with developing high quality learning and teaching in schools. It has at its core a focus upon improving learning and is a mode of leadership premised upon the principles of professional collaboration, development and growth. Teacher leadership is not a formal role, responsibility or set of tasks, it is more a form of agency where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning. Teacher leaders lead within and beyond the classroom, they identify with and contribute to a community of teachers and influence others towards improved educational practice.

In contrast to traditional notions of leadership, teacher leadership is characterised by a form of collective leadership in which teachers develop expertise by working collaboratively. So for example, they may be teachers working together on a particular aspect of the Literacy Strategy or teachers who are jointly preparing new materials and resources for a new topic area. There are

two key dimensions of teacher leadership firstly, a focus on improved learning outcomes through the development work and secondly, an emphasis upon collaborative professional activity.
Teacher leadership incorporates three main areas of activity:
-The leadership of **other teachers** through coaching, mentoring, leading working groups;
-The leadership of **developmental tasks** that is central to improved learning and teaching;
-The leadership of **pedagogy** through the development and modeling of effective forms of teaching.
Teacher leaders can be curriculum developers, bid writers, leaders of a school improvement team, mentors of new or less experienced staff and action researchers with a strong link to the classroom. The important point is that teacher leaders are, in the first place, expert teachers, who spend at the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed. Their role is primarily one of assisting colleagues to explore and try out new ideas, then offering critical but constructive feedback to ensure improvements in teaching and learning are achieved.

Why Teacher Leadership?

The collaboration and collegiality fostered through teacher leadership has been shown to lead to an enhanced capacity for change and improvement at the school and classroom level. A variety of studies have found clear evidence of the positive effect of teacher leadership on teachers' self-efficacy and levels of morale (Little, 1995). Research also shows that teachers who work together in a meaningful and purposeful way are more likely to remain in the profession because they feel valued and supported in their work (Beane 1998; Barth 1999).

Research has consistently underlined the contribution of strong collegial relationships to school improvement and change. Collaboration is at the heart of teacher leadership, as it is premised upon change that is undertaken collectively. For teacher leadership to be most effective it has to encompass mutual trust, support and enquiry. Evidence suggests that it is difficult for teachers to create and sustain the conditions for improved pupil learning if those conditions do not exist for their own learning (Silns and Mulford, 2002). Where teacher share good practice and learn together the possibility of securing better quality teaching is increased.

How to foster teacher leadership?

One of the main barriers to teacher leadership concerns the 'top-down' leadership model that still dominates in many schools. The possibility of teacher leadership in any school will be dependent upon whether the head and the senior management team within the school relinquishes power to teachers and the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area. In order for teacher leadership to become embedded, heads will therefore need to become 'leaders of leaders' striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school.

To generate and sustain teacher leadership will require:

- **Empowerment** and encouragement of teachers to become leaders and to provide opportunities for teachers develop their leadership skills;
- **Time** to be set aside for teachers' leadership work, including time for professional development and collaborative work, planning together, building teacher networks, and visiting classrooms;
- **Opportunities** for continuous professional development that focuses not just on the development of teachers' skills and knowledge but on aspects specific to their leadership role, such as leading groups and workshops, collaborative work, mentoring, teaching adults and action research.

What's in it for Schools and Teachers?

Teacher leadership offers schools a way of engaging teachers in a meaningful and timely debate about professionalism and issues of professional conduct. Essentially, the concept of teacher leadership endorses the principle that all teachers have the skills, abilities and aptitude to lead and should be trusted to do so. Furthermore, it reiterates how teacher leadership contributes to raising pupil performance, is pivotal in generating collaboration between teachers and in securing professional learning communities both within and between schools. Where this occurs teachers are more likely to engage in high-level collaborative activities in order to improve their teaching capability and performance.

The idea of teacher leadership is powerful because it is premised upon the creation of the collegial norms in schools that contribute directly to school effectiveness, improvement and development. Teacher leadership is also powerful because it gives teachers recognition for the

diverse but important leadership tasks they undertake on a daily basis. It also reinforces how these leadership activities influence the quality of professional relationships and standards of teaching within the school. In short, teacher leaders make a significant difference to the learning experiences in classrooms. At a policy level, teacher leadership points towards a 'new professionalism' based upon mutual trust, recognition, empowerment and support. At its most practical it suggests a way of teachers working together in order to improve the learning experiences of young people.

2.4 Conceptual Models of Instructional Leadership

Two predominant conceptual models of instructional leadership emerged during the 1980s in the USA. These were developed by Bossert et al. and others (1982) at the Far West Lab for Research and Development in San Francisco, and a complementary model developed by Hallinger and Murphy (1985).Accordingly, the following models are presented.

2.4.1The Far West Lab Instructional Leadership Model

In their seminal review of the literature, Bossert et al. and others (1982) sought to more clearly define the construct of "instructional management". Instructional management was conceptualized as actions and strategies employed by principals that are intended to impact the school's instructional organization and learning climate with the goal of improving learning outcomes for student. They chose the term "instructional management" because they inferred that this role of the principal revolved around managerial functions concerned with the coordination and control of curriculum and instruction (e.g., Cohen and Miller, 1980). This instructional management framework became an influential model that, to this day, continues to guide researchers in the field.

Several features of the Bossert Framework are worthy of note:

-The model gives priority to as specific domain of the principal's activities; instructional management (Cuban, 1988).

-Approaches to instructional leadership by personal characteristics of principal (Leithwood and Beatty, 2008). These characteristics range from demographic factors (e.g., prior professional experience, gender, and years of tenure as principal) as well as attitudes or dispositions (e.g., self-efficacy, resilience, optimism, openness to learning).

-Principal leadership is framed within an organizational context thereby recognizing that leadership is influenced by organizational features such as school and district and size and complexity, socio-economic status of the community, and socio- cultural features of the education environment (e.g., Belchetz and Leithwood, 2007).

-The principal's effects on student outcomes are also mediated by features of the school (i.e., Hallinger and Heck, 1996a, b). This is consistent with what Bridges (1977; 1982) termed 'achieving results through people'.

-The ultimate effectiveness of the principal's efforts is based up on the impact achieved on student learning and development (Edmonds 1979; Mulford and Silins, 2003).

This model is focused on instructional management; in this model the role of the principal involved around managerial functions concerned with the coordination and control of curriculum and instruction. It gives attention to handling routine activities and gives priority to specific functions of the principal; instructional management and on influencing factors.
However, the principal should also become directly involved with teaching and learning process to bring growth in students learning. Therefore, to create effective school the principal should become academic/instructional leader than instructional manager.
Although Bossert and his colleagues initially employed the term instructional management, over time instructional leadership came to more commonly used by scholars and practitioners in the USA. The formal distinction between these terms lies in the source of 'power 'used to achieve results. Instructional leadership became the preferred term due to recognition that principals who operate from this frame of reference rely more on expertise and influence than on formal authority (i.e., position power)to achieve a positive impact (e.g., Blasé, 1987; Hallinger ,2003).

2.4.2 PIMRS Instructional Leadership Model

Another early attempt to improve a clear definition of instructional leadership was represented in the work of Hallinger and Murphy (Hallinger et al.1983; Hallinger and Murphy 1985; Murphy et al.1983). Their conceptual framework incorporated three dimensions: Defines the School Mission, Manages the Instructional Program, and Develops a Positive School Learning Climate (Hallinger 1983). These dimensions were further delineated in to 10 instructional leadership functions. I will briefly review the basis of these constructs.

2.4.2.1. Defines the School Mission

A prominent synthesis of the school leadership effects research conducted during the 1990s by Hallinger and Heck (1996a) identified vision and goals as the most significant avenue through which school leaders' impact learning. More recently, in a meta-analysis of the school leadership effects literature, Robinson et al. (2008) reaffirmed this conclusion.

Indeed, they placed vision and goals as the second significant path through which principals contribute to improved learning in classrooms. Vision refers to a broad picture of the direction in which the school seeks to move (e.g., educating the whole child). In contrast, goals refer to the specific targets that need to be achieved on the journeys towards that vision (Hallinger and Heck, 2002).

This dimension refers to the principal's role in determining the areas in which the school will focus its resources during a given school year. A notable finding that has emerged over the years with respect to the use of vision goals in school improvement concerns the conceptualization of these constructs by scholars studying instructional leadership and transformational leadership (Hallinger and Heck, 2002.

The instructional leadership literature asserted that goal related constructs (e.g., vision, mission, and goals) must contain an academic focus (e.g., Murphy1988; Robinson et al. 2008). In contrast, the application of transformational leadership to education (e.g., Leithwood1994; Mulford and Silins 2003), left open the 'value' question as to the focus of the vision and goals. Research findings that compare these two different treatments of goals on leadership for learning favor the instructional leadership approach (e.g., Leithwood et al. 2006; 2010). Thus, for the purpose of the school improvement, the school vision and goals should be learning focused. This highlights the critical role that principals play in sustaining a school wide focus on learning in the face of competing priorities (Kurland et al .2010). They note that this finding is supported by research on successful implementation of school –based management as well as school improvement, and applies even in context where there is strong collaborative leadership (Barth, 1990). Vision and goals achieve their impact through two primary means (Hallinger and Heck, 2002). First they inspire people to contribute, even sacrifice, their effort towards the achievement of a collaborative goal (Ylimaki, 2006).

This motivational power of vision is also highlighted in the theory of transformational leadership (Sun and Leithwood, 2015). Through joining a collective effort to reach a challenging but meaningful goal, people may come to realize new aspirations and achieve higher levels of performance (Sashkin 1998; Seeley, 1992). Goals also impact performance by limiting staff attention to a more narrow range of desired ends and scope of activities. Clearly defined goals provide a basis for making decisions on staffing, resource allocation and program adoption. They help to clarify what we will do and what we will not do (Sun and Leithwood, 2015).

This dimension incorporates two leadership functions: Frame the School Goals and Communicate the School Goals. These functions concern the principal's role in working with staff to ensure that the school has a clear mission and that the mission is focused on academic progress of its student (Andrews and Soder, 1987). While this dimensions does not propose that the principal is responsible for ensuring that such a mission exists and for communicating it widely to staff. This dimension is the starting point for creating a learner-centered school (Hallinger and Heck, 2002).

Frames the School Goals

Instructionally, effective schools generally have a clearly defined mission or set of goals which students achievement. The emphasis is on fewer goals around which staff energy and other school resources can be mobilized. A few coordinated objectives, each with a manageable scope, appear to work best.

The goals should incorporate data on past/current student performance and include staff responsibilities for achieving the goals. Staff and parent input during the development of the school's goals seem important.

Performance goals should be expressed in measurable terms (Bossert et al.2002; Hallinger and Heck, 2002). Within this model, they have asserted that there is no single best approach for a principal to take in setting goals. Goals could be set by the principal or in collaboration with staff. The bottom-line, however, is that the school should have clear academic goals that the staff support and incorporate in their daily practice. This picture of goal –oriented, academically – focused schools contrasted with the typical situation in which schools are portrayed as pursuing a variety of vague, ill-defined, and sometimes conflicting academic and non-academic goals.

Communicating the School Goals

This function is concerned with the ways in which the principal communicates the school's most important goals to teachers, parents, students etc. principal can ensure that the importance of the school's goals is understood by discussing and reviewing them with staff on a regular basis during the school year, especially, in the context of instructional, curricular and budgetary decisions.

Both formal communication channel (e.g., goal statement, staff bulletin, articles etc) and informal ones (e.g., parent conference, teacher conference, curricular meeting, other discussions with the staff can be used to communicate the school's primary purpose; Brookover et al.1982).

2.4.2.2 Manages the Instructional Program

The second dimension, Manages the Instructional Program, focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership (or what might be termed management) functions: Supervises and Evaluates instruction, Coordinates the Curriculum, and Monitors Student Progress. This dimension focuses on the role of the principal in "managing the technical core" of the school (Hallinger, 2003).

In larger school, it is clear that the principal is not the only person involved in monitoring and developing the school's instructional program. Yet this framework assumes that coordination and control of the academic program of the school is a key leadership responsibility of the principal, even when day to day tasks are delegated extensively to others.

This dimension requires the principal and other leaders to be engaged in stimulating, supervising and monitoring teaching and learning in the school. Although time constraints may limit the principal's own personal efforts in this domain (e.g., Buttran et al.2006; Marshall 1996), it remains critical to model and organize the whole leadership team to ensure that this gets done (Barth, 1990).

Obviously, these functions also demand that the principals have expertise in teaching and learning, as well as a commitment to the school's improvement. It is this dimension that requires the principal to become "hip-deep" in the school's instructional program (Bossert et al.1982; Cuban, 1984).

Supervising and Evaluating Instruction

A central task of the principal is to ensure that the goals of the school are being translated in to practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction. In addition, it includes providing instructional support to teachers and monitoring classroom instruction through formal and informal classroom visits both by the principal and others engaged in instructional support (Goldring and Berends, 2009).

The particular function remains controversial. Over the past decade, the teacher evaluation function of the principal has attracted increased attention (Danielson 2007; Hallinger et al. 2014).

Yet, the note that there remains relatively little empirical support for its impact on teaching and learning quality (Murphy et al., 2013). Within the PIMRS framework this function emphasizes the importance of developing the instructional capacity of teachers more than on the formal evaluation of teachers (Fullan, 2001).

Coordinates Curriculum

A characteristic which stands out in instructionally effective schools is high degree of curricular coordination. School curricular objectives are closely aligned with both the content taught in classes and the achievement tests used by the school. In addition, there appears to be a fairly high degree of continuity in the curricular series used across grade levels. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and /or curricular issues (Brookover et al., 1982; Cohen and Miller, 1980).

Monitors Students Progress

Instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing. The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The principal plays a key role in this area in several ways. He/she can provide teachers with test results in a timely and useful fashion discuss test results with the staff as a whole, with grade level staff and individual teachers; and provide interpretive analysis for teachers detailing the relevant test data in a concise form (Anderson, Leithwood and Strauss, 2010).

2.4.2.3 Develops a Positive School Learning Climate

Principals also appear to influence learning by 'enabling' teachers to do their job more efficiently and effectively. Hallinger and Heck framed this 'shaping academic structures and processes'. Leithwood et al. (2006, 2008, 2010), and Leithwood and Sun (2012) later referred to this 'designing the organization'. Both labels convey the notion that leaders play critical role by attending to the organization of work structures and process. There is clear evidence that work structures such as the use of grade level and instructional teams shape patterns of teachers' interaction and management (e.g., Oakes, 1989).

In terms of the school's culture these structures can also shape expectations, norms and capacity of the school to change (Brath, 1990, 2000; Deal and Peterson, 2009). Due to their formal position in the hierarchy, principals play a key role in determining the nature of these structures.

Thus, the third dimension, Develops a Positive School Learning Climate includes several functions: Protects Instructional Time, Develops Professional Development, Maintains High Visibility, Provides Incentives for Teachers and Provides Incentives for Learning. This dimension is broader in scope and overlaps with dimensions incorporated in to transformational leadership framework (Hallinger, 2003; Leithwood et al. 2006).

It conforms to the notion that successful schools create an 'academic press' through the development of high standards and expectations and a culture that fosters and rewards continuous learning and improvement.

Instructionally effective schools develop cultures of continuous improvement in which rewards are aligned with purposes and practices (Brath ,1990; Hallinger and Murphy, 1986; Heck and Hallinger,2009). Finally, the principal must model values and practices that support the continuous improvement of teaching and learning (Dwyer, 1986; Hallinger, 2003).

Under this dimension the first function of the principal is **Protects Instructional Time.** The work of Jane Stallings and others on allocated learning time initially called attention to the importance of providing teachers with blocks of uninterrupted work time. Improved classroom management and instructional skills are not used to the greatest effect if teachers are frequently interrupted by announcements, tardy student, and requests from the office. The principal has

influence over this area through the development and enforcement of school wide policies related to the interruption of classroom learning time (Bossert et al. 1982; Wynne, 1980).

Maintains High Visibility is the second function. The context in which the principal is seen provides one indicator to teachers and students of his/her priorities. Although a significant portion of the principal's time may be out of his/her control, the principal can set priorities on how the remaining time is to be spent. Visibility on the campus and in classroom increases the interaction between the principal and student as well as with teachers. This can have positive effects on student behavior and classroom instruction (Barth, 1980).

Provides Incentives for Teachers, as a third function, in general sense this function seeks to align goals, outcomes and rewards in a more coordinated system of human resource management (e.g., Heneman and Milannowski, 2007; Odden and Wallance, 2008).

Few monetary rewards are available principals to use with teachers. The single salary schedule and tenure system constrains principals with respect to motivating teachers through the use monetary rewards. However, in schools money may only be slightly more effective than praise and recognition as an incentive. This suggests that the principal should make the best use of both formal and informal ways of motivating teachers and creating a school culture based on trust, mutual respect and success (Anderson, 1982).

Promotes Professional Development, as a fourth function, Robinson et al.'s (2008) meta-analysis again offers insight in to this issue. Their results found that the principal's support for and participation in the professional learning of staff produced the largest effect on the learning outcomes of student. The principal has several ways of supporting teachers in their efforts to improve teaching and learning. He/she can arrange for, provide, or inform teachers of relevant opportunities for staff development. The principal also can encourage staff development that is closely linked to the school's goals (Brookover et al. 1982; Clark, 1980).

Provides Incentives for Learning, as the last function of the principal covered under the heading of School Learning Climate is the function Provides Incentives for Learning. It is possible to create a school learning climate in which academic achievement is highly valued by students. Shaping a climate of success involves providing multiple, visible opportunities for student to be rewarded and recognized for their academic achievement and improvement. The

rewards need not be fancy or expensive, but student should have opportunities to be recognized for their achievement both within the classroom and before the class as a whole (Booklover et al., 1982).

The above dimensions of IL describe the scope of responsibilities of the principal and school's leadership team with respect to leading learning. However, it is also useful to place these responsibilities in to broader context of how leadership achieves its effects in schools.

2.5 Capacity Building for School Leaders in Ethiopia

In the face of tremendous expansion of the educational system, the Ministry of Education has placed great emphasis on professional development for school principals, deputy school principals, department heads, as well as officers in charge of education at Federal, Regional, sub-regional and Woreda levels. Several pre-service and in-service training programs are already being run through various universities.

The mode of delivery has also diversified to include distance education with a short face-to-face contact. In its Education Sector Development Program IV (ESDPIV: 2010:12), the Ministry of Education stated that although the decentralization reforms have been implemented some years ago and important responsibilities have been transferred to the Woreda offices-

Many offices however do not yet have the required capacity to exercise their responsibilities effectively. School functioning also needs further improvement, in particular concerning school leadership. Irrelevant and uncoordinated training courses have not succeeded in overcoming these challenges; training did not translate systematically into improved work practices.

It was thus being fully aware of these challenge that the Ministry of Education, in its Blue Print (MoE, 2007) acknowledge that "educational leadership and supervision are professions by their own with established theories and practices" (MoE, 2009:1) and indicated *that "those who assume these roles should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessitated at national, regional, zonal, woreda and school levels."* Accordingly the Blue Print specifically states that: "*who will become secondary school principals and supervisors should be M.A holders who successfully completed professional courses offered for principals and supervisors.* Primary schools (grades 1-8) need qualified

principals and supervisors at BA level and lower primary schools (grades 1-4) need principals and supervisors with a diploma.

2.6 The Skills and Knowledge required of Ethiopian School Principals

In Ethiopia, a reference manual produced by the Ministry of Education (2006:128-132) describes the skills and knowledge required of school principals:

Knowledge and skill about education: to be able to provide proper service to teaching and learning and enhance quality of education in the school, the candidates to be selected should possess proper knowledge and skills. Whether or not such candidates have these requisite qualities can be measured through classroom practice and student achievements obtainable through examination/test results of learners.

Ability and training in developing suitable values through the school system: One of the main tasks of the school is the development of suitable values in learners. The school principal in this regard is expected to enhance such values and therefore, he/she to begin with must have sound character and shares in the values of the school. It thus means that the personality of the school principal should include honesty, a strong sense of responsibility and ability to work diligently.

Planning, budgeting and monitoring skills: the candidate to be selected must have acquired sufficient experience in planning, particularly in planning teaching-learning activities, budgeting resources, including time and monitoring activities, particularly students' progress. Of course, as indicated in the MoE manual, these are skills that require training.

Ability to provide in-service Training: This is particularly in reference to in-service training of teachers to improve their skills and achievements. Teachers need up-dating in knowledge and skills and attitudes-keeping teachers abreast of new approaches and innovations needs to be a continuous responsibility. School principals should therefore, be able to organize such trainings; and the school principals themselves also require training to be able to do so.

Ability and Training in Management: As stated in the manual "management skills constitute an integral part of leadership skills": These management skills obviously have to be learned. School principals must be able to manage people, time, material and financial resources.

Constructive Relationships: Leadership is about leading groups of varied values and interest. The school principal works with colleagues, teachers, students, parents and the community at

large and needs to be able to develop and maintain positive and constructive relationships with all.

It is vivid that to create effective school, the principal should have the skills that the government of Ethiopia put. To prepare the school principals for school leadership the government has been doing different activities at all levels. For instance, summer program that has been delivered by Universities to met the standard set by the MoE one of the example I can raise.

However, in practice what is on the ground has been different; particularly in my context.

For instance, the rapid assessment conducted in ATJK district by ADRA (2017) shows that a number of the primary school principals have been assigned as school principal without getting a single in –service and pre-service training on school leadership. Most of the principals though they have rich experience in subject teaching, they have skill gap in conducting class-observation, providing constructive and timely feedback, providing professional development at school level and supporting teachers to employ active learning and in preparation of instructional material, conduct action research at school level to solve school problems, and engaging education stakeholders at all level to improving school activities. As a result, in the district the performance of the primary school principal has become low. For example, the evaluation conducted by ADRA-Ethiopia (2017), in the district on 18 primary school principals, which, focused on the role of principal has shown that only one school principal achieved the standard. This shows that most of the principals of the district need in-service and pre- service training to create effective schools in order to produce competent and ethical citizens for the nation.

2.7 Effects of Instructional Leadership on Teaching and Learning

Many studies of effective schools emphasized instructional leadership as one of the features of effective schools. It has been identified as the driving force behind the principal to ensure that the effective teaching and learning take place in a school.

Principals who possess instructional leadership qualities show concern for the students and what teachers do by being visible they walk around the school to observe how teaching and if learning are occurring and when there is something good occurring , they will praise the teachers(Blasé &Blasé ,1998).

Instructional leadership may not encompass all the other aspects of school; however, it focuses on the core business of school which is teaching and learning. As an instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher

instruction, the height of students' achievement, and the degree of efficiency in school functioning. Findley and Findley (1992) state that "if a school is to be an effective one, it will be because of the instructional leadership of the principal".

Ubben and Hughes(cited in Findley &Findley, 1992) claim that: although the principal must address certain managerial tasks to ensure an efficient school , the task of the principal must be to keep focused on activities which pave the way to for high student achievement.

In order for instructional leadership to succeed Kruger (2003:207) suggested the presence of all the role players value the process of teaching and learning, practices reflect a commitment to teaching and learning , the resource needed to facilitate the process of teaching and learning are available, and the school is structured to facilitate the process of teaching and learning.

Blasé and Blasé's (1998, 1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching and learning process, there were increases in teacher reflection and reflectively informed instructional behaviors, arise in implementation on new ideas, greater variety in teaching strategies, more response to student diversity, lessons were prepared and planned more carefully, teachers were more likely to take risks and had more focus on the instructional process, and teachers used professional discretion to make changes in the classroom. Teachers also indicated positive effects on motivation, satisfaction, confidence, and sense of security.

Conversely, principals that did not engage in monitoring and providing feedback of the teaching and learning process had a negative effect on teachers and classroom practice (Blasé& Blasé, 1998). Teachers with non- instructional leaders felt a sense of abandonment, anger, and futility, as well as lower levels of trust and respect for the principal, motivation and self-efficacy.

2.8 Factors Affecting Leadership Effectiveness

The treatment of instructional leadership effectiveness in the dimensions mentioned above focused on the schools as a closed system. However, evidence from leadership studies suggests the existence of some factors that influence the leadership effectiveness of school leaders. Such factors can be classified in to Personal Characteristics, Organizational Characteristics, and District /or Zone Education Office Characteristics.

2.8.1 Personal Characteristics and Leadership

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship. Researchers also recognize the potential influence they have on how principals enact their role.

The first variable is Sex. Studies of leadership and principal ship indicate that women out rank men in their performance. Pinter (in Ozga, 1993:11), for example, found that women visited more classroom , keep up to date on curriculum issues, spent more time with their peers than men principals. Similarly, Ozga(1993:11) identified that women principals spend more time on fostering an integrative culture and climate than men. Female principals are more likely to involve themselves in instructional supervision, exhibit democratic leadership and show concern to students learning than men (Johnson cited in Outston, 1993:6).

The second factor is Age. Although little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experience in education and therefore, will offer more instructional leadership.

Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore, strong instructional leadership. However, Jacobson and others (1973: 133) reported "very little" relationship between age and successful leadership.

Work experience, as a third factor, has been commonly used as criteria in selecting principals. MoE (1996:7), for instance, has set criteria for selecting principals which requires at least five years teaching experience, or experience as a unit leader, department head, or school supervision. **Educational attainment and qualification** are another personal factor more often used as criteria for selecting leaders for principal ship. For instance, MoE(1996;P:8) requires educational attainment of BA for second cycle primary schools and more preferably qualified in educational planning and management. For instructional leadership role, trainings in education areas are highly considered for leader effectiveness. In this connection, Hallinger and Murphy (1987; P: 55) suggested that lack of knowledge in curriculum and instruction determine the instructional leadership role.

2.8.2 Organizational Characteristics

Organizational characteristics in this context refer to the factors existing in the school.

The first variable is **resource availability** (human, material, and financial). In instructional leadership process, the availability of teachers, textbooks, equipment, supplies and finance is crucial for its success. Mibit (1984: 113), for example, stressed this when he suggested "...just as well trained personnel are important for the success of the school curricular, so are equipment and supplies". Hence, leaders' instructional leadership functions may be constrained or facilitated by the extent of resources available in their school. Confirming this, a research conducted in elementary schools of developing countries revealed that the instructional improvement effort of principals are highly constrained by the chronic shortage of materials, operating funds and staff development resources (Lockheed and Verspoor, 1991:44). Experience also shows that shortage of qualified teachers makes instructional leadership process problematic.

Role diversity is the second organizational factor to which most school leaders complain. Reviewing different studies on principal time allotment to their work Jacobson and others (1973:135) reported that the principals assumed made them unable to devote enough time to matters that concern instruction.

Seymour (1976:89) also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties. So the multiplicity of roles and expectations by parents, students and teachers tend to fragment whatever vision the principal may be attempting to shape in the school (Hallinger and Murphy, 1987:57).

Professional norm is also another factor that influences instructional leadership effectiveness. School teachers may be sensitive, intelligent who feel that their professional preparation and experiences have equipped them to do job skillfully (Corbally et al.1990). Such professional norm makes the relationship between teachers and school leaders on the matters of instruction loosely coupled and leave educational decisions to teachers. Consequently, such professional norm limits the frequency and depth of principal's classrooms visits as well as their initiatives of consulting teachers about instructional matters (Hallinger and Murphy, 2001).

2.8.3 Woreda or Zone Education Office Characteristics

The other source of influence on the principal's leadership is district or zone office characteristics. One of such factor is expectation of higher administrative officers. Different authors suggest that the expectation set by the administrations of higher offices can influence the principal role. Hallinger and Murphy(1987:56), for example, pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constraints the principal effort in instructional improvement on the positive side Gross and Herriott's(1985:109) findings that revealed high EPL by the principal when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principals to successful leadership.

Other district or zone administrative elements, such as rules, regulations, and policies, financial and supply delivery problems, numerous reporting requirements untimely teacher transfer and delay in deployment of teachers are suggested as constraining elements in principals' instructional leadership process (Bossert and others, 1982:53).

Summary of Literature Review

This chapter reviews literature on principals'' instructional leadership effectiveness and influencing factors in public primary second cycle schools of Adami Tulu Jido Kombolcha district of Oromia. The concept of instructional leader is relatively new concept; that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leader. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brooker and Lezotte, 1982).

Two predominant conceptual models of instructional leadership emerged during the 1980's in the USA. These were developed by Bossert et.al and others (1982), and a complementary model developed by Hallinger and Murphy (1985). The model developed by Bossert et.al and others chose the term 'instructional management' because they inferred that this role of the principal revolved around managerial functions concerned with the coordination and control of curriculum and instruction(Cohen and Miller,1980). The second model developed by Hallinger and Murphy, their conceptual framework incorporated three dimensions: Defines School Mission, Manages

the Instructional Programs, and Develops a Positive School Learning Climate (Hallinger, 1983). These dimensions were further delineated in to 10 instructional leadership functions.

The treatment of instructional leadership effectiveness in the dimensions focused on the schools as a closed system. However, evidence from leadership studies suggest the existence of some factors that influence the leadership effectiveness of school leaders; such factors can be classified in to Personal, Organizational, and District/or Zone education office characteristics.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

As mentioned earlier, the study was targeted at assessing the leaders' instructional leadership effectiveness and identifying some of the factors that influence the provision of this leadership. The study was designed to obtain pertinent and precise information concerning the current status of instructional leadership effectiveness and the factors affecting its provision and implementation .Thus, a mixed method research design is employed because, it is a procedure for collecting, analyzing and mixing both quantitative and qualitative research and methods in a single study to understand a research problem (Cresswell, 2007). The use of both quantitative and qualitative methods, in combination, provides a better understanding of the research problem and questions than either method by itself.

The mixed research is opted for under situations when both quantitative and qualitative data together provide a better understanding of the research problem and questions than either method by itself. Among different types of mixed research designs, the ones used for this study was the embedded mixed research design; because it allows for collecting qualitative and quantitative data simultaneously but to have qualitative data play a supportive role to the quantitative form of data.

3.2 Sources of Data

The sources of data for this study were school principals, deputy principals, teachers, cluster supervisors and Woreda education office head- these are primary sources that brought first hand information. Secondary sources were also included as sources of data in this study. These sources of data included essential data from WEO, sampled schools, various books, reference materials, journals, and, other published and unpublished written materials.

3.3. Sample Size and Sampling Techniques

The determination of the population and sample schools w as based on the 2009 annual statistical report of the Adami Tulu Jido Kombolcha Woreda education office.

According to this report, there were 25 public primary second cycle schools in the district. In order to manage the study, 10 public second cycle primary schools were selected. A simple

random sampling technique was applied to select the schools using lottery method because, it was manageable size.

In a simple random sampling technique, every member of the population has an equal and independent chance of being selected. There were 318 teachers in 25 public second cycle primary schools of the district. Out of the total number of teachers, 120 were found in sampled schools. To determine the sample size, Krejcie and Morgan (1970) came up with a table using sample size formula for finite population. As a result, the researcher decided to use this table to determine the sample size. Accordingly, for a population which was equal to 120, the required sample size was 92. Based on this determinations, to pick the respondents (92 teachers), first I obtained the lists of the sample school teachers from the school principals and then I selected teachers who took part in study using a systematic sampling technique; because ,this method is a modified form of simple random sampling. It involves selecting subjects from a population list in a systematic rather than a random fashion (Louis Cohen, Lawrence Manion and Keith Morrison, 2007). After I got the lists of 120 teachers, to pick 92 teachers who took part in the study, I picked the first four consecutive teachers from the list and skipped the fifth teacher and again selected four consecutive teachers and jumped the next teacher. In this way, I picked the teachers who took part in the study.

To select 10 principals and 10 vice principals, six supervisors and one Woreda education office head, purposive sampling technique was employed. Purposive sampling technique is a non probability sampling technique that all administrators will be involved in the study (Robson, 2002:26); purposive sampling technique was used for the interview and focus group discussion which was made with Woreda education office head (interview), cluster supervisors and teachers (FGD).

Summary Table for Respondents Disaggregated by Gender

S/N	Respondents	Gender			Selected for
		M	F	T	
1	Teachers	65	27	92	Questionnaire
2	Principals	20	0	20	Questionnaire
3	Supervisors	6	0	6	FGD
4	Teachers	6	4	10	FGD
5	WEO head	1	0	1	Interview
	Total	**98**	**31**	**129**	

3.4 Data Collection Instruments

The instruments employed for this study were a questionnaire, interview and focus group discussion (FGD). Research questionnaires were prepared for teachers, principals and deputy principals, interview was for Woreda education head and focus group discussions were prepared for cluster resource center supervisors and teachers.

Questionnaire

Questionnaires were prepared for principals, deputy principals and teachers. The questionnaires to be filled by the respondents contained four parts designed to address the variables in the study and provide information in conformity with the leading questions.

These parts of the questionnaires contained items designed to obtain information on personal characteristics of respondents, on the critical job related behaviors of the principals in the five dimensions of instructional leadership, the third section was designed to obtain information on some organizational characteristics of the schools that seem to influence the provision of instructional leadership. The last section of the questionnaire for respondents contained items designed to obtain information on the perception of respondents regarding the characteristics of Woreda or zone to which they are accountable. In addition to questionnaires, FGD and interview were used to substantiate information gathered by the questionnaires.

3.5 Procedure of Data Collection

To generate data for this study, the researcher got permission from the Woreda education office head- the Woreda education office head wrote me support letter to sampled school principals. Thereafter, the researcher visited the sampled schools to establish rapport with the school principals. Then the school principals took the lead to distribute and collect the research questionnaires. After a week the researcher went back to the schools to collect the completed questionnaires. The focus group discussion which was prepared for cluster supervisors and teachers (who were not participated in the study) and interview which was prepared for Woreda education office head were managed by the researcher.

3.6 Pilot Study

Prior to employing the main questionnaires, pilot test was made. Two schools (Jido and Bulbula public second cycle primary) which were not included in the study were selected randomly to test the instrument. Cronbach's Alpha was used to determine reliability. The researcher administered the instrument on 5 head teachers and 15 teachers from 2 public second cycle primary schools in ATJK district. After analyzing the responses, a coefficient of 0.917 was obtained and considered adequate for the study.

3.7 Methods of Data Analysis

The gathered data were classified and tallied in the representative groups and schools.

Data obtained from open ended questions were used for interpreting the problem areas under consideration and for suggestions. Therefore, the organized data was analyzed and interpreted using descriptive statistics. Different statistical techniques were employed on the basis of the basic questions stated and on the nature of the data that were collected. The data were collected through questionnaires were tabulated and analyzed by using percent, mean and ranking.

The percentage was employed to interpret the characteristics of the respondents.

The mean was used for organizing and summarizing sets of numerical data collected by likert type scale in the questionnaires. The results that were obtained from the interviews and focus group discussion were used for the purpose of strengthening the analysis based on the questionnaires.

3.8 Ethical Considerations

First of all, the objective of the study was communicated to WEO head, cluster supervisors and school principals by the researcher before starting the study. The right to refuse any discussion by respondents was respected and participations of all subjects were voluntary. Measures were taken to assure respect, dignity and freedom of each individual participating in giving information. Names of respondents were not recorded anywhere in the study instruments and appropriate measures were taken to assure confidentiality of information both during and after data collection.

CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND INTERPRETATIONS OF THE DATA

This chapter encompassed two parts. In the first part the characteristics of a sample population involved in the study were presented. The study groups discussed in terms of sex, educational qualification, work experiences and field of specialization. The second part dealt with the analysis and interpretation of the data.

The researcher administered and retrieved copies of the questionnaire from the sample schools with the help of school principals. At the end of the exercise, 10 copies were lost and only 82 copies (89.13%) were retrieved and used. Among 82 teachers returned the copies 57 of them were male teachers which is 69.51% and 25 of them were female teachers –shared 30.49%. All principals returned the copies (100%) -20 of them were males.

4.1 Characteristics of the respondents

Table1. Characteristics of school teachers disaggregated by sex, age, educational qualification, field of specialization and work experience.

Sex		**Educational qualification**		**Field of specialization**			**Work experience**			**Age**	
M	F	Dip.	Degree	Natural Sc	Social Sc	other	5≥	6-10	11-15	21-30	31-41
#57	25	63	19	37	25	20	18	30	34	49	33
69.5%	30.5%	77%	23%	45%	31%	24%	22%	37%	41%	60%	40%

Table 1 reveals that among teachers who were involved in the study, 69.5 %(57) were males and30.5 %(25) were females. Concerning educational qualifications of the teachers involved in the study, 77 %(63) of the teachers were diploma holders and only 23 %(19) of them were degree holders. Regarding field of specialization, 45 %(37) of the teachers studied natural science, 31% (25) studied social science and 24 %(20) studied others such as management, economics and accounting. Relating to work experiences of the teachers took part in the study, 22 %(18) were 5 and below five years work experiences, 37 %(30) of them were 6-10 years work experiences 41 %(34) teachers were 11-15 years work experiences. Further, concerning

ages of the teachers who took part in the study, 60 %(49) of them were age between21and 30 and 40 %(33) of the teachers were age between 31 and 40- among the teachers participated in the study, no one above 41 age.

Table 2: Characteristics of principals disaggregated by sex, educational qualification, field of specialization and work experiences

Sex		Educational qualification		Field of specialization				Work experience	
Male	Female	Diploma	Degree	Natural Science	Social Science	EdPM	Other	8-10	11-15
100%	0%	66.66%	33.33%	66.66%	16.66%	8.33%	8.33%	41.66%	58.33%
# 20	0	13	7	13	3	2	2	8	12

Table 2 reveals that all principals who were involved in the study were males – this shows that the principal- ship position in the public second cycle primary schools in ATJK district was dominated by male principals. Concerning educational qualifications of the principals involved in the study, 66.66%(13) of the principals were holders of diploma which is below the standard set by ministry of education and only 33.33%(7) of them were degree holders. Regarding field of specialization, 66.66%(13) of the principals studied natural science, 16.66% (3)studied social science, only 8.33% (2)studied EdPM and 8.33%(2) studied others like management. Relating to work experiences of the principals took part in the study, 41.66% (8) were 8-10 years work experiences and 58.33 %(12) of them were 11-15 years work experiences. All principals who took part in study had 2-4 years work experience as school principal.

Interview made with head of EO and focus group discussions conducted with teachers and supervisors revealed that, the appointment of the school principals had problems – things that would be considered to appoint school leader should not be considered by Education officials. The participants of the discussion particularly teachers raised that sex and age should not matter to be effective school leader. The result of this study also agrees with the findings of Osezuah (2000), which indicated no significant difference between male and female graduates in job performance; however, the reason for the significant difference that existed between male and female principals' effectiveness may be due to improved commitment to duty by both sexes.

Further, in a study carried out by Glasscock (1991), it was discovered that age did not affect principals' performance of their leadership responsibilities.

Nevertheless, the discussion made with the teachers and supervisors indicated that issues like educational qualification, field of specialization with necessary leadership trainings and work experience in principal-ship position are very compulsory to be effective school leader- in the Woreda the principals were assigned as school leader without getting a single training on instructional leadership. In a study by Okolo (2001) on the performance of primary school principals, results also showed that there was a significant difference in performance between primary school principal with duration of experience ranging from 4-10 years and those with 20years of experience and above. One can thus infer that experience significantly contributes to difference in principals' effectiveness. Hence, the Woreda education office ought to give special attention to these principals' characteristics during the appointment of school leaders to create effective schools.

4.2 Instructional Leadership Dimensions

Mean scores and ranking were used in analyzing the data for the research questions. The mean ratings of principals and teachers were computed separately and their averages obtained. Only the averages are presented in this paper. The items were assigned the following points: Almost always: 3.50 – 5.00; Many times: 2.50 – 3.49; some times: 2.00 – 2.49 and rarely: 1.00 – 1.99. A mean up to 2.50 was accepted.

Table 3: Respondents' views on Principals' Role in Defining and Communicating School Mission

S/No	Item for principals(20Males) and teachers(57M,25F)	X	Rank	Decision
1	Principal develops a school goal focused on students' learning	2.08	3rd	Low extent
2	Principal uses data on students academic performance when developing the school's goal	2.31	1st	Low extent
3	Principal communicates the school's goal effectively to staff, students and parents	2.21	2nd	Low extent
	Grand	**2.2**		**Low extent**

Table 3 shows that in all three items listed, the mean ratings obtained below 2.50which shows that the principals define and communicate school missions to a little extent. The grand mean for the entire items is 2.20 which is below the acceptance level of 2.50. Hence, principals define and communicate the school missions to a low extent in public second cycle primary schools of ATJK district. As I observed the schools, there were no school missions displayed in the school compound and also observed that the data management and usage of the school principals were poor as of lack of skill on data management and its benefit; and also because of lack of computers and power in many sample schools. The focus group discussion conducted with the teachers also revealed that, as the education stakeholders like teachers, students and parents have not been communicated and the school improvement program prepared without the participation of the education stakeholders.

Table 4: The Extent Principals Provide Curriculum and Instructional Leadership.

S/No	Item for Principals and Teachers	X	Rank	Decision
1	The school principal monitors the class room curriculum	2.20	2nd	Low extent
2	The school principal helps teachers to evaluate curriculum	2.33	3rd	Low extent
3	The school principal assists teachers in lesson planning	2.92	1st	Low extent
4	The principal assists teachers in developing instructional materials	2.53	4th	Low extent
	Grand mean	**2.49**		**Low extent**

Table 4 shows that out of the four items listed; only two had mean ratings nearly above 2.50 indicating that the principals provide curriculum and instructional leadership in these areas. These are items in serial number 3 and 4. The rest of the items obtained mean ratings below 2.50 which show that the principals provide curriculum and instructional leadership in these areas to a little extent. The grand mean for the entire items is 2.49 which are below the acceptance level of 2.50. Therefore, principals provide curriculum and instructional leadership to a low extent in second cycle primary schools in ATJK district. The focus group discussion held with teachers also indicated that the school principals of the sampled schools monitored the class room curriculum to a low extent because of lack of skill on the curriculum monitoring and spent less time in the school.

Table 5: Respondents' views on principals' provisions of Supports to Teachers.

S/No	Item for Principals and Teachers	X	Rank	Decision
1	The principal makes classroom visits for the purpose of improving instructional process	2.21	5th	Low extent
2	Confer with help needed teachers after the visit to discuss the problems and plan improvement together	2.28	4th	Low extent
3	Creates opportunities for professional dialogue or discussions among teachers	2.4	3rd	Low extent
4	Helps teachers to use teaching aids	2.5	2nd	Moderate
5	Encourages teachers to use different instructional methods	2.67	1st	Moderate
	Grand mean	**2.41**		**Low extent**

Table 5 reveals that out of the five items listed; only two had mean ratings above 2.50 indicating that, the principals provide instructional support to teachers in these areas. These are items in serial numbers 4and 5. The rest of the items obtained mean ratings below 2.50 which show that the principals provide instructional support to teachers in these areas to a little extent. The grand mean for the entire items is 2.41 which is below the acceptance level of 2.50. Hence, principals provide instructional support to the teachers to a low extent in public second cycle primary schools in ATJK district. Principals ought to make efforts to provide supportive services, mentoring, and feedback that will improve teachers' capabilities in implementing curriculum and instruction in public primary second cycle schools of Adami Tulu Jido Kombolcha district. The FDG made with teachers also confirmed that, the principal conduct class room observations at maximum two times a year, which is below their plans. The discussion indicated that the support given to the teachers after the visits were very low as of lack of skill on how to provide constructive and productive feedback to teachers.

Table 6: The Level of Principals Monitoring Students' Progress.

S/No	Item for Principals and Teachers	X	Rank	Decision
1	Principal meets individually with teachers to discuss on students' academic progress	2.18	2nd	Low extent
2	Principal uses test results to assess progress towards school goals	2.53	1st	Moderate
3	Principal informs the school's performance results to teachers in a report form	2.07	3rd	Low extent
	Grand	**2.26**		**Low extent**

Table 6 shows that among the three items listed; only one had mean ratings nearly above 2.50 indicating that the principals monitor students' progress in this area. This is item in serial number 2. The rest of the items obtained mean ratings below 2.50 which show that the head teachers monitor students' progress to a little extent. The grand mean for the entire items is 2.26 which is below the acceptance level of 2.50. Hence, principals monitor students' progress to a low extent in primary second cycle schools in Adami Tulu Jido Kombolcha district. The focus group discussion made with teachers and supervisors confirmed that, the school principals of the sampled schools did not inform the performance result to teachers in a report form.

Table 7: The Extent Principals Develop a Positive School Learning Climate.

S/No	Item for principals and teachers	X	Rank	Decision
1	Principal protects instructional time	2.36	2nd	Low extent
2	Principal provides incentives for high-performing teachers	2.07	5th	Low extent
3	Principal provides incentives for learning/students	2.73	1st	Moderate
4	Principal promotes professional development at school level	2.31	3rd	Low extent
5	Principal maintains high visibility	2.31	4th	Low extent
	Grand Mean	**2.35**		**Low extent**

Table 7 reveals that among the five items listed; only one had mean ratings above 2.50 showing that the principals create a positive school learning climate in this area. This is item in serial number 3. The rest of the items obtained mean ratings below 2.50 which indicate that the head teachers create a positive school learning climate in these areas to a low extent. The grand mean for the entire items is 2.35 which is below the acceptance level of 2.50. Therefore, head teachers' develop a positive learning environment to a low extent in public second cycle primary schools in Adami Tulu Jido Kombolcha district. This is because of a number of problems like lack of budget, house for teachers in the school compound/ nearby schools, lack of water and power in the schools and lack of skill are among the problems identified through discussion made with teachers and cluster supervisors. As result of these problems, the principals were unable to protect instructional time and maintain high visibility and also unable to motivate high performing teachers.

4.3 Organizational Characteristics

Table 8: Respondents' views on the availability of resources in the schools

The items were assigned the following points for this section: more than adequate: 3.50-5.00; adequate: 2.50-3.49; deficient: 2.00-2.49 and very deficient: 1.00-1.99.

S/No	Item for principals and teachers	X	Rank	Decision
1	Adequate number of teachers	2.4	4th	Low extent
2	Qualified teachers are adequately available	2.31	5th	Low extent
3	Student text books are adequately available	2.49	2nd	Low extent
4	Teachers guides are adequately available	2.44	3rd	Low extent
5	Supplies (paper, chalk)	3.21	1st	Adequate
6	Reference books are adequately available	2.26	6th	Low extent
7	Adequate finance is allocated	2.12	7th	Low extent
	Grand Mean	**2.46**		**Low extent**

Table 8 shows that out of the seven items listed; only one had mean ratings above 2.50 indicating that there is an adequate resource available in this area. This is item in serial number 5.The rest of the items obtained mean ratings below 2.50 which indicates that inadequate

resources were available in the schools. The grand mean for the entire items is 2.46 which is below the acceptance level of 2.50. Therefore, insufficient resources were available in public second cycle primary schools in Adami Tulu Jido Kombolcha district. The focus group discussion held with teachers and cluster supervisors confirmed that there were chronic shortage of teachers in terms of both number and qualification, text- books – which is below the standard set by ministry of education- even some texts like Afan Oromo -one text for 20 students which was very serious problem, teachers guide, shortage of reference books and lack of school budget to school activities. As a result of such problems, the principals were unable to be effective school leaders; to this effect, the quality of education has been deteriorating in the Woreda. The finding agrees with Lockheed and Verspoor (1991) who reported that the instructional leadership efforts of elementary school principals of developing countries are highly constrained by the chronic shortage of materials, operating funds and staff development resources. Experiences also show that shortage of qualified teachers make IL process problematic.

Table 9: The Extent Role Diversity and Professional Norms Influence the Leadership Effectiveness of Head Teachers.

The items were assigned the following points for this section: Great deal: 3.50-5.00; high : 2.50-3.49; to some extent: 2.00-2.49 and a little: 1.00-1.99.

S/No	Items for principals and teachers	X	Rank	Decision
1	Principal spends much of his/her time in academic activities	2.48	4th	Low extent
2	Principal spends much of his/her time in administrative activities	3.10	3rd	High
3	Teachers involvement in educational decisions	3.34	1st	High
4	Principal involvement in educational decisions	3.28	2nd	High
5	Principal's initiatives in consulting teachers about instructional matters	2.36	5th	Low extent
6	Principal's initiatives for frequent classroom visit	2.20	6th	Low extent
	Grand Mean	**2.79**		**High**

Table 9 shows that out of the six items listed, only three items scored above 2.50 indicating that head teachers deal with the issues at a great extent and principals had been influenced at low extent in these areas to be effective in their instructional leadership roles. These are items in serial numbers 2, 3 and 4. The rest of the items obtained mean ratings below 2.50 which indicate that the principals deal with these issues at a little extent. The grand mean for the entire items is 2.79 which are above the acceptance level of 2.50. Hence, the role diversity and professional norms of the principals of public primary second cycle schools of ATJK district influence their instructional leadership roles at moderate extent. The FGD made with teachers and supervisors also revealed that, the school principals of the sampled schools did not visit class rooms as per plan and also did not have strong initiatives to consult teachers about instructional matters to improving teaching and learning process.

4.4 Woreda Education Office Characteristics

Table 10: The Extent Woreda Education Office Characteristics Influence the Leadership Effectiveness of Principals.

The items were assigned the following points for this section: Lesser: 3.50-5.00; Equal: 2.50-3.49; Influencing: 2.00-2.49 and highly influencing: 1.00-1.99.

S/No	Items principals (20males)	X	Rank	Decision
1	Education officials place emphasis for instructional activities	2.25	1st	Influences
2	Untimely teacher transfer	2.45	3rd	Influences
3	Numerous report requirements	2.5	7th	Moderate
4	Delay in placement or deployment of teachers	2.46	4th	Influences
5	Teaching materials delivery problems	2.47	5th	Influences
6	Lack of regular supervision or support from Woreda education office	2.35	2nd	Influences
7	Frequent reshuffling of principal by Woreda Education office	2.49	6th	Influences
	Grand mean	**2.42**		**Influences**

According to table 10, out of the seven items listed; only one had mean ratings above 2.50 indicating that the principals have been influenced to be effective in their instructional leadership roles at a low extent in this area. This is item in serial number 3. The rest of the items scored below 2.50 which show that principals have been influenced to be effective in their instructional leadership roles in these areas to a high extent. The section mean for all the items was 2.42 which fell below 2.50. Therefore, one can say that in the principals'' opinions, the principals have been supported by the district Education Office to a low extent- some activities like untimely teachers transfer, deployment of teachers, lack of frequent supervision, teaching materials delivery and reshuffling of principals have been affecting head teachers effectiveness. The interview conducted with WEO head also confirmed that because of lack of logistics and limited man power the support given to head teachers of public primary second cycle schools of the district was limited.

CHAPTER FIVE

5.1 SUMMARY, CONCLUSION AND RECOMMENDATIONS

After analyzing and interpreting the data obtained from questionnaire, focus group discussion and interview, the following summary, conclusion and recommendations were made.

5.2 SUMMARY

This study is set out to explore the current status of instructional leadership role and to detect some of the factors influencing it in government second cycle primary schools in ATJK Woreda .To this end, basic questions addressing principals' instructional leadership roles and factors affecting its provision were raised. In order to answer the basic questions raised, the study was conducted in 10 government second cycle primary schools of ATJK Woreda- the schools were selected on the basis of simple random sampling technique. The subjects of the study used to obtain the necessary information included 20 principals, 82 teachers for questionnaires and 10 teachers for FGD, 6CRC supervisors and 1 WEO head. The information for the study was obtained through questionnaires, focus group discussion and interview. However, the latter two were supplement to the questionnaire to make the study more reliable and comprehensive. Accordingly, the following major findings were obtained:

It was found that the principals of the sample schools define and communicate the school missions to a low extent. The principals ought to craft school missions, participate, communicate concerned bodies and manage and use data for the benefit of school effectiveness. The focus group discussion also indicated that the schools had no school missions and the concerned bodies were not communicated appropriately.

Another finding was that the principals did not provide to a high extent instructional support to teachers. Though the principals, to a great extent assisted teachers to acquire skills for managing large and congested classes for optimal instruction, commended teachers that apply effective classroom teaching techniques, and observing classroom instruction where they gave teachers feedback on appropriate classroom internal supervision, they did not provide a range of other important supportive services.

Principals should make efforts to provide supportive services, mentoring, and feedback that will improve teachers' capabilities in implementing curriculum and instruction in public second cycle

primary schools of Adami Tulu Jido Kombolcha district. Reitrzug (1997) noted that if principals do not provide supportive services, chances are that the teachers in turn continue to be less competent in providing supportive learning services to learners. In addition, principals of the sample schools monitor students' progress to a low extent. As it was identified through focus group discussion conducted with teachers, the school principals did not meet individual teachers to discuss on students performance result as well as did not inform the performance of students in a report form. Hence, the principals of the sample schools ought to make effort in monitoring students' progress to meet the standard.

Among the roles of head teachers, creating a positive school learning climate is one. The principals of the sampled schools did not create conducive learning environment to a high extent. This is because of a number of problems like lack of budget, house for teachers in the school compound/ nearby schools, lack of water and power in the schools and lack of skill are among the problems identified during the study. As result of these problems, the principals were unable to protect instructional time and maintain high visibility and also unable to motivate high performing teachers as of lack of school budget. Further, principals promote professional development at school level to a low extent as of lack of skill and gave less attention to the program.

Another finding was that, the availability of school resources is among the influencing factor of principals to be effective in their instructional leadership roles. In the sampled schools the result of the study shown that there were chronic shortage of teachers in terms of both number and qualification, text- books – which is below the standard set by Ministry of Education- even some texts like Afan Oromo -one text for 20 students which was very serious problem, teachers guide, shortage of reference books and lack of school budget to school activities. The FGD conducted with teachers and CRC supervisors also confirmed that as there were serious shortages of instructional resources in their schools. As a result of such problems, the principals were unable to be effective school leaders; therefore, the quality of education has been deteriorating.

Finally, it was found that, the support given to principals by Woreda education office was very low and also some activities like untimely teachers transfer, deployment of teachers, teaching materials delivery and reshuffling of principals have been affecting principals' effectiveness. The interview conducted with WEO head confirmed that because of lack of logistics and limited

man power the support given to principals of public second cycle primary schools of the district was limited. Hence, to create effective schools the WEO ought to make effort.

5.3 CONCLUSION

Principals' instructional leadership is a high priority issue for curriculum and instruction. In this study, the principals did not sufficiently provide instructional leadership and support to teachers. This implies that the principals have not provided the enabling environment for teaching and learning process. Personal and organizational characteristics have been highly affecting principals to be effective in their instructional leadership roles. The appointment of school leaders in public second cycle primary schools of Adami Tulu Jido Kombolcha district, field of specialization, qualification and work experience could not be considered- the study revealed that more than 66% of principals have been diploma holders which is below the standard set by the ministry of education; in addition, more than 67% of principals have been assigned as school principals without getting a single training on instructional leadership. Further, serious shortage of school resources appeared (teachers, text-books, reference books, teachers guide, and school budget). As a result, in the district the quality of education continues to be a chronic challenge. Hence, the education stakeholders need to pay serious attention to fulfilling school resources and appointing qualified head teachers to public second cycle primary schools in the ATJK district.

5.4 RECOMMENDATIONS

Based on the findings and conclusion reached the following possible solutions were recommended so as to increase ILE of school principals.

As evidenced by the study the status of instructional leadership effectiveness in most government second cycle primary schools of ATJK Woreda need improvements. This has to start with introducing school principals with appropriate IL role behaviors and skills. In doing so, the REB in collaboration with Zone and Woreda education office, they need to define the instructional leaders' duties in terms of the five dimensions during their appointment as school leader. As well as, providing in-service trainings on topics such as on how to conduct supervision and provide productive feedback, on how to craft school vision, EMIS and on how to conduct action research at school level-these education stake holders ought to equip the school leaders with necessary knowledge and skills.

Moreover, reducing various factors influencing the provision of instructional leadership should be another alternative for the success of leaders. In this effort, the first option is to use effective criteria for selecting and appointing school leaders; among personal characteristics associated with instructional leadership effectiveness are work experience, field of specializations and educational qualifications, which were identified during the study. Hence, the possible recommend is, thus, that the Woreda education office should give special attentions to these personal characteristics in the appointment of school principals.

Further, it is unthinkable to provide instructional leadership strongly under the chronic shortage of instructional resources like adequate and qualified teachers, teachers' guide, student text-books, instructional materials, and operational funds. Therefore, understanding the benefit of instructional resources in ensuring quality education, the Ministry of Education in collaboration with REB, Zone, Woreda education office and the community should take responsibility and initiations to provide the necessary resources timely and adequately. In addition, the Ministry of Education in collaboration with REB should intervene in fulfilling school infrastructure to ensure equitable quality education in all areas, particularly, where the communities' contributions were very low because of low income.

Finally, principals should take initiation to always organize themselves and network with other principals towards improved instructional leadership in their schools.

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APPENDIX-A

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for Principals and Teachers

This questionnaire is designed to assess principal's instructional leadership effectiveness and gather information on the factors affecting these roles of the leaders.

The information gathered through this questionnaire will be used by the researcher is only for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Hence, you are kindly requested to complete the questionnaire carefully and honestly. Your response will be kept confidential.

Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note: no need of writing your name in any part of the questionnaire.

Thank you in advance for your kind cooperation.

Name of the Woreda_____

Name of the school_____

I. Personal Characteristics

Direction: please check by putting an "X" mark on the space provided against the items.

1. Sex A) Male_____

B) Female_____

2. **Age**

A) Below 20_____

B) 21-30_____

C) 31-40_____

D) 41-50_____

E) 51 and Above_____

3. **Educational Qualification**

A) Diploma_____

B) BA/BSC/BED Degree_____

C) MA/MSC_____

D) Other Specify_____

4. **Field of Specialization**

A) Educational Planning and Management_____

B) Natural Science_____

C) Social Science_____

D) Other Specify_____

5. **Work Experience**

5.1 **In Teaching (Only for principals)**

A) 5 Years and Below_____

B) 6-10 Years_____

C) 11-15years _____

D) Above 15 Years _____

5.2 **In administration before your present position; please use the above intervals.**

(Only for principal)

a) As a unit leader_____

b) As a department head_____

c) As school supervisor_____

d) Other specify (with service years) _____

5.3. **In your present position (Only for principal)**

a) 3years and below_____

b) 4-6years_____

c) 7- 9 years_____

d) Above 9 years_____

II. Instructional Leadership Dimensions

Note: Instructional Leadership is conceptualized as the activities of a leader in setting/ communicating school mission, managing school curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate. Each dimension is described in terms of the principal's job-related practices.

A. Defining and Communicating School Mission

Please indicate by ticking "√"on a scale of 1-5 below

The rating scale is: **5=Almost Always, 4= Many Times, 3=Sometimes, 2=Rarely,**

1= Almost Never

No.	Item	5	4	3	2	1
1	Principal develops a school goal focused on students' learning					
2	Principal uses data on students academic performance when developing the school's goal					
3	Principal communicates the school's goal effectively to staff, students and parents.					

B. Managing Curriculum and Instruction

The rating scale is: **5=Almost Always, 4= Many Times, 3=Sometimes, 2=Rarely,**

1= Almost Never

No.	Item	5	4	3	2	1
1	The school principal monitors the class room curriculum					
2	The school principal helps teachers to evaluate curriculum					
3	The school principal assists teachers in lesson planning					
4	The principal assists teachers in developing instructional materials					

C. Supervising Instruction

The rating scale is: **5=Almost Always, 4= Many Times, 3=Sometimes, 2=Rarely, 1= Almost Never**

No.	Item	5	4	3	2	1
1	The principal makes classroom visits for the purpose of improving instructional process					
2	Confer with help needed teachers after the visit to discuss the problems and plan improvement together					
3	Uses teaching staff meetings to discuss curricular and instructional issues					
4	Creates opportunities for professional dialogue or discussions among teachers					
5	Helps teachers to use teaching aids					
6	Encourages teachers to use different instructional methods					

D. Monitoring Students' Progress

The rating scale is: **5=Almost Always, 4= Many Times, 3=Sometimes, 2=Rarely, 1= Almost Never**

No.	Item	5	4	3	2	1
1	Principal meets individually with teachers to discuss on students' academic progress					
2	Principal uses test results to assess progress towards school goals					
3	Principal informs the school's performance results to teachers in a report form					

E. Promoting the School Learning Climate

The rating scale is: **5=Almost Always, 4= Many Times, 3=Sometimes, 2=Rarely, 1= Almost Never**

No.	Item	5	4	3	2	1
1	Principal protects instructional time					
2	Principal provides incentives for high-performing teachers					
3	Principal provides incentives for learning/students					
4	Principal promotes professional development at school level					
5	Principal maintains high visibility					

III. Organizational Characteristics

A. Adequacy of Instructional Resource

The rating scale is: **5= More than Adequate, 4= Adequate, 3= Slightly Deficient, 2= Very Deficient, 1= Almost None**

No.	Item	5	4	3	2	1
1	Adequate number of teachers					
2	Qualified teachers are adequately available					
3	Student text books are adequately available					
4	Teachers guides are adequately available					
5	Supplies (paper, chalk)					
6	Reference books are adequately available					
7	Adequate finance is allocated					

B. Role Diversity

The rating scale is: **5= A Great Deal, 4= A Lot, 3=somewhat, 2= A Little, 1= Not At All**

No.	Item	5	4	3	2	1
1	Principal spends much of his/her time in academic activities					
2	Principal spends much of his/her time in administrative activities					
3	To what extent does the diversity of roles (work load) in your school constrain instructional leadership?					

C. Professional Norms

The rating scale is: **5= A Great Deal, 4= A Lot, 3=somewhat, 2= A Little, 1= Not At All**

No.	Item	5	4	3	2	1
1	Teachers domination in educational decisions					
2	Principal involvement in educational decisions					
3	Principal's initiatives in consulting teachers about instructional matters					
4	Principal's initiatives for frequent classroom visit					

IV. District/Woreda Education Office Characteristics(Only for principals)

The rating scale is: **5= Much Higher, 4= Higher, 3= Equal, 2= Lesser, 1= Much Lesser**

No.	Item	5	4	3	2	1
1	Education officials place emphasis for instructional activities					
2	District/ Woreda rules and regulations influencing principal's effectiveness					
3	Untimely teacher transfer					
4	Numerous report requirements					
5	Delay in placement or deployment of teachers					
6	Teaching materials delivery problems					
7	Lack of regular supervision or support from Woreda education office					
8	Interference of Woreda education office in the functions of principal					
9	Frequent reshuffling of principal by Woreda Education office					

1. Please write major factors that affect principal's instructional leadership effectiveness (you can write either in Afan Oromo or English).

_____

_____

_____

2. Do school PTA members actively participate in school improvement activities? Is there significant relationship between the status of school PTA involvement and your instructional leadership effectiveness? (Only for Principal)

_____

_____

3. Are there significant relationship between having water, power and home for teachers and your instructional leadership performance? **(Only for Principal)**

4. What do you think of the solution for the above problems?

APPENDIX-B

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Interview for Head of Woreda Education Office (WEO)

This interview is designed to assess principal's instructional leadership effectiveness and gather information on the factors affecting these roles of the leaders.

The information gathered through this instrument will be used by the researcher is only for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Hence, you are kindly requested to provide your response carefully and honestly. Your response will be kept confidential.

Thank you in advance for your kind cooperation

Direction: please check by putting an "X" mark on the space provided against the items.

1. Sex A) Male_____

B) Female_____

4. **Age**

A) Below 20_____

B) 21-30_____

C) 31-40_____

D) 41-50_____

E) 51 and Above_____

3. **Educational Qualification**

A) Diploma_____

B) BA/BSC/BED Degree_____

C) MA/MSC_____

4. **Field Of Specialization**

A) Educational Planning and Management_____

B) Natural Science_____

C) Social Science_____

D) Other Specify_____

5. **Work Experience**

A) 5 Years and Below_____

B) 6-10 Years_____

C) 11-15years _____

D) Above 15 Years _____

1. How often does your district provide supervisory services for public primary second cycle schools in a year?
2. Which areas of principal's activities are treated in the supervisory services?
3. How do you see currently employed selection/ election of leaders for principal ship position from professional point of view?
4. What factors are currently affecting principal's performance/effectiveness in instructional leadership?
5. Do you think that there is significant relationship between principal's personal characteristics (gender, age, work experience and field of study) and ILE? Which of these principal's personal characteristics significantly contribute to differences in principal's performance?
6. What do you think should be done to improve principal's performance?

APPENDIX-C

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Focus Group Discussions for Teachers

This FGD is designed to assess principal's instructional leadership effectiveness and gather information on the factors affecting these roles of the leaders.

The information gathered through this instrument will be used by the researcher is only for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Hence, you are kindly requested to provide your response carefully and honestly. Your response will be kept confidential.

Thank you in advance for your kind cooperation.

1. Are supplies such as student text book, teachers guide, paper, chalk, water, power and home for teachers available in your school?
2. In what kinds of activities do your principal engaged more of his/her time?
3. What are the problems related to Cluster Supervisors and Woreda Education Office?
4. What are the problems the principal currently facing in exercising instructional leadership activities in your school?
5. Do you think that there is significant relationship between principal's personal characteristics (gender, age, work experience and field of study) and ILE? Which of these principal's personal characteristics significantly contribute to differences in principal's performance?
6. What do you think should be done to improve principal's effectiveness?

APPENDIX-D

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Focus Group Discussion for Cluster Supervisors

This FGD is designed to assess principal's instructional leadership effectiveness and gather information on the factors affecting these roles of the leaders.

The information gathered through this instrument will be used by the researcher is only for academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Hence, you are kindly requested to provide your response carefully and honestly. Your response will be kept confidential.

Thank you in advance for your kind cooperation.

1. How often do you provide supervisory services for public primary second cycle schools in a year?
2. Which areas of principal's activities are treated in the supervisory services?
3. How do you see currently employed selection/ election of leaders for principal ship position from professional point of view?
4. What factors are currently affecting principal's performance/effectiveness in instructional leadership?
5. Do you think that there is significant relationship between principal's personal characteristics (gender, age, work experience and field of study) and ILE? Which of these principal's personal characteristics significantly contribute to differences in principal's performance?
6. What do you think should be done to improve principal's performance?

APPENDIX-E

List of Sampled Schools with Number of Teachers Disaggregated by Gender

S/N		M	F	T
1	Boramo primary	15	2	17
2	Hurufa lole primary	7	1	8
3	Jela Korke primary	8	5	13
4	Waransa primary	7	4	11
5	Gotu primary	9	5	14
6	Elelan Ababo primary	10	1	11
7	Gabiba primary	7	4	11
8	Suro primary	5	4	9
9	Mechafera primary	7	7	14
10	Galo Hirape primary	4	8	12
	Total	**79**	**41**	**120**

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: **GEREMEW TERFA**

Signature: _____

Date: June 7, 2018

The thesis has been submitted for examination with my approval as university supervisor.

Name: **Dr.YEKUNOAMLAK ALEMU**

Signature: _____

Date: June 7, 2018