



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOR STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**INSTRUCTIONAL LEADERSHIP: PRACTICES AND CHALLENGES ON
CURRICULUM IMPLEMENTATION AT SECONDARY SCHOOLS OF
GULELE SUB-CITY IN ADDIS ABABA.**

BY

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ADVISOR: KENENISSA DABI (PHD)

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF MASTER OF ARTS DEGREE IN SCHOOL
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ADDIS ABABA, ETHIOPIA

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Declaration

I declare that this thesis on Instructional Leadership: Practices and Challenges on Curriculum Implementation at Secondary Schools of Gulele Sub-City in Addis Ababa is my original work and has not been yet presented or submitted by other person for any degree in any university. All the sources used in this study were properly acknowledged in both text citation and reference list.

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Date

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List of Abbreviations

DoE	Department of education
ETP	Ethiopia education and training policy
GEQIP	General Education quality improvement program
HOD	Head of department
IOMS	Integrated quality management system
MOE	Ministry of education
NCS	National curriculum statement
SGB	School governing body
SIP	School improvement program
SMT	School management team

Abstract

The main objective of the study was to assess instructional leadership: practice and challenges of curriculum implementation in case of secondary schools in Gulele Sub-City in Addis Ababa. In order to conduct the study to achieve this objective, twenty (20) principals from five secondary schools, five teachers from each eight subjects (English, Mathematics, History, Physics, Chemistry, Biology, Geography, Civics) that appear on national examination in the five schools, together 200 six years and above experienced teachers from the five schools, and department heads of the subjects from each schools (40) under the study were systematically taken as respondents of this study, therefore, there are 260 total respondents of the study. To get sufficient and reliable data for the study the researcher used questionnaire, interview and content analysis as major tools of data gathering. The data obtained through these tools were analyzed both quantitatively and qualitatively as the researcher used descriptive research design. Therefore, quantitative and qualitative research methods were used for this study. The results of the data indicate that instructional leadership: practices and challenges on curriculum implementation at secondary schools in Gulele sub-city in Addis Ababa in the five secondary schools becomes apparent from the finding that there are major curriculum challenges facing principals in managing the curriculum implementation in the school. These include lack of materials and resources, inadequate training and heavy workloads and fewer commitments of teachers. However, measures were suggested to limit the challenges toward curriculum implementation in order for principals and teachers to manage and implement the curriculum effectively. The study conclude by pointing out that although principals and teachers try to perform their roles and responsibilities to ensure effective curriculum implementation in their context, they still require training and support from stakeholders.

Key words: leadership, instructional leadership, implementation of curriculum

CHAPTER ONE: INTRODUCTION

This chapter presents the introduction parts of the study. Therefore, it contains the main contents such as background of the study, statement of the problem, objective of the study, research question, significance of the study, and delimitation of the study.

1.1. Background of the Study

Curriculum could be taken as one of the main elements of education that contributes to bring quality of education. By curriculum implementation is meant the actual execution of the curriculum plan through the instruction process in schools. The teacher is who translate the intentions framed in the curriculum into action both outside and inside the classroom. Instructional planning is among the most important activities that a teacher has to carry out to implement the curriculum. Instructional planning is among the most important activities that a teacher has to carry out to implement the curriculum.

Instructional leadership plays central role in the academic successful achievement of schools. Hence, it consists of defining and setting the school vision and mission, managing and controlling the instructional programs and creating a positive teaching and learning school climate. According to (Wallace Foundation, 2013, Blasé and Blasé, 2000), the instructional leaders should frame school goals, communicate, supervise and coordinate curriculum, monitor progress and provide support for the teaching- learning culture in order to make their schools more effective. Curriculum is the way contents is designed and developed. The process includes the structure, organization, and balance of materials. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teachers into syllabus. According to Fullan and Pomfet (1977) curriculum implementation refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process. The school curriculum is also part of Curriculum and designed to nurture the child in all of his or her life spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical dimensions

(Glatthorn (2012), Horing, et al (2010), on the other hand, conceptualized instructional leadership practices as motivating employees for work and change, promoting high expectation, defining and communicating a clear mission, goal and objectives, designing and modifying curriculum, analyzing school and learners data, making formative observation about teaching and providing direct and immediate feedback to teachers to improve the teaching learning process and to ensure quality of education.

According to Sacred Heart College (2000: 11), the successful running of the school is the responsibility of the school principal and other members of the school. The

Instructional leader is always called on to carry out different tasks, such as: Setting up a staff programme; Participating on an appraisal panel; visiting classes and conducting follow ups and Inducting and orienting beginner and new educators about their work.

Musaazi (1988) also added that instructional leaders are considered as a major vehicle for educational change and development. The quality of the service delivered and the success of the schools is critically linked to school leaders' knowledge and skill. School leaders have responsibility and accountability for effective instructional outcomes. In line with this responsibility and accountability as Heck (2006) pointed out, for school principals to be effective they must be knowledgeable about curriculum development, teachers' instructional effectiveness, clinical supervision, teachers' evaluation and development. That is why in recent years demands in the world educational institutions have increased significantly not only for learners, teachers, and local community but also for instructional leaders of education institutions. The FDRE education and training policy indicates that, the preparation of curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved ,Create a mechanism by which teachers, professionals from major organizations of development, and beneficiaries participate in the preparation implementation and evaluation of the curriculum, Ensure that the curriculum developed and textbooks prepared at central and regional levels, are based on sound pedagogical and psychological principles and are up to inter-national standard, giving due attention to concrete local conditions and gender issues. Recently the Ethiopian government has made different educational reforms. The country has launched General Education Quality

Improvement Program (GEQIP) in 2007 and one of its components is School Improvement Program (SIP) which focuses on four domains of the school namely: improving the teaching learning, creating conducive learning environment, enhancing community participation in school affairs, and improving school leadership. This is because as MOE (2007) stated, the overall school performances are congruent with the dimensions of instructional leadership. Even though an attempt has been made to make the instructional leadership decentralized and professional, still a lot remains to be done to capacitate and professionalize school principals. This is because as indicated by MOE (2013) most school principals failed to play their pivotal instructional leadership role. Moreover, parents perceived negative attitude on the effectiveness of governmental schools in general and secondary schools in particular.

1.2. Statement of the Problem

The study is conducted to assess instructional leadership: Practice and challenges of curriculum implementation in five secondary schools in Gulele sub city in Addis Ababa . The role of the school principal was seen mainly as that of a manager/administrator. As the manager ascended in the school hierarchy, the administrative duties increased to the same extent that the functional or teaching duties decreased. In other words, the school principal undertook more management and administrative work and less actual teaching. In the new dispensation, Pretorius (1998:105) argues that the responsibility of the school principal moves back to instructional activities and to effective accomplishment of the desired outcomes. This does not mean that principals will now assume responsibility for a group of learners or a learning programme, but rather that their active involvement with the instructional programme of the school is needed as instructional leaders (Pretorius 1998: 106). The school principals failed to practice the expected instructional leadership roles. However, the effectiveness of the instructional leaders is one of the key factors that determine the overall performance of the school and the quality of education. According to Tadewos (2014) explanation, communities would cherish making a contribution to curriculum implementation in whatever way when called upon, but do not know which opportunities are available for them. On the other hand, the overall quality of educational institution is dependent on the general quality of the school climate created by the instructional leaders of the schools. Therefore, if principals are to take the role of an instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and

learning. Hence the issue of how the stakeholders could be effectively engaged in curriculum implementation has become a fertile area for research. Moreover, to improve the efficiency of the schools and ensure quality of secondary education the schools should be guided by professional instructional leaders, developing a culture of inquiry, developing effective communication and group empowerment system and designing professional development strategies.

According to Maodzwa-Tarwiza and Cross (2009:136), some teachers argue convincingly that it is easier to continue with familiar teaching methods instead of paying lip service to the new policies. This suggests that capacitation of teachers is essential in the successful implementation of any curriculum change as they are the main role-players in promoting quality education. Inadequate training regarding curriculum implementation, lack of guidelines for the implementation of curriculum changes and the complexity of managing the new and the old curriculum simultaneously, created a challenge to most high school educators, As a result, the researcher is inspired to conduct instructional leadership: Practices and challenges on curriculum implementation at five secondary schools in Gulele sub city in Addis Ababa to fill the gap

1.3. General and specific objectives of the study

1.3.1. General Objective

The general objective of the study is to assess the current instructional leadership: practices and challenges on curriculum implementation at the five general secondary schools of Gulele sub city in Addis Ababa.

1.3.2. Specific Objectives

In line with the general objective, the study specifically aims:

1. To investigate the current understanding of principals in curriculum implementations.
2. To identify the status of curriculum implementation practices by the schools leaders.
3. To determine the roles of instructional leadership in managing curriculum implementation.
4. To investigate the major challenges that hinder instructional leadership for curriculum

implementation.

1.4. Research Questions

In order to address a research problem, hence, specifying a research question, is the central issue to be resolved by a formal thesis, and is typically one of the first steps an investigator takes when undertaking research. Therefore, the researcher has formulated the following research questions:

1. What is your understanding of curriculum implementation?
2. What are status and experiences of curriculum implementation?
3. What are the roles of instructional leadership in managing curriculum implementation?
4. What are major challenges that hinder instructional leadership for curriculum implementation?

1.5. Significance of the study

The researcher believes that the investigation of Instructional Leadership: Practices and Challenges on Curriculum Implementation at Secondary Schools in Gulele Sub-city in Addis Ababa. The experiences and challenges faced by Instructional Leader in implementing curriculum at secondary schools might assist in the following ways:

1. The study is significant to the Ministry of Education (MoE) , especially for curriculum specialists, as reference ;
2. The study will be used for to review their current curriculum management strategies; and
3. The findings of the study will be used for any concerned bodies on issues relating to curriculum implementation as they are curriculum managers in schools.

1.6. Delimitation of the study

The researcher will delimit the study thematically and spatially. Therefore, the study will thematically be delimited to assessing the implementation of instructional leadership: Practices and Challenges on Curriculum Implementation faced by secondary schools principals. It will be spatially delimited to the five secondary schools in Gulele Sub-city in Addis Ababa despite the fact that there are many other schools in Addis Ababa. These five secondary schools are Kechene

Debre Selam General Secondary School, Entoto Amba General Secondary School, Dil ber General secondary school, Medhanalem General Secondary School, and Mieraf General Secondary School. The researcher will delimit the study accordingly to successfully manage and compete it.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Theoretical Literature Review of Instructional Leadership: Practice and Challenges of Curriculum Implementation in Secondary Schools

Curriculum implementation begins with multiple decision-making points when the individual teacher decides to put a curriculum into use through the practical processes. Curriculum implementation suggests a high investment of time and effort in important decisions on topics and concepts or content deemed necessary, and on methods, and monitoring and evaluating the teachers' and students' performance (Alonsabe 2009).

Ndawi and Maravanyika (2011:68) view curriculum implementation as the process of the school facilitating the interaction between the learner and the curriculum. The most fundamental agent of this interaction is the teacher. Ornstein and Hunkins (2013:218) say that curriculum implementation is the understanding of the relationship between curricula and the social institutional contexts into which they are to be introduced. Furthermore, Lim (2007) sees curriculum implementation as the integration of instructional content, arrangement, interventions, management and monitoring in the classroom

Curriculum implementation practices in Ethiopia, as observed by Getachew (2001), are effectively controlled from within a small locus and with hidden processes of decision-making, despite the rhetoric of decentralization. Only depending on the teacher in terms of knowledge and skills has seen most schools' curriculum practices being unresponsive to the students' and the community's needs (Sternberg 2000:32). While teachers seek professional independence in the classroom and want to manage all the classroom activities, community involvement reduce a heavy burden on them by promoting curriculum access from different implementation sites (Elliot 2006:61). Agneessens (2006:3) and Wilson et al. (2008:390) assert that it is becoming increasingly difficult for a teacher to possess all the necessary knowledge and competencies in the classroom at all times. The need for increased division of expertise, skills and information cannot be overemphasized. Schools do not exist in vacuums.

2.2. Challenges facing curriculum change and implementation in other countries

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Indonesia, the government took a careful step by implementing the concept of a school-based curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained (Mulyasa, 2006:52). Among others, the step gave authority for schools to arrange, improve or develop and evaluate their curriculum by considering social, cultural, financial, and local potentials; as well as society's needs, results and other aspects that affect the education process in the school or in the area where the curriculum was applied. Tadesse et al (2007:63) indicate the following challenges of the school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the new curriculum. The problems Tadesse et al. (2007) highlight are similar to those experienced in Limpopo Province (Vhembe District), where the procedures for developing a learning programme were complex; hence the need for better prepared educators, many of whom, especially in the previously disadvantaged groups, were inadequately prepared for basic teaching, let alone comprehending the new curriculum process. NCS implementation favours well-resourced schools with well-qualified teachers. In South Africa, the NCS was implemented without considering the contextual changes needed to make the strategy effective.

2.3. Role of principals in some countries

In Indonesia, school principals in primary and secondary schools have two major roles. The first role of the principal is providing instructional and curriculum leadership to the teachers. For the principals to perform this role successfully, they have to be technically and conceptually having curriculum capability, be familiar with the subject content and with the progressive teaching methods and new curriculum to be implemented. A lack of leadership capacity might hinder the success of curriculum implementation and the achievement of objectives of the curriculum.

The second role of the principal is to provide managerial and administrative leadership (Wahyudin, 2010:29). The principal should take initiative in marketing curriculum change in an institution. As curriculum head, principals should focus on reviewing materials and solving daily problems that teachers experience in implementing the curriculum.

It is of utmost importance that the principal plans the steps that have to be taken in order to achieve the curriculum objectives well in advance. Various challenges inhibit principals in performing their role as curriculum leaders, like, administrative workload as well as teaching workload. In most South African schools, school principals do not only lead the school, monitor implementation of policies and other duties related to their posts. They also have to be class teachers; at times they have to teach more than one subject and at times more than one grade. Another factor that can inhibit principals in performing their duties is if they have challenges with the curriculum.

According to Earley and Bubb (2004:192), curriculum implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. Fullan (2001:71 as cited in October 2009:5) states that good implementation plans will provide clarity on how implementers should do the tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required. Coleman et al. (2003:85), Fleisch (2002:133) as well as Glatthorn (1997:144 as cited in Labane 2009:5) concur with Fullan (2001) that suitable curriculum implementation plans specify the duties and responsibilities of the various role players involved in the implementation process. Curriculum implementation and management plans are vital in ensuring successful implementation of a new curriculum as they would act as a guiding tool which has to be revisited now and again to see if everything is still going according to plan.

Geysel, Slegers, Stoel and Kruger (2007 as cited in Ifemoa 2010:86) state that the use of leadership power is crucial for continuous nurturing and promotion of knowledge and skills of teachers through curriculum and instructional leadership. Even though the principal should use the leadership power, he/she has to create an environment where teachers can make suggestions, offer advice and raise their opinions.

Listening to teachers' views and advices will not reduce leadership powers of the principal, but will pull together everybody to work as a team and to participate fully if they (teachers) know that their views are valued. October (2009 :11) articulates that a participatory management style is important, because although the principal is the guide of the educational change process, the entire school shares the responsibility of taking ownership in the process of change. Curriculum

changes need to be reinforced and principals have to guard against any form of resistance from teachers.

In New Zealand, the Ministry of Education wrote the following specific dimensions for secondary school principals:

1. Demonstrate a thorough understanding of current approaches to effective teaching and learning;
2. Provide professional direction to the work of others by encouraging vision and innovation in classroom practice and organisation; Analyse and make effective, timely response to school review, external audits and outcomes of student learning; and
3. Understands and applies where appropriate, current practices for effective management (Ministry of Education, 1991:27).
4. The Nigerian education system has also witnessed several curriculum innovations over the years. Billard (2003 as cited in Ifeoma 2010) attests that principals are the driving force behind any school and, it is argued, they are key to improving the quality of learning process. The school (administrator) principal is responsible for the success of the implementation process; without direction, the new curriculum is often neglected.

2.4. Factors that can inhibit curriculum change and implementation

2.4.1. Knowledge and planning

Sayed and Jansen (2001:75) argue that principals play an important role in interpreting the educational policies in general as well as policy documents for the curriculum, and therefore their knowledge is vital. According to Smit (2001:69), legislation and communication of policies for educational change depend on what teachers “think” and do as well as their personal disposition and feelings concerning change or policies proposing change. The manner they mediate and act on policy for educational change proposals impacts the eventual effects.

When planning for the implementation of curriculum change, principals should establish and decide on human, financial, and physical resources that are requisite for effectiveness (Ornstein and Hunkins 1998; Marsh and Willis 1995 as cited in Mafora and Phorabatho, 2013:118). If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail (Mafora and Phorabatho, 2013:118). Principals are responsible for organising

school activities in order to align teaching and learning with the vision of the school. Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management. Van der Westhuizen (1991:420) states that correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change. Change is not an event but a process. Therefore, principals need to plan, develop and maintain change gradually (Ngcongco, 2001:16).

2.4.2. Lack of vision

Kotter (2006:19) argues that without an appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by leaders when implementing a curriculum change is to plunge ahead and implement before crafting a vision as to how the implementation will go about, that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The principal should have a vision about where he/she wants the school to be in a certain period of time and work as a team with teachers for the attainment of the vision.

2.4.3. Poor communication

The principal as a change agent should not only communicate verbally, but his/her behaviour and attitude towards change should be positive (Ngcongco, 2001:17). Teachers in a school should be actively involved in decision making so that they do not defy resolutions taken that concern teaching and learning.

2.4.4. Leadership style

Principal should always strive to create a favourable educational environment.

Improved teaching and learning should be on top of the principal's agenda. Leadership style determines the relationship between the teachers and the principal. This relationship in return affects the work relations. Therefore, the principal needs to have good relations with teachers for +work to go smoothly, and teachers need the principal to guide and support them in the implementation of change.

2.4.5. Professional development and support

Initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching (Everard and Morris, 1990:92). All professions require a continuous update of knowledge and skills (Sparks and Richardson, 1997:2; Somers and Sikorova, 2002:103). The teaching profession is no exception. According to Kyahurwa (2013:30), changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge and skills. Professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching (Campbell, 1997:26; Ho-Ming and PingYang, 1999:40)

The role of teachers cannot be overlooked. Otherwise, policy change will not have the desired effect if they are not accompanied by a supportive process intended to strengthen the role of teachers (Smit, 2001:68). Teachers are the main implementation “tool” in any curriculum reform. They have to be capacitated adequately for the successful implementation of the curriculum.

The issues of policy clarity, content gap, resource constraints are a cause for concern to the effective implementation of curriculum. According to Mahomed (2004:3), “the more you know, the more you can be specific about what else you need training on.” If there is a content gap, it would be difficult for a teacher to identify an area on which he/she needs development. Other teachers prefer more structure and guidance and some are even more rigid in their approach, and thus need greater support (Smit, 2001:77).

2.4.6. Resources

Resources are regarded as the most important support structure because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). Implementation of a curriculum change without the relevant resources to teach it would cause stress and strain leading to dire consequences and impacting on the teachers’ morale to implement the planned curriculum changes (Singh, 2012:595). Lack of resources necessary for the execution of teaching and learning can inhibit effective curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their learners, rather than tracking down materials they do not have (Singh, 2012:598).

2.4.7. Increased workload

According to Cardno (2003:49), managing a school today means taking more responsibilities. Principals carry varied workloads and the nature of their job has become complex. They have to do the administrative tasks, manage finances, and account to education authorities. In some instances, they are class teachers teaching more than one subject on top of the administrative workload. Crisis within the school involving learners, teachers, parents and suppliers take up their time also.

2.4.8. Role conflict

Sayed and Jansen (2001:57) opine that clarity of roles for all involved in curriculum matters should be a precondition for effective curriculum management in schools. Principals often encounter problems in understanding what it means to be a curriculum manager and are uncertain about the specific nature of curriculum leadership. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function. Not only do they have key roles in the education system but also in the wider community. Marsh (2003:125) puts it this way that principals' roles are full of confusion and ambiguity.

They are educational leaders, managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of government authorities and unions. Principals act as specialists and models to members of the school community; they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All this instigates challenges that principals face in curriculum management.

According to Thurlow et al. (2003:36), most principals in South African schools are not aware of the clarity of their roles in curriculum management; hence their performance of curriculum management roles and responsibilities is ineffective. School leaders lack role models for the new education system because the department itself is still confused by these new management structures. O'Neill and Kitson (1996:32) state that some principals misconstrue the appointment of curriculum managers (that is, Heads of Department (HoDs) as indicating their failure to manage the curriculum. HoDs have the most curriculum responsibilities and may find their

decisions at odds with those of the principals and deputies because the HoDs lead the curriculum and guide other SMT members. HoDs in their roles as curriculum managers are team leaders, monitors of teachers' work, and organisers of phase development workshops, while at the same time dealing with their considerable teaching loads. Thus, some activities may be presumed as the responsibility of the principal or deputy principal because of the past management practices of apartheid policy that ignored shared decision-making. The school management team (SMT) may struggle with these activities in understanding and deciding who is responsible for which area in curriculum management (Thurlow et al., 2003:84). If conflicting roles are not effectively managed, the whole school community may find itself in crisis of uncoordinated curriculum.

2.4.9. Teacher attitudes

The success of the curriculum depends on the ability of teachers to understand curriculum changes they face on a daily basis (Nsibande, 2002:101). The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. Glatthorn (2000:22) argues that in most cases when curriculum reforms are being considered, teachers' beliefs, values, practices and interests are normally not taken into account by policymakers. In the process, this hinders implementation because teachers may not understand the foundations for curriculum change. Van der Westhuizen (2004:72) points out that because people are different; they also have different ways of adapting to new situations. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices. Carl (1995:92) identified factors that lead people to resist change. These include the following:

- Uncertainty about what the curriculum changes imply;
- Poor motivation;
- Lack of clarity about development;
- Ambiguity and lack of understanding of nature and extent of the envisaged change;

- Insufficient resources to administer support and specialised knowledge;
- Insufficient support from education practices; and
- Security of the existing practices.

No doubt that these factors may have a negative influence on the curriculum processes. Its effectiveness will depend on those in leadership positions to influence people to respond positively to change. In this case, the principals have the responsibility to make sure that changed curriculum management processes are understood and accepted by everyone involved. Principals also have to consider not displaying bureaucratic attitudes when new social changes are taking place.

Marianne et al. (2003:67) mention that, generally South African schools in rural, semirural and in urban settings appear to have responded positively to curriculum change. In spite of this, they learnt that some schools did not have adequate support in terms of resources for curriculum implementation and that curriculum documents were overloaded with terminology and complex language. This resulted in frustration among teachers, gaps in their knowledge about OBE, poor lesson planning and unclear strategies on assessment. It appears that these are still evident in teacher practices, including curriculum management for school leaders because schools still face some problems with effective implementation of the curriculum. **Coutts (1996:18)** noted that this could be attributed to the pace of curriculum change and the period within which schools have had to implement it.

Principals have been given a responsibility to ensure that curriculum management is effectively done. However, its management takes place in different contexts and it has been problematic given the contextual factors in which teachers work. The fact that school communities differ in terms of their cultural traditions, material resources, social structures and aspirations, it is therefore teachers who work in each of these communities that are in a better position to interpret the needs of their learners. Regardless of the availability of resources, all schools including those in rural areas that have limited resources are expected to have good results in specific skills, knowledge, attitudes and values by learners.

2.5. Support structures for curriculum management and implementation

Support structures include that which assist, promote and enhance the performance of curriculum tasks by school leaders and benefits teaching and learning (Department of Education, 2000:90). Resources are regarded as the most important support structures because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). These include knowledge of the curriculum, human, financial and physical resources.

2.5.1 Knowledge of the curriculum

The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise and knowledge of the curriculum. Nsibande (2002:30) contends that, principals in schools lack knowledge of the curriculum; therefore, they are not in a position to help the teachers. Hence teachers fail to plan certain aspects of the curriculum. Nsibande (2002:67) argues that lack of curriculum knowledge, not being clear about terminology in the case of Curriculum 2005 by principals and teachers, leads to poor lesson planning and lack of confidence when teachers are teaching. Therefore, it is important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers and address problematic curriculum areas.

West-Burnham (1993:91) argues that the role of principals as curriculum leaders is becoming more complex; for this reason, they should constantly update their knowledge on issues relating to the curriculum. In other words, they should have thorough understanding of contemporary approaches to effective teaching and learning so that they can effectively convey, provide and coordinate information about the latest ideas and approaches of subjects and assessment strategies to staff members.

They should create an environment that is responsive and supportive to the needs of staff. This can be done through developmental workshops, in-service training, while at the same time encouraging innovation in classroom practice. This requires that the principal understands and applies leadership approaches for effective curriculum management mentioned early in this discussion, reflect on their performance, appraisal and demonstrate a commitment to on-going learning in order to improve their performance (West-Burnham, 1993:112).

2.5.2. Human resources

Managing human resource is the most important and yet most difficult because people have needs, beliefs, norms and cultures that they bring with them to work. These individual differences can make or break the school. Therefore, it is important that the principal manage these resources in such a way that quality teaching and learning is guaranteed (Department of Education, 2000:95). To ensure effectiveness of the curriculum, the principal should mentor, manage absenteeism of educators, and relate to parents in a way that promotes curriculum goals. Mentoring is when an experienced educator in a learning area assists inexperienced teachers. The new teacher observes and learns from the experienced teachers in the process of teaching; hence skills are passed on from the experienced to the less experienced teacher. This is done so that curriculum standards of a school are not compromised.

There is also an element of educator's absenteeism in schools. Principals have to make sure that this behaviour is not tolerated because learners ought not to be in a classroom without an educator to teach them. Therefore, the principal has a serious responsibility to ensure that each class has an educator at all times (**Department of Education, 2000: 97**). This requires that the principals establish a timetable to identify free periods for educators so as to organise substitution for educator/s absent with valid reasons. However, this should be done fairly to avoid conflict among teachers and for effective implementation.

2.5.3 Financial resources

The education budget has always been high in the national budget. This relatively reflects the value and importance attached to education in South Africa. Schools cannot function well without financial support. At school level, the School Governing Body (SGB) is responsible for school finances and is supported by the principal. Educators in each department within the school budget for activities that are planned for the following year. The SGB evaluates all requests and decides whether they are affordable and realistic. They then allocate funds for all departments and finalise with parents who pay school fees, and it is up to them to purchase resources that support the curriculum (Department of Education, 2000:108).

2.5.4. Physical resources

All schools need to have at least the basic requirements to meet curriculum needs. Generally, South African schools have basic physical resources that support curriculum management. These include: classrooms, exercise books, textbooks, pens and pencils, chalkboards, dusters and paper. The Department of Education supplies some of these to schools but Section 21 schools purchase their resources if funds are managed well by the SGB. In addition to that, the principals should encourage teachers to develop their own resources in order to develop collaborative working relations (DoE 2000:103). However, curriculum management practices of principals in schools undermine the curriculum's vision because evidence suggests that schools respond differently to different situations. This brings us to our next discussion – challenges faced by principals in curriculum management emerging from literature.

2.6. Role of school management team (SMT) in curriculum implementation

SMT is made up of the principal, deputy principal, head of department and senior teachers in a school. The successful implementation of a new curriculum depends on the school environment within which it is to be implemented (Mafora and Phorabatho, 2013:118). To create such a climate, a principal should first embrace and show commitment to the curriculum change, and not perceive it as an imposition from above to which he merely complies (Mafora and Phorabatho, 2013:118). They have a duty to work together to plan, organise, lead and implement a performance based teaching and learning, they are champions of curriculum implementation at school level. SMT is entrusted with day-to-day responsibility for professional and operational management of the school under the leadership of the principal (DoE 2002:24). It has to develop and manage systems that will promote good teaching, effective learning and high standards of learner achievement (Labane, 2009:11). SMT should work together in managing curriculum change in schools. It should provide support to teachers and organise resources that teachers need for their daily teaching activities. SMT is not only expected to understand the curriculum change, but also to be able to manage it effectively. SMT is entrusted with measuring teaching outcomes in schools to meet national goals (Nwangwa and Omotere, 2013:160). At the beginning of each academic year, goals are set by the National Department of Basic Education that have to be met, and then it becomes the duty of the SMT through change management to ensure that these goals are met. SMT has to monitor the performance of teachers and learners

using the National Policy on Education as guideline. According to Nwangwa and Omotere (2013:165), SMT have to plan ahead to ensure that there are enough teachers to be assigned for classes, has a hold of school time tabling of activities, procure teaching materials and retrain the teachers or organise for retraining of teachers for the task ahead. Change management requires SMT to work in a democratic and participatory way to build relationships and to ensure efficient and effective delivery of curriculum..

Interaction between the principal, SMT and teachers is essential to contribute towards managing curriculum in a school. SMT acts as resource persons in the school, by providing support to teachers, making sure that resources for teaching and learning are available, assist teachers in interpreting CAPS and assist the principal in ensuring that teachers implement the curriculum through monitoring and supervision of teachers' work, doing class visits, departmental meetings which are to be used as a platform for teachers to share their class experiences, challenges and successes. Through supervision of teachers' and learners' work, class visits and departmental meetings which can be used as a platform for teachers to share their experiences, challenges and successes, SMT can ensure that the culture of teaching and learning takes place and that curriculum policy is implemented as per the Department of Education regulations. The current curriculum policy that is implemented in South African schools has clear guidelines on what has to be taught in each grade on each term and the forms of assessment that has to be done. SMT has to supervise, offer assistance where required in order for the curriculum goals to be achieved.

The principals have to manage schools at the same level with well-resourced schools in the urban settings. However, Wallace and Huckman (1999:29) noted that, during curriculum change, some principals vary markedly in the degree to which they accept losing control in curriculum decision-making, resulting from empowered colleagues. This is because curriculum change in South African schools means change in curriculum management practices. In other words, the model of working relationships among staff and SMT members has to change. The introduction of democracy in the education system comes with a democratic structure in schools, that is, SMT. Thus principals should be willing to appreciate and recognize that they have to work collaboratively and co-operatively as a team with other people and give up some duties to each member in the team; and this is a practice unfamiliar to the principals (Zakunzima, 2005:40).

The unwillingness by principals may be influenced by the powerful legacy of apartheid legacies and bureaucracies that may still continue to influence the ways in which principals perceive their roles as curriculum managers (Marianne et al., 2003:81). This means that aspects of traditional hierarchy may continue to exist in schools and restrain curriculum management of innovation even though management styles have transformed over time. Therefore, there is need to investigate more on curriculum management practices. The researcher will locate some curriculum practices in theory that should guide practices of school principals.

2.6.1. Monitoring

Monitoring involves professional observation of teaching and learning events and ensures the improvement of teachers' teaching abilities with the view to offer professional development. SMTs should make sure that teachers understand that the intention is to assist them where possible (Kyahurwa, 2013:27). Regarding the management of curriculum change implementation, the SMT should be able to monitor and evaluate how their plans are working (Ndou,2008:48).Monitoring should not be used as a fault finding exercise. An instrument for monitoring should be designed so as to avoid hostility amongst teachers who may feel they are being victimised if an across the board instrument is not used.

Monitoring should be done to assist teachers, offer advice, and to share alternative strategies that can improve teacher's delivery of the curriculum.

Review of the findings after monitoring should be shared with the teacher concerned and assistance and suggestions is given in an encouraging and positive way. For the SMT to do constructive monitoring, they need to have proper knowledge of the curriculum that they are to monitor.

The DoE (2000:28) lists important functions of monitoring as follows:

- It helps people to realise that they must take responsibility for what they said they would do; and
- Helps planning for the future. Monitoring helps to see if the adopted plan is assisting in reaching the desired goals, based on monitoring findings planners can decide how they adjust the plan for the future

Cunningham and Cordeiro (2000:188) see monitoring and support in the context of class visits. The class visits create the opportunity for the SMT to observe teachers' work, provide motivation and exercise influence. During supervisory discussion, educators also have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice. The principal should conduct class visits and give support to educators. S/he should draw up a monitoring instrument which could direct the class visits. An Integrated Quality Management System (IQMS) programme should also be put in place. Structures such as school development teams and development support groups should be in place (Brunton, 2003:8). The appraisal of educators should take place for educators to share their experiences and offer each other moral support. The proper implementation of the NCS by educators required effective monitoring by principals and other SMT members. Monitoring would determine successes and also determine deficiencies and challenges which educators encountered. After monitoring had been done and challenges diagnosed, corrective measures, support and other intervention strategies could then be taken to assist educators and that on its own would be a way of empowering educators.

The successful implementation of the NCS in South Africa will also to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained. Exposure of teachers, learners, parents, school principals and governing bodies to information on the purpose of the curriculum implementation and the extent of its impact should receive the necessary attention to ensure that everybody is aware of and fully understands the challenges that are involved. These in-service interventions, as such, only partly address the challenges mentioned above. To meet the challenges mentioned above, a large scale cooperative effort between the educational authorities, the providers of in-service teacher training and sponsors from the private sector will be necessary (Bush and Bell, 2002:208)

2.7. The Education and Training Policy and Its Implementations

With the new curriculum we moved from an emphasis on learning content to specific outcomes and from the memorization (rote learning) of facts to the demonstration of outcomes (**Spady and Marshall 1991:68**). A number of problems presented themselves: teachers were not well trained; there was a shortage of resources as well as lack of support from government. Implementation of the curriculum was hampered by the fact that the authorities seemed to be always chopping and

changing the curriculum. An increase in administrative work on the part of teachers was also a challenge. In addition, managers were not well trained to manage the transition to the new curriculum.

The organization of the designing of the curriculum has been divided in to two branches: General and Specialized or Vocational Education. A General Education fulfils the basic educational needs and includes all aspects of learning and prepares the student for pursuing subsequent specialized education. On the other hand, the special or vocational education prepares the student to engage in junior, medium, vocational and higher level education and vocational skills.

As general education prepares the student for specialized education, its duration varies depending on the economic, manpower needs, and educational objectives of each country. In many countries, completion of primary education takes six or eight years. Given our own circumstances, primary education, which used to be only for 6 years, has been designed to last for eight years, while general secondary education extends up to 10th grade.

In primary school starting from the first grade, subjects are offered in partially leaner or integrated form, to enable students have solid foundation in subjects that require special focus such as: science, mathematics and language, more periods have been given. These subjects are also given priority of textbooks provision.

In the past, science education up to Grade 8 was given in an integrated form. Now, physics, chemistry, and biology are taught as leaner subjects. The reason for such special focus (attention) is that science subjects and mathematics are believed to help students to understand nature. This area of education would enrich students' scientific outlook and help them to employ scientific method and appraisal to solve societal and natural problems. In sum, emphasis on these subjects would enable students to effectively use the advances in science and technology in order to modify or influence their natural surroundings.

Previously, all the academic, technical and vocational subjects were given in a mixed fashion for twelve years. In organizing these subjects as independent and separate areas, the twelve-year duration of general education has been reduced to ten. As a result, the subjects stated above have been strengthened and made to be the basis for better training.

Since the 2001/2002 academic year, a two-year preparatory (Grades 11 and 12) program has been put into effect for those able to pursue higher education. Those who complete this program

are given additional subjects, not given in the past, that are prerequisites for their areas of specialization.

The old educational system mostly focused on academic subjects and paid only lip service to vocational subjects. As such, the education did not help students to develop or cultivate practical and vocational skills. As the system was divorced from the practical material or cultural needs of the country, it did not instill in the student an appreciation or eagerness for knowledge. As the curriculum lacked in clear objective, and appears to have been randomly designed with no specified target in mind, the profile and behavior of the students at the various levels was not definable.

The Education and Training Policy and Its Implementation

In order to remedy this situation, the content of the curriculum has been designed in such a way that it will enable to: a) Produce citizens who stand for equality, justice and democracy; b) Harmonize theory and practice (praxis); c) Integrate national and regional realities; d) Maintain the level of international education standards e) Reflect the principles of equality of nations, nationalities and gender;

Unlike the old educational system, which was teacher-centered and solely conducted (with) by the chalk and talk mode of delivery, the present system is student-centered with emphasis on various exercises, student-teacher interaction, and encouragement of student inquisitiveness. On the basis this curricular content expected student achievement and behavior at the end of each level of education have all been considered in the development of the curriculum. The mode of delivery has also been designed to produce students capable of solving problems.

In order to achieve that the goals set out by the policy, the subjects taught will not be as many or as needlessly varied as in the old system. They will rather emphasize the teaching of English, mathematics, and the natural and social sciences that will prepare students for specialized education and training. Subjects like physical education, music, arts (both only in primary school), and civic education will also be taught so that students would develop in both body and mind to better appreciate their natural and social environment. The Federal Ministry of Education first prepared the syllabus for the new curriculum and the flow chart. Subsequently teachers and educators from the various regions discussed, enriched, and the teacher learning materials were prepared for grades 1 to 12. This syllabus or flow chart will be used by the

regions to produce with due allowance to their respective specific conditions. It's in such a procedure that both the syllabus and educational materials are put into practice in all the schools in the country, so that the education in the country will reflect common minimum standards.

In the effort to improve the quality and relevance of the curriculum, special attention was given to relate the content with the concrete conditions of the country. Thus, following this curricular principle, primary school textbooks have been based on the realities of the specific region and on the culture and achievements of the local populations. In addition, Federal Curriculum Council was established in order to frame and make evaluate the content and style of the textbooks for grade 9 to 12. The Council is composed of MPs from both Houses, individuals from institutions of higher learning, Regional councils, Regional education bureaus, teachers' associations and prominent individuals. The reason why the council has to pay more attention to the education given from grades 9 to 12 only is because education below that level falls under the jurisdiction of the regions.

In order to motivate students and enable them to express their views clearly and to grasp concepts properly, the teaching-learning process in primary school education is conducted in their mother tongue. From the formative evaluations made, in places where the mother tongue is made the medium of instruction, it has been ascertained that the measures taken in this regard has significantly raised the quality of the teaching-learning process and increased students' classroom participation. On the other hand, shortages of qualified professionals and the limited development of some languages have to some extent, affected the preparation of textbooks in the various vernaculars. However, efforts have been made to mitigate the problem by providing short term training for the writers. Based on the general appraisal conducted in the year 2000, textbooks currently in use as well as those that will be produced in the future will be greatly improved or revised.

As far as textbooks preparation is concerned, not only have there been changes in content, but also there been changes in the manner of their preparation. In the past, the curriculum as well as the textbooks in use were prepared and also evaluated by experts in the Ministry of Education. This could not guarantee the desired content and quality of the textbooks. Today, therefore, the designers of the curriculum, the writers of the textbooks, and the evaluators come from a diversified and wide spectrum of groups. At present, textbooks are written and prepared by experts (professionals) outside the Ministry of Education. As publishing textbooks has been the

sole task of the Ministry for many years, it was not found easy to get experienced textbook writers. As a result, it was necessary to build the capacity of these writers in order to produce books that are simple and readable by students. Short and frequent trainings were organized for writers to properly address issues such as the question of nations, nationalities and peoples and gender balances. This has eventually enabled to capacitate the textbooks writers to produce quality materials. In order to make education more attractive and interesting for schoolchildren, the curriculum in the first cycle (Grades 1- 4) has been integrated in to four core subjects. These subjects are: Languages, Environmental Science, Mathematics, Aesthetics and Physical Education. This does not only enable school children to have a general and interrelated concept and knowledge, but also is in greater accord and harmony with child learning psychology. Thus, in terms of providing basic education for all, this approach is extremely useful. As a result, the education at this primary cycle is provided within a self-contained unit. On the other hand, despite its pedagogical merits, there are many teachers, school principals, educational professionals and leaders that do not appreciate the usefulness of this method and are, in fact, highly critical of it. They contend that under this method, lessons could be interrupted in the event that the teacher, by some inconvenience, were unable come to class; that students could easily be bored by being forced to learn all subjects from one and the same teacher, that it will burden teachers with a heavy teaching load... etc. The self-contained classroom management is not, however, as its critiques portray it to be. To the contrary, it has proven economic as well as educational benefits and advantages. It is, therefore, a method to be encouraged.

In fact, the self-contained classroom management has been followed not only in our country, but also in many developing as well as developed countries with good result. The reason why we have also adopted it in our education system is because, given our limited resources, it is a cost-effective and pedagogically sound method that can enable us to rapidly expand our education to the larger public.

The system of evaluation of students has also been improved along with the organization of the curriculum. A system of continuous assessment through observation, questionnaire, oral tests and regular written exercises has been put in place for Grades 1 to 4 school children.

The contents of the curriculum are made to reflect respect for the identity of all nations, nationalities and peoples in accordance with the principle of equality of citizens. This has helped to avoid the tacitly embedded messages of covert and overt chauvinist outlooks in the textbooks.

Instead, students are made to have textbooks that reflect the true realities and the values of the Ethiopian peoples, nations and nationalities, especially through subjects such as history and social sciences. Beyond empowering students through skills and knowledge, the aim of the curriculum is to change their attitudes for the better and hence produce citizens with high ethical standards with serious commitment to develop their country. Great emphasis is, therefore, given to civic education

2.7.1. Curriculum

1. The preparation of curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved.
2. Create a mechanism by which teachers, professionals from major organizations of development, and beneficiaries participate in the preparation implementation and evaluation of the curriculum.
3. Ensure that the curriculum developed and textbooks prepared at central and regional levels, are based on sound pedagogical and psychological principles and are up to inter-national standard, giving due attention to concrete local conditions and gender issues.
4. Create a mechanism for an integrated educational research, and overall periodic evaluation of the educational system, whereby a wide-ranging of participation is ensured to foster appropriate relation among the various levels of education, training, research, development and societal needs, maintaining the required standards.

2.8. Instructional Leadership in Secondary Schools

According to Blase & Blase (1999:350) instructional leadership is often defined as a blend of several tasks, such as supervision of classroom instruction, staff development and curriculum development. According to Tice (1992:41), instructional leadership means enhancement of staff abilities. It may mean educators helping educators and includes involvement of staff members. An instructional leader understands and makes decisions which improve instruction and curriculum.

The responsibility of student learning and achievement are not the territories of teacher only. The job of principals is no more simply placing teachers in the classroom, provide textbooks and get students to attend school. The school instructional leaders are being judged on their progress in helping students learn to the standards set by government. This means that school instructional leaders must have in depth-knowledge of curriculum, instruction and students assessment..

According to Doll (1996), “without enough material resources, the implementation and improvement of school curriculum also remains ineffective.” Therefore, the institution needs to provide the necessary fund, facilities, equipment, and materials for the concerned parties so as to implement and improve school curriculum.

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role (Andrew, Bascom, and Bascom (1991) according to these researchers there are four strategies that instructional leaders use to enhance student achievement:

1. **Resource provider:** provision of resources to attain learning goals,
2. **Instructional resource:** provision of strategies and skills to achieve better teaching practice, opportunities for professional development, and assessment for school performance related to instruction,
3. **Communicator:** promoting discussion among school members about school vision, goals, and culture for successful learning, and
4. **Visible presence:** showing up through face-to-face interaction as well as through informal exchanges in day-to-day activities.

Through extensive literature review, Spillane, Halverson, and Diamond (2004) identified that instructional leaders have several macro-school-level functions. constructing and selling an instructional vision, developing and managing a school culture conducive to conversations about the core technology of instruction by building norms of trust, collaboration, and academic press among staff, procuring and distributing resources, including materials, time, support, and compensation, supporting teacher growth and development, both individually and collectively,

providing both summative and formative monitoring of instruction and innovation, and establishing a school climate in which disciplinary issues do not dominate instructional

2.8.1. Instructional Leadership Skills

Instructional leadership skills are the traits possessed by effective educational leaders to inspire action and optimism. These leaders set an example for others by treating people fairly and making an impression with their honesty and integrity. Effective leaders are supportive of those around them and provide inspiration to achieve individual and collective goals. They use their excellent communication skills to gather feedback, ask for ideas and make informed decisions regarding the processes of the educational institutions they run. Instructional leadership is most commonly associated with school principals who manage curriculums, budgeting and scheduling and are responsible for the success of each student in their schools. These individuals often strive to empower teachers to become leaders themselves, distributing the weight of the school's responsibilities more equitably and providing a model of teamwork for students to look up to. This method of leadership in education became popular in the '80s and '90s and continues to evolve based on societal and educational needs.

Instructional leadership skills and effective teaching are directly related to the success of the students in a classroom setting. An instructional leader advocates for effective teaching by providing clarity and support for teachers as well as procuring the necessary resources to maximize teaching effectiveness. Some specific skills related to instructional leadership include:

- Communication skill ,
- Effective planning,
- Trustworthiness,
- Competence,
- Team building and collaboration,
- Optimism, and
- Interaction with parents

2.8.2. . Communication skills

Verbal and written communication skills are essential to leadership success. An instructional leader must be able to effectively communicate their intentions regarding students' education. This may involve emails and other written communication, or it could mean holding meetings with teachers to set goals and assess lesson plans.

2.8.3. Effective planning

An instructional leader's ability to research and provide necessary resources improves learning and allows teachers to be more effective at their jobs. For example, a principal may adopt new technology for teaching tools and for overseeing staff initiatives and this process requires planning. Instructional leaders must be able to maintain a balance between procedure and adaptability in order to support creativity and innovative teaching in their schools.

2.8.4 . Trustworthiness

A positive and fair leader easily earns the trust of their staff, allowing the staff to look to the leader in good times as well as challenging times. A good instructional leader is able to remain calm and fair during a discussion where people present opposing ideas, weighing the merits and drawbacks of each while gathering feedback from other members of staff who would be affected by any changes in plans. An instructional leader's balanced judgment leads their teachers to trust and respect them, and this trust helps build a united educational community.

2.8.5 . Competence

Teachers rely on instructional leaders for information associated with instructional methods, current trends in education and other pertinent news related to effective teaching. Additionally, principals are expected to be a visible representation of positivity and transparency in the institution, leading by example and focusing on important learning objectives to promote innovations in teaching.

2.8.6 . Team building and collaboration

As the role ultimately responsible for the success of a school, an instructional leader must be adept at uniting the staff and students to further the creation of new ideas and teaching methods. They must be able to create a dependable team that works together to create a more effective and positive learning environment.

2.8.7. Optimism

Staff and students often adopt the disposition of their leader, so an instructional leader must maintain a positive attitude regardless of their current situation. The more upbeat and excited a leader is, the more this attitude spreads to teachers and students, creating an overall environment of positivity. This is also true when providing encouragement, rewarding a good job and focusing on the success and happiness of teachers, students and the institution as a whole.

2.8.8. Interaction with parents

Instructional leaders recognize the importance of a parent's role in the success of their child and the cumulative effect on the success of the school. Principals are able to identify family members as a critical resource for important events such as fundraisers and extracurricular activities. To get parents excited about participating in these events, principals sometimes choose to host workshops or meetings so that parents can become familiar with each other as well as with teachers and school policies. It also provides them with opportunities to offer their input and ideas to improve the learning environment for their children.

2.9. How to Improve Instructional Leadership Skills

Consider following these tips to help improve your instructional leadership skills:

- 1. Conduct formal observations at regular intervals.** Increase the frequency of formal classroom observations you conduct each year, aiming for at least three per teacher. Create a schedule to help you complete them effectively and efficiently.
- 2. Provide helpful feedback.** Upon completing a scheduled classroom observation, take the time to provide at least one suggestion for improvement balanced with praise for something the teacher did successfully. Give clear examples and suggest techniques they can implement. Showing your staff that there is no perfect evaluation can help keep them motivated to create inspirational lessons.
- 3. Establish realistic expectations.** Developing a consistent and transparent set of expectations can provide teachers with a guide to help them continuously create effective lesson plans. After you establish your expectations, maintain communication with the teachers to ensure they understand what to do and how to improve, if necessary.
- 4. Keep learning.** Continuing to learn about teaching techniques can make you a stronger mentor for your staff. Attend conferences focused on topics that relate to your staff's concerns

or your role as a leader. As you come across research that is relevant to your own facility, take note, adapt it and apply it to your next round of observational suggestions.

5. **Be a Role model.** Make it known to your teachers that you are willing to do everything that you ask of them. This can mean helping to integrate new technology into a classroom or working with a teacher to create better tests. You might consider teaching a class of your own or substituting for an absent teacher to better understand what your teachers go through on a daily basis. Not only does this make you more relatable, but it also allows you to approach challenges with a better-rounded mindset.

2.10. Instructional Leadership

Here are some tips to strengthen instructional leadership in the workplace:

Have a clear vision for your school. Set specific goals for your institution, and make sure they're clearly explained to your faculty and that they reflect a common set of values that all staff can agree on. Also, collaborate with your faculty to communicate the school's goals with the students, asking for feedback in ways to make the students feel the most comfortable.

Recognize individual strengths. Recognize the different ways students learn, and try to pay attention to how teachers are teaching. If they're teaching in a way that reaches some students but not others, work with the teachers to ensure the best learning experience for every student. This is your opportunity to recognize students' diversity.

Maintain communication with teachers. Make a concentrated effort to ask questions regarding teachers' lesson plans, assessment methods, teaching methods and more. Asking questions like this helps teachers grow and advance their skills, which ultimately benefits the students' learning experiences. You can also ask the teachers questions that help stimulate their creativity in teaching, such as how they determine the success of a lesson, how they present new challenges at different learning levels and what they might consider changing the next time they teach a lesson.

Encourage continued learning. Leading a learning community involves encouraging teachers to pursue additional educational opportunities to strengthen the effectiveness of their teaching methods. You can also hold regular meetings to share newly discovered knowledge with them and

request their insights on how the school can use new or updated information to enhance the educational experience of students.

2.11. Effective Teaching and Learning

Effective learning happens when there are effective teachers who are equipped with the right teaching strategies. To support and monitor their teachers, school leaders should have a working knowledge of research-based, student-centered instruction, such as the, project-based learning, active learning, cooperative learning, research studies, and integration of technology into instructional strategies. They need to understand the conditions that will enable teachers to use these methods.

In addition, leaders must be able to recognize whether teachers are using instructional strategies effectively. They should know how to help teachers learn new instructional methods, how to gauge the amount of time it will take for teachers to master new techniques, and how to “network” teachers as they implement new approaches. School leaders need to understand the amount of time it takes to plan effectively. Good instruction requires good planning. Teachers who are expected to teach higher-level content to more students need time to devise ways to connect what they are asking students to learn with what these students have learned or experienced in the past. School leaders should know enough about teaching and learning to be able to identify teachers who are doing the best job of raising student achievement. Principals need to ask ‘Why do students learn more in these teachers’ classrooms? Exemplary teachers can deliver “model” lessons and invite other teachers to observe instruction in the classroom.

School leaders must understand the school and classroom conditions that contribute to higher expectations. They need to be able to recognize whether such a “culture” exists in a classroom and to assist teachers (through mentors or other approaches) to expect more of students. Hence, as principals and supervisors you are required to get yourself abreast of new instructional strategies and features of effective teaching and learning.

Supervision is one of the most effective tools to lead instruction. Through effective supervision of instruction, principals can reinforce and enhance teaching practices that will contribute to improved student learning. By skillfully analyzing performance and appropriate data, principals can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because student learning is the primary function of the

schools, effective supervision of instruction is one of the most critical functions of the principal. If schools are to provide equal access to quality educational programs for all students, principals must hold teachers accountable for providing an appropriate and well-planned program. These programs include a variety of teaching strategies designed to meet the diverse needs of all students.

As principals and supervisors, you do supervision as part of your routine work. Your supervision routine work would include: (1) the progress of pupils toward the adopted standards, (2) the instructional strategies and techniques utilized by the teacher, (3) the teacher's adherence to curricular objectives, and (4) the establishment and maintenance of a suitable learning environment. In the following sections, methods that can be used to assess the competency of teachers in each of the four areas will be addressed.

School leaders should verify that teachers are preparing and maintaining adequate and accurate records of student progress. This will include the regular and systematic recording of meaningful data regarding student progress on specific concepts and skills related to the standards for each subject for the grade level or course they are teaching. Once students' success levels have been identified from the records, the teacher should use the information to plan instruction and any necessary remediation and enrichment. By utilizing ongoing information on achievement, teachers can maintain consistent and challenging expectations for all students. Students and parents should be informed of the students' progress toward achieving regional and national goals and objectives through comments on individual work, progress reports, conferencing, report cards, and other measures. Students should be encouraged to participate in self-assessment as a way of motivating students to improve academic achievement.

Teaching is a situational process requiring constant decision-making which, when properly implemented, increases the probability of learning. To identify an instructional process that provides a solid and basic framework for planning instruction which is helpful in guiding the principal in what to look for when visiting a classroom. These steps include planning, preparing, presenting the lesson, monitoring student progress, and conducting practice sessions.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

3.1. Research Design

This chapter focuses on research approach and methodology that was applied in this study. Methodology is a systematic theoretical analysis of methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Interviews and document analyses were given attention as these are the primary instruments for data collection. The researcher selected the mixed research approach to collect data. Descriptive survey research is used to explain events as they happen and report the facts on the ground and make use judgment as to what ought to be done. The appropriateness of this study noted by different scholars. A descriptive study is usually interactive and it presents the exploratory information from the viewpoints of different groups (Schuman, 2010). Koul,(1996) states that descriptive survey design becomes useful particularly where one needs to understand some particular information, Best and Kahan,(1989) have noted that a descriptive survey research design involves a clearly defined problem and definite objectives. Ethical considerations relevant to the study and the procedures followed in data analysis and interpretation of the data are being discussed.

3.2. Research Method

The research design describes how the study was conducted in order to address the research problem (McMillan & Schumacher, 2006:22). It serves to provide a blue print or a plan of how the research will be conducted by describing the research sites, how the subjects are selected, data collection procedures with the purpose of anticipating the decisions to be taken to maximize reliability and credibility of the findings. This study focuses on instructional leadership: practices and challenges on curriculum implementation at secondary schools in Gulele sub city. The researcher selected the mixed research approach to collect data. The researcher believes that mixed is better to obtain sufficient data to understand particular phenomena under this study when compared with single one. Since descriptive survey design was used, both qualitative and quantitative research approach allows researchers to access the experiences and viewpoints of the research participants.

In this study, even though a small number of participants principal, deputy principal and department heads and teachers per school had been sampled, the researcher attempted to collect more information from those participants who were identified as information rich participants in schools. Through social interaction by means of interviews, the researcher interpreted their beliefs, thoughts and perceptions. Mixed method approaches was employed in the study because of the advantage it offers to collect both qualitative and quantitative data and analyzes them using both quantitative techniques and qualitatively triangulate the data obtained.

3.3. Research Setting

The study was conducted to assess the implementation of instructional leadership: Practices and challenges of curriculum implementation on secondary schools at Gulele Sub-City in Addis Ababa, which is one of the 10 sub cities in Addis Ababa; capital city of Ethiopia .The city has a population of 248,865 as to census of 2011. The area of this sub city is 30.18 square kilometer. The sub city consists of five government secondary schools and one currently opened boarding female secondary school. The sub city is located in northern part of Addis Ababa, and is found near the Mount Entoto. It shares common borders with the districts of Kolfe Keranio, Addis Ketema, Arada and Yeka. There are 58 private and government kinder garden schools, 38 government and private primary schools, 6 government secondary schools out of which one is boarding school.

3.4. Participants, Sample Size, and Sampling Technique of the Study

3.4.1. Participants of the Study

The participants of this study were all the existing twenty (20) principals in the five secondary schools I at Gulele sub city, because, there are four principals in each schools. Therefore, all of the existing 20 principals were taken as participants of the study since they are the main concerned bodies of this study. In addition,40 department heads of the eight subjects for which secondary school students sit for national examination: English, Mathematics, Physics, Chemistry, Biology, Geography, History, and Civics and ethical education. Fifty experienced teachers from each subject of five secondary schools were also purposefully selected. The total respondents were 200 plus 60 it is equal to 260 participants selected from the schools. To

successfully obtain the desired data from these respondents the researcher will go through all the necessary procedures taking in to account ethical consideration.

3.4.2. Sampling Technique

Since the study is to assess the to assess the implementation of instructional leadership: Practice and challenges of curriculum implementation in secondary schools in Gulele Sub-City in Addis Ababa, the existing 20 principals in the five secondary schools were purposefully selected. There are four principals in each one of the five schools. In addition, 40 department heads of the eight subjects: English, Mathematics, Physics, Chemistry, Biology, Geography, History, and Civics were purposefully selected. Long experienced teachers from eight subjects and from each subject five total of 200 teachers were also purposefully taken from each school. Therefore, total of 260 respondents were purposefully taken as the respondents of the study.

3.4.3. Sampling Size

To successfully obtain enough, valid, and reliable data for the successful accomplishment of the study, enough number of respondents is mandatory to be selected. Accordingly, the researcher purposefully took the existing twenty (20) principals of the five secondary schools, 200 experienced teachers and 40 department heads and the total number respondents were 260 in Gulele sub city in Addis Ababa.

3.5. Methods of Data Collection and Procedures

3.5.1. Data Gathering Instruments

For the triangulation of data for the study, the researcher employed three data gathering instruments: Questionnaires, interviews, and content analysis. Accordingly, the researcher collected the desired data for the study from the target respondents of the study using the following the following tools:

3.5.1.1. Questionnaire

To obtain the desired data and successfully complete the study the researcher prepared both close and open ended questions for the respondents. Careful orientation on how to respond to the questionnaire was given to the respondents by the researcher. Twenty (20) principals in the five

secondary schools, forty (40) department heads, and 200 experienced teachers from each school were given the same questionnaire to triangulate the data so; the researcher hopes that the desired data for the study were successfully obtained.

3.5.1.2. Interview

As to (Ary, Jacobs & Sorenson, 2010), interview is used to gather data related to people's opinions, beliefs, perspectives and deep feelings in their own words and how people experience and interpret the world around them. Therefore, the researcher used it as one of the data collection instruments for the study. To get the desired data, both structured and semi structured interview questions will be prepared. Then, the researcher made the interview with the sample of five principals and five department head teachers were interviewed..

3.5.1.3. Focus Group Discussion

A focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in a small group of people. It is led by an interviewer in a loosely structured discussion of various topics of interest. Therefore, the researcher of this study used this method to get the desired data for conducting study. The method used to bring all ten respondents from five different schools for group discussion was inviting on occasion of my birth date. The researcher made the discussion with five principals and five department head teachers totally 10 voluntarily taken from the schools.

3.5.2. Procedures of Data collection

Collecting data from the respondents followed the following procedures: First, the questionnaires were administered to the respondents. Then, the sample respondents selected for interview were analyzed.

3.6. Methods of Data Analysis

After the data were collected from the respondents, they were analyzed. The analysis was made through both qualitative and quantitative methods. Accordingly, the data that were gathered from the respondents were analyzed both quantitatively and qualitatively. This means, the gathered data were quantified in number and percent first. Then, the quantified data were analyzed qualitatively for making discussion and interpretation of the data.

3.7. Ethical considerations

The purpose of the study was explained to the participants and the researcher asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided will only for the study purpose. Accordingly, the researcher was use the information from his participants only for study purpose. Taking this reality in mind, any communication with the concerned was accomplished at their voluntarily consent without harming and threatening the personal and institutional well-being. In addition, the researcher was ensured confidentiality by making the participants unnamed.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter presents the findings and discussion of this study in achieving the objectives aimed to address based on the methods discussed in the previous chapter. To do so the data obtained from different sources by different tools were first organized thematically according to the following. The data obtained from both closed and open ended questionnaire sought the opinions of teachers and head teachers (supervisors) on how they experienced instructional leadership in their schools and how they thought supervision of instructional leadership needed to be practiced. The information in the first part sought were the sex, age group, work title, qualifications, and additional responsibilities of respondents. This section asked respondents about their position (teacher or head teacher) and service years as teacher or head teacher. The questionnaire included 35 likert scale items, open ended questions and interviews to sort out the extent in which the instructional leadership involved in its role of supervision, to identify relevant support provided for teachers at different experience level and the challenges of the instructional leadership in improving instructions. The final part of the chapter presents a summary of findings from the interview schedule from the open-ended items, and comments from respondents is presented to manipulate the support and practice of supervisory instructional leadership in upgrade students learning.

4.1. Characteristics of the respondents

Summary of demographic characteristics of the respondents who filled and returned the survey questionnaire was tabulated as follows.

Table 4.1. Characteristics of the respondents

Variable	Items	Frequency	%
Gender	Female	96	36.9
	Male	164	63.1
	Total	260	100
Teaching experience	10 years	102	39.2
	10-25year	88	33.9
	26 years and above	70	26.9
	Total	260	100
Educational back ground	First degree ,BA ,BSc ,Bed	208	80
	Master's degree	52	20
	Total	260	100

Based on the above table, 96(36.9%) of the respondents were female and 164(63.1%) were males. This shows the majority of the respondents were males. Concerning teaching experiences of the respondents, most of them 102(39.2%) fall under the experiences of 10years, 88(33.9%) 10years to 25 years of experiences and the remaining 70(26.9%) are above 26 years and above years of teaching experiences.

With the regard to educational level majority of them are first degree, BA, BSc, bachelor holders 208(80%) and 52(20%) were masters holders.

Table 4.2. Principals understanding of Curriculum Implementation.

1. SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6. PA=partially agree, 7. SDA=strongly disagree,

No	Items	1	2	3	4	5	6	7	Total
		%	%	%	%	%	%	%	%
1	As a principals, your understanding of curriculum implementation.	5	10	2	1	2	0	0	20
		25%	50%	10%	55%	10%	0%	0%	100%
2	The school curriculum is currently effectively practiced and well implemented in your school.	1	5	9	1	2	1	1	20
		5%	25%	45%	5%	10%	5%	5%	100%
3	The instructional leadership for curriculum implementation is effectively practiced in your schools.	2	1	7	1	4	2	3	20
		10%	5%	35%	5%	20%	10	15%	100%
4	The text book and student ratio in your school exactly match.	20	0	0	0	0	0	0	20
		100%	0%	0%	0%	0%	%	0%	100%
5	Your school's infrastructure is moderate enough for effectively operating healthy teaching learning process in your school.	8	3	3	2	1	2	1	20
		40%	15%	15%	10%	5%	10	5%	100%
6	Most of your school grade 10 and 12 students scored pass mark on their national examination in the last five years	2	4	12	0	1	0	1	20
		10%	20%	60%	0%	5%	0%	5%	100%
7	There is recourse to different methods and techniques to reach the different objectives of the teaching process.	3	9	2	1	3	1	1	20
		15%	45%	10%	5%	15%	5%	5%	100%

Table 4.2of question no.1, shows that 50% of them responded saying agree. Another 25% replied saying partially agree; 5% replied they have neutral idea about the question; the smallest percent 10% of the; respondents replied saying they strongly disagree with the question; other 0% of the respondents replied saying that they partially disagree with the question; and another

0% of the respondents replied saying that they strongly disagree with question number one above.

Therefore, the researcher concluded that as a principal the views of understandings curriculum implementation in the aforementioned schools is effective because majority of the school principals sampled for responding to the questionnaire replied that the current planned of curriculum in their school is effective.

Regarding question number two on the above table shows that 5% of the respondents replied saying strongly agree with the item (the question) ; another 25% of them on the other hand replied saying they agree with the questions; other 5% of them replied that they partially agree with the question; 5% of the respondents responded that they are neutral about the question; 10% on the other hand responded saying they disagree with the question; other 5% of them replied that they partially agree and 45% of them replied that they strongly agree with the question.

From the analysis of data obtained from question number two on the above table the researcher obtained that majority of the respondents replied that they strongly agree that the school curriculum is currently effectively practiced and well implemented in your school. Hence, the researcher concluded that the school curriculum in the schools under the study is currently effectively practiced and well implemented in the schools because the data obtained from the majority of the respondents reveals accordingly.

To item (question number 3) on the above table the respondents replied differently according to the following: 10% of them replied they strongly agree with the item; 5% of them responded saying they agree with the item; 35% of them on the other hand replied by saying they partially agree with the item; another 5% of the respondents replied that they have neutral idea on the item. On the other hand; 20% of them replied saying that they disagree with the question; another 10% of them responded saying that they partially disagree; and the smallest percentage (15%) of the respondents replied to the question saying that they strongly disagree.

Since majority of the respondent's responded saying they strongly partially agree with the item, the researcher concluded that instructional leadership for curriculum implementation in the schools is has more or less it is effectively been practiced.

To the above question number four (4), all of the respondents replied saying they strongly agree. That means the text book and student ratio in their school exactly match. Hence, the researcher concluded that there is no potential problem regarding student text book and student ratio in their schools.

The respondents also replied to question number five (5) above as follow: 40% of them replied to the question that they strongly agree; 15% of them replied that they agree with the question; another 15% replied they partially agree with the question; 10% of them replied that they have neutral idea on the item (question); another 5% of them replied they disagree with the question; another 10% of the respondents replied that they partially disagree with the item; and 5% of them replied that they strongly agree with the statement number five.

From this discussion, the researcher concluded that the infrastructure in the schools is moderate enough for effectively operating healthy teaching learning process.

The respondents also responded to question number six (6) according to the following: 10% of them replied saying they strongly agree with the question; 20% of them replied saying they agree with the question; another 5% replied that they partially agree with the question; none of the respondents replied they have neutral idea; 5% of them replied that they disagree with the question; none of them also replied saying they partially disagree with the item; and 5% of them responded that they strongly disagree with the question. Therefore, the researcher concluded that most of school grade 10 and 12 students scored pass mark on their national examination in the last five years in the schools under the study.

From table 4.2 above, of question no.7., 15% of the respondents replied that saying they strongly agree, 45% of them replied saying they agree with the question; 10% of them replied saying they partially agree; another 5% replied saying they have neutral idea on the question; another 15% of the respondents responded saying they disagree with the question; another 5% replied they partially disagree; and 5% of them responded saying they agree with the item.

The majority of the respondents replied saying they strongly agree with item number seven above, therefore, the researcher concluded that there is enough recourse to different methods and techniques to reach the different objectives of the teaching process.

Table 4.3.Principals view on the Status of Instructional Leadership on Curriculum Implementation .

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6. PA=partially agree, 7. SDA=strongly disagree

No	Item	1	2	3	4	5	6	7	Total
1	Your school instructional leadership is so effective that the national exam results of grade 10 and 12 students of your school in the last five years was nice in average.	1	2	0	0	3	2	12	20
		5%	10%	0%	0%	15%	10%	60%	100%
2	Since every concerned body effectively play their roles your school planned instructional leadership is effective.	1	1	2	1	3	4	8	20
		5%	5%	10	5%	15%	20%	40%	100%
3	You understand that you cannot reach instructional goals alone	15	5	0	0	0	0	0	20
		75%	25%	0%	0%	0%	0%	0%	100%
4	Your school current curriculum implementation is effective due to individual and shared efforts of your school leadership.	3	2	1	1	0	3	6	20
		15%	10%	5%	5%	0%	15%	30%	100%
5	Your school curriculum implementation is currently well as your instructional leaders collaboratively and openly discuss with staffs and all stakeholders.	2	2	3	1	3	4	5	20
		10%	10%	15%	5%	15%	20%	25%	100%
6	Your school instructional leadership is so effective and creates opportunities for teachers to work together that the national exam results of grade 10 and 12 students of your school in the last five years is promising.	1	3	2	1	3	5	5	20
		5%	15%	10%	5%	15%	25%	25%	100%

Table 4.3 above shows that 5% of the respondents replied to question number 1(one) saying they strongly disagree; 10% of them replied they agree with the question; 15% of them responded to the question by saying that they disagree with the question; another 10% of them on the other

hand replied saying they partially disagree with the question; and 60% of the respondents replied that they strongly disagree with the question.

From this discussion, the researcher concluded that school instructional leadership is not so effective that the national exam results of grade 10 and 12 students of your school in the last five years was not nice in average because majority of the school principals replied to the first question of the above table by saying they strongly disagree.

Similarly, the respondents replied to question number two on the same table according to the following: So, 5% of the respondents replied to the question by saying that they strongly agree with the statement; another 5% on the other hand replied they agree with the statement; 10% of them replied that they partially agree with the statement; another 5% of them replied they have neutral idea on the statement; while 15% of the respondents responded they disagree with the statement; 20% of them on the other hand replied that they partially agree with the statement; and 40% of them replied that they strongly agree with the statement.

Therefore, the researched based on the above discussion concluded that since every concerned body effectively do not play their roles in the schools under the study, the planned instructional leadership is not effective.

From the table on question no.4, 15% say strongly agree,30%agree and 15% partially agree, this shows that the school current curriculum implementation is effective due to individual and shared efforts of your leadership ,10%of them partially disagree and 5%strogly disagree, this has low effect.

With regarded to question no, 5, 10%shows strongly agree,20% agree and 15% partially agree. This shows the school curriculum implementation is currently as your instructional leadership collaboratively and openly discuss with teaching staff and stakeholders.

Finally, on question no.6,15%of the respondents strongly agree,15% agree,25% partially agree,25%partially disagree,5% none, and 10%strongly disagree. The researcher summarized from this point of view that your school instructional leadership is so effective and creates opportunity for teachers to work together that the national examination result of grade 10 and 12 students of your schools in the last five year is promising is not as expected fully effective.

Table.4.4. Principal views on the roles of Curriculum Implementation.

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6. PA=partially agree, 7. SDA=strongly disagree

No	Statements	1	2	3	4/	5	6	7	Total
		%	%	%	%	%	%	%	%
1	There are challenges you encountered with in the process of curriculum implementation in your school leadership.	8 40%	7 35%	3 15%	0 0%	1 5%	0 0%	1 5%	20 100%
2	You are optimally playing your roles in your school leadership for effective implementation of your school curriculum.	2 10%	3 15%	2 10%	4 20%	6 30%	1 5%	2 10%	20 100%
3	There is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.	6 30%	7 35%	3 15%	1 5%	2 10%	1 5%	1 5%	20 100%
4	Your school management team is capacitating teachers in the process of curriculum implementation.	3 15%	2 10%	2 10%	4 20%	5 25%	2 10%	2 10%	20 100%
5	The training given for school principals and other stakeholders is inadequate.	7 35%	6 30%	1 5%	2 10%	2 10%	1 5%	1 5%	20 100%
6	Your school Management Team provides the school teachers with enough resources in order to execute their work effectively.	2 10%	3 15%	2 10%	3 15%	4 20%	5 25%	1 5%	20 100%
7	There is lack of the school leadership commitment	6 30%	7 35%	2 10%	2 10%	1 5%	1 5%	1 5%	20 100%
8	Your school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.	8 40%	7 35%	2 10%	0 0%	1 5%	1 5%	1 5%	20 100%
9	There is lack of appropriately allocating resources	5 25%	6 30%	4 20%	1 5%	1 5%	0 0%	2 10%	20 100%
10	You have a curriculum management plan in place.	10 50%	7 35%	3 15%	0 0%	0 0%	0 0%	0 0%	20 100%
11	In your school year plan, you have time set aside for teacher professional development.	5 25%	6 30%	7 35%	2 10%	0 0%	0 0%	0 0%	20 100%
12	You encourage teachers to participate fully in sharing ideas.	5 25%	6 30%	4 20%	2 10%	1 5%	1 5%	1 5%	20 100%
13	Your school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.	2 10%	2 10%	3 15%	4 20%	4 20%	3 15%	2 10%	20 100%
14	Your school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.	2 10%	2 10%	3 15%	0 0%	4 20%	5 25%	4 20%	20 100%

From the above table 40% of the respondents replied to statement number 1 saying strongly agree, 35% of them replied saying agree, 15% of them replied saying partially agree, none of the respondents replied saying neutral, 5% on the other hand replied saying disagree, another 5% replied saying strongly disagree.

Therefore, the researcher concluded that there are challenges the secondary schools principals in the study encountered with in the process of curriculum implementation in their school leadership because 40% or majority of the schools principals strongly agreed up on the existence of these challenges.

On the other hand, the respondents also responded to statement number 2 of the table according to the following and the researcher made conclusion based on the obtained data. Hence, 10% of the respondents replied to the statement by saying strongly agree, 15% of them replied saying agree, 10% of them replied saying partially agree, 20% of them replied saying neutral, 30% replied saying disagree, 5% of them replied saying partially disagree, and 10% of them replied saying strongly disagree.

From the above discussion, the researcher concluded that the secondary schools principals under the study are not optimally playing their roles in their school leadership for effective implementation of their school curriculum because majority of the respondents (30%) of them replied to the statement two (2) by saying disagree.

With regard to statement number 3 (three) , 30% of the respondents replied saying strongly agree, 35% of them replied saying agree, 15% of them replied saying partially agree, 5% of them replied saying neutral, 10% of them replied saying disagree, another 5% of them replied saying partially disagree, and another 5% of them replied saying strongly disagree.

From the above discussion, majority of the respondents (35%) agreed with statement number 3 saying agree. This implies that there is lack of the necessary infrastructure in the schools for instructional leadership practice to effectively implement school curriculum.

Regarding statement number 4 (four) above, 15% of the respondents replied saying strongly agree, 10% of them replied saying agree, another 10% of them replied saying partially agree,

20% of them replied neutral, 25% of them replied saying disagree, another 10% replied saying partially disagree, another 10% again replied saying strongly disagree.

Based on this discussion, the researcher concluded that the secondary schools' principals under the study school management team are not capacitating teachers in the process of curriculum implementation.

Similarly, the data obtained from the above table shows that 35% of the respondents replied to statement five (5) by saying strongly agree, 30% of them replied saying agree, another 5% of them replied saying partially agree, 10% of them on the other hand replied saying neutral, 10% of them replied saying disagree, 5% replied saying partially disagree and another 5% replied saying strongly disagree.

From this discussion it is clear that majority of the respondents (30%) strongly agree with the statement five (5). This implies that the training given for school principals and other stakeholders is inadequate in the schools under the study.

With regard to statement six (6) on the same table, 10% of the respondents replied saying strongly agrees, 15% of them replied saying agree, 10% of them replied saying partially agree, on the other hand, 15% of them replied saying neutral, another 15% of the respondents replied saying disagree, 25% of them replied saying partially disagree, 5% of them replied saying strongly disagree.

From this discussion, majority of the respondents replied saying partially disagree. So the researcher concluded that school management team of the schools under the study does not sufficiently provide the school teachers with enough resources in order to execute their work effectively.

Regarding statement number 7 from the above table, 30% of the respondents replied by saying strongly agree, 35% of them replied saying agree, 10% of them replied partially agree, another 10% replied saying neutral, 5% of them replied saying disagree, another 5% replied saying partially disagree, another 5% again said strongly disagree with the statement.

Since 35% and 30% of the respondents respectively agree and strongly disagree the researcher concluded that there is lack of the school leadership commitment in the schools under the study.

With respect to statement eight (8) above, 40% of the respondents replied saying strongly agree, 35% of them replied by saying agree, 10% of them replied saying partially agree, none of them replied saying neutral, 5% of them replied saying disagree, another 5% of them replied saying partially disagree, and 5% of them strongly disagree.

From this discussion, the researcher concluded that the school Management Team of the schools under the study frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.

Regarding to statement nine (9) from the above table 25% of the respondents replied saying strongly agree, 30% of them replied saying agree, 20% of them replied saying partially agree, 5% of them replied saying neutral, another 5% replied saying disagree, none of them replied saying partially disagree.

From this discussion, majority of the respondents (30%) and (25%) respectively replied saying agree and disagree. Hence, the researcher concluded that there is lack of appropriately allocating resources in the aforementioned schools.

With respect to statement ten (10) from the above table, 50% of the respondents replied saying strongly agree, 35% of them replied saying agree, 15% of them replied saying partially agree.

From this discussion, majority of the respondents replied saying strongly agree, therefore, the researcher concluded that the secondary schools principals under this study have a curriculum management plan in place.

Similarly, regarding statement number eleven (11) 25% of them replied saying strongly disagree, 30% of them replied saying agree, 35% of them replied saying partially agree, 10% of them replied saying neutral.

Since majority of the respondents (25%) and (30%) respectively replied saying strongly and agree with the statement the school principals have time set aside for teacher professional development in their school year plan.

Regarding statement number 12 of the above table 25% of the respondents replied strongly agree,

30% replied saying agree, 20% replied saying partially agree, 10% of them replied saying neutral, 5% of them replied saying disagree, another 5% replied saying partially disagree, and another 5% again replied saying strongly disagree.

From this discussion, majority of the respondents (25%) and (30%) replied saying agree and strongly agree respectively. Therefore, the researcher concluded that the school principals in the study encourage teachers to participate fully in sharing ideas.

With respect to statement number thirteen (13) from the above table 10% of the respondents, another of them replied saying agree, 15% of them replied saying partially agree, 20% of the respondents replied saying neutral, another 20% of them replied saying disagree, 15% of the respondents on the other hand, replied saying partially disagree, and 10% of them replied saying strongly disagree.

From this discussion majority of the respondents (20%) and (20%) of the respondents have neutral idea and disagree respectively with the statement. Therefore, the researcher concluded that the school management team of the secondary schools under the study identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.

On the same way, 10% of the respondents replied saying strongly agree, another 10% of them replied saying agree, 15% of them replied saying partially agree, 20% of them replied saying disagree, 25% of them replied saying partially disagree, and 20% of them replied saying strongly disagree.

From this discussion majority of the respondents (25%) and (20%) replied saying partially disagree and strongly disagree. Therefore, the researcher concluded that the school Education Departments of the schools under the study is not doing enough in capacitating teachers and department heads to manage the curriculum effectively.

Table 4.5. Principal views on the Challenges principals faced on Curriculum Implementation.

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6. PA=partially agree, 7. SDA=strongly disagree

No	Items	1	2	3	4	5	6	7	Total
		%	%	%	%	%	%	%	%
1	Your school environment is inconvenient for teaching learning process.	8 40%	7 35%	2 10%	1 5%	1 5%	1 5%	0 0%	20 100%
2	There is individual performance evaluation problem in your school.	6 30%	5 25%	3 15%	1 5%	2 10%	1 5%	2 10%	20 100%
3	You have the necessary skills for effective curriculum management.	5 25%	7 35%	2 10%	3 15%	1 5%	2 10%	0 0%	20 100%
4	Your school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.	6 30%	5 25%	4 20%	2 10%	1 5%	1 5%	1 5%	20 100%
5	You sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.	5 25%	4 20%	4 20%	3 15%	2 10%	1 5%	1 5%	20 100%
6	You have heavy work load to properly implement your school curriculum.	7 35%	5 25%	4 20%	1 5%	1 5%	1 5%	1 5%	20 100%
7	There is learners' level of knowledge, discipline, and parental involvement.	1 5%	1 5%	1 5%	2 5%	5 1%	3 15%	7 35%	20 100%
8	In your view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.	1 5%	2 10%	1 5%	3 15%	4 20%	2 10%	7 35%	20 100%
9	There is lack of cooperation among school principals, department heads, and teachers.	5 25%	6 30%	4 20%	2 10%	1 5%	2 10%	0 0%	20 100%
10	There is lack of resources to properly implement school curriculum.	6 30%	4 20%	5 25%	3 15%	1 5%	1 5%	0 0%	20 100%
11	There is students' families' lack of participation in school affairs.	8 40%	5 25%	4 20%	0 0%	1 5%	1 5%	1 5%	20 100%
12	There is teachers' attitudinal problem for school curriculum implementation effectively.	7 35%	5 25%	3 15%	2 10%	1 5%	2 10%	0 0%	20 100%
13	There is teachers' lack of knowledge and experience on curriculum implementation.	5 25%	4 20%	5 25%	3 15%	1 5%	2 10%	0 0%	20 100%

From this table of question one, 40% of the respondents replied to statement number 1(one) by saying strongly agree, 35% of them replied saying agree, 10% of them replied partially agree, 5% of them replied saying neutral, another 5% of them replied saying disagree, another 5% again replied saying partially disagree.

Since majority of the respondents (40%) strongly agree with the statement the researcher concluded that school environment of the secondary schools under the study is inconvenient for teaching learning process. Thus, it is likely to say this is one of the challenges the secondary schools principals under this study face in curriculum implementation in their schools.

Similarly, the respondents replied to statement number two (2) of the table accordingly. 30% of them replied saying strongly agree, 25% of them replied saying agree, 10% replied partially agree, 5% of them replied saying neutral, another 5% of them replied saying disagree, another 5% of them again replied saying partially disagree.

Based on the above discussion the researcher, therefore, concluded that there is individual performance evaluation problem in the secondary schools under this study. Thus, it can be one of the challenges the secondary schools principals under this study face in curriculum implementation in their schools.

With regard to statement number three (3) from the above table, 25% of the respondents replied by saying strongly agree, 35% of them replied saying agree, 10% of them replied partially agree, 15% of them replied saying neutral, 5% of them replied saying disagree, and another 10% of them replied saying partially disagree.

This discussion shows that majority of the respondents (35%) and (25%) respectively replied to the statement saying agree and strongly agree. Therefore, the researcher concluded that the secondary schools principals under this study have the necessary skills for effective curriculum management. Therefore, their skills can't be challenge for their improper implementation of school curriculum management.

Regarding number four (4) from the above table 30% of the respondents replied saying strongly agree, 25% of the respondents replied saying agree, 20% of them replied saying partially agree, 10% of them replied saying neutral, 5% of them replied saying disagree, another 5% of them

replied saying partially disagree, and another 5% again replied saying strongly disagree.

Based on this discussion, therefore, the school teachers under this study are not energetic and not eager to effectively play their roles in teaching learning processes. Therefore, this cannot be challenge for the secondary schools principals of the schools in curriculum implementation in their schools.

In the same way, regarding statement five (5) from the table, 25% of the respondents replied strongly agree, 20% of the respondents replied saying agree, another 20% of them replied saying partially agree, 15% of them replied neutral, 10% of them replied by saying disagree, 5% of them replied partially disagree, another 5% replied saying strongly disagree.

From the above discussion it is clear that majority of the respondents (25%) replied saying strongly agree. Therefore, the researcher concluded that the school principals in the study sit down with their teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase. So, it can't be the challenges for them in curriculum implementation of their schools.

With regard to statement number seven (7) on the above table 5% of the respondents replied saying strongly agree, another 5% of them replied saying agree, another 5% of them again replied partially agree, 5% of them again replied saying neutral, 1% of them replied saying disagree, 15% of them replied partially disagree, and 35% of them replied saying strongly disagree.

Based on this discussion, therefore, the researcher concluded that there is no this much learners' level of knowledge, discipline, and parental involvement in their school. Therefore, this can be one of the potential challenges the secondary schools principals may face in curriculum implementation in their schools.

Similarly, with respect to statement number eight (8) from the above table, 5% of the respondents replied strongly agree, 10% of them replied saying agree, another 5% of them replied partially agree, 15% of them replied neutral, 20% of them replied disagree, another 10% replied partially disagree, and 35% of them replied by saying strongly disagree.

From this discussion, majority of the respondents (35%) replied with the statement by saying strongly disagree. Hence, the researcher concluded that the government is not doing enough in

capacitating teachers when a new curriculum has to be implemented.

With regard to statement number nine (9) as shown on the above table 25% of the respondents replied strongly agree, 30% of them replied agree, 20% of them replied partially agree, 10% of them replied neutral, 5% of them replied disagree, another 10% of them replied saying partially disagree.

Based on this, this discussion, therefore, the researcher concluded that there is lack of cooperation among school principals, department heads, and teachers because majority of the respondents replied so.

The respondents replied to the statement number 10 of the above table according to the following. Accordingly, 30% of the respondents replied strongly agree, 20% of them replied agree, 25% of them replied partially agree, 15% of them replied neutral, 5% of them replied disagree, and another 5% of them replied partially disagree.

From the above discussion majority of the respondents (30%) replied to the statement saying strongly agree. In other hand, 20% of them replied saying agree, 25% of them replied saying partially agree, 15% of them replied saying neutral, 5% of them replied disagree, 5% of them again replied partially disagree.

Based on this discussion, therefore, the researcher concluded that there is lack of resources to properly implement school curriculum in their schools because majority of the respondents (30%) replied saying strongly agree to the statement.

Regarding statement 11 from the same table 40% of the respondents replied saying strongly agree, 25% of them replied saying agree, 20% of them replied saying partially agree, 5% of them replied disagree, another 5% replied partially disagree, another 5% again replied strongly disagree.

From this discussion, majority of the respondents (40%) replied to the statement, strongly agree, 25% of them in the other hand replied agree. Therefore, the researcher concluded that there is students' families' lack of participation in school affairs. Due to this effect, the school directors in the schools under this study may face challenges in implementing curriculum well in their schools. With regard to statement 12 from the table 35% of the respondents replied strongly

agree, 25% of them replied agree, 15% of them replied partially agree, 10% replied neutral, 5% replied disagree, and another 10% of them replied partially disagree.

According to this discussion, majority of the respondents (35%) and (25%) respectively replied strongly agree and agree. Therefore, the researcher concluded there is teachers' attitudinal problem for school curriculum implementation effectively in the aforementioned schools.

Lastly with regard to statement 13 of the table 25% of the respondents replied strongly agree, 20% of them replied agree, 25% replied partially agree, 15% replied disagree, and 10% replied partially disagree.

As to the discussion majority of the respondents (25%) replied strongly agree. Another 25% of them again replied to the statement partially agree. This implies that there is teachers' lack of knowledge and experience on curriculum implementation in the school under this study. Therefore, this can be one of the potential challenges to the secondary schools to properly implement curriculum in their schools.

4.2. Analysis of Data Obtained from Secondary Schools Principals on the Challenges they face in Curriculum Implementation in their Schools

The data obtained from the principals of the five secondary schools of Gulele Sub city in Addis Ababa is presented and analyzed as follow:

1. What is your understanding of curriculum implementation?
2. What is the status of curriculum implementation in your school at this time?
3. Is your school instructional leadership effectively being implemented and practiced?
4. What are the major challenges that hinder your school instructional leadership for curriculum- implementation in the school?
5. What role do you play in curriculum implementation planning process?

With respect to the first question majority of the secondary school principals replied that as curriculum leaders who are expected to guide and support teachers and other educators. They have knowledge of the curriculum in order to lead the process in terms of providing teachers with guidance work schedules and learning programmes.

Regarding question number three above majority of the respondents replied their school instructional leadership is not effectively being implemented and practiced due to different factors.

With respect to question number four most of the respondents replied that, lack of the necessary skills for effective curriculum management, teachers lack of being energetic and not eager to effectively play their roles in teaching learning processes, lack of principals to come together with the school teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase, heavy work load, government's lack of is doing enough in capacitating teachers when a new curriculum has to be implemented, lack of earners level of knowledge, discipline, and parental involvement, lack of cooperation among school principals, department heads, and teachers, teachers' attitudinal problem for school curriculum implementation effectively, and lack of resources to properly implement school curriculum.

Similarly, majority of the respondents replied that their role in curriculum implementation planning process is providing organized assistance to staff (teachers). They said that they use strategies such as planning curriculum, evaluating the planned curriculum and implementing the curriculum. Mezieobi (1993), conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect. Hence curriculum implementation includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level.

Majority of the respondents also recommended that all stake holders should cooperatively work showing strong willing and commitment for the successful implementation of curriculum their schools. Mezieobi (1993), conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect. Hence curriculum implementation includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level.

What recommendation would you want to forward regarding your school curriculum implementation and practice?

Sacred Heart College (2000: 11), the successful running of the school is the responsibility of the school principal and other members of the school.

To recommend our school curriculum implementation:- a) visiting classes and conductive follow up b) strong support of staff c) taking risk and making change and d)minimizing learners absentees e)up grade student learning task teachers interaction.

Table 4.6. Teachers view the on Roles of Principals in Curriculum Implementation

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6.

PA=partially agree, 7. SDA=strongly disagree

No	Items	1	2	3	4	5	6	7	Total
		%	%	%	%	%	%	%	%
1	There are challenges you encountered with in the process curriculum implementation in your school leadership.	5%	7.5%	12.5%	57	10%	5%	2.5%	100
		10	15	25	115	20	10	5	200
2	You are optimally playing your roles in your school leadership for effective implementation of your school curriculum.	4%	11%	12.5%	7.5%	54%	10%	6%	100
		8	22	25	15	108	20	12	200
3	There is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.	25%	8.5%	14%	56%	9%	5.5%	4.5%	100
		5	17	28	112	18	11	9	200
4	Your school management team is capacitating teachers in the process of curriculum implementation.	3%	11%	12%	58%	10%	2%	4%	100
		6	22	24	116	20	4	8	200
5	The training given for school principals and other stakeholders is inadequate.	6%	11%	13%	55%	9%	3%	3%	100
		12	22	26	110	18	6	6	200
6	Your school Management Team provides the school teachers with enough resources in order to execute their work effectively.	2.5%	3.5%	6%	12.5%	15.5 %	48%	12%	100
		5	7	12	25	31	96	24	200
7	There is lack of the school leadership commitment	7.5%	16%	49%	14.5%	7%	4%	2%	100
		15	32	98	29	14	8	4	200
8	Your school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.	3%	8.5%	15.5%	51%	15.5 %	4.5%	3%	100
		6	17	31	102	31	9	6	200
9	There is lack of appropriately allocating resources	6.5%	16.5 %	52.5%	11.5%	5.5%	3.5%	2%	100
		13	33	105	23	11	7	4	200

10	You have a curriculum management plan in place.	8%	7%	14.5%	16.5%	45%	6.5%	2.5%	100
		16	14	29	33	90	13	5	200
11	In your school year plan, you have time set aside for teacher professional development.	8.5%	12.5 %	49.5%	15.5%	10%	3.5%	1%	100
		17	25	99	31	20	7	2	200
12	You encourage teachers to participate fully in sharing ideas.	7%	15%	46.5%	19%	7.5%	4%	1%	100
		17	30	93	38	15	8	2	200
13	Your school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.	4.5%	8%	18%	51.5%	9.5%	5%	3.5%	100
		9	16	36	103	19	10	7	200
14	Your school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.	2.5%	5%	10%	17.5%	48.5 %	9%	5.5%	100
		5	10	20	35	97	18	11	200

Table 4.6.of question one shows that 5% of secondary school teacher respondents strongly agreed that there were challenges that they encountered in the process of curriculum implementation; 7.5% agreed; 12.5%partially agreed; 57.5 % undecided; 10% disagreed; 5% partially agreed and the rest, 2.5%; strongly disagreed.

This signifies that the majority of secondary school teacher respondents undecided that they encountered in the process of curriculum implementation.

As indicated on table 4.6 of question two, 4 % of secondary school teacher respondents strongly agreed that they are optimally playing their roles in your school leadership for effective implementation of your school curriculum; 6% agreed; 12.5%partially agreed; 7.5 % undecided; 54 % disagreed; 10% partially agreed and the rest, 6%; strongly disagreed.

This means that the majority of secondary school teacher respondents disagreed that they are optimally playing your roles in their school leadership for effective implementation of their school curriculum.

Table.4.6. of question three indicates that 2.5 % of secondary school teacher respondents strongly agreed there is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum; 8.5 % agreed; 14 %partially agreed; 56 % undecided; 9 % disagreed;5. 5% partially agreed and the rest, 4.5%; strongly disagreed.

This signifies that the majority of secondary school teacher respondents' undecided that there is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.

Table 4.6.of question four above shows that 3 % of secondary school teacher respondents strongly agreed that their school management team is capacitating teachers in the process of curriculum implementation ;11 % agreed; 12 %partially agreed; 58 % undecided; 10 % disagreed; 2 %; partially agreed and the rest, 4 %; strongly disagreed.

This means that the majority of secondary school teacher respondents' undecided that their school management team is capacitating teachers in the process of curriculum implementation.

As indicated on Table.4.6 of question number five, 6% of secondary school teacher respondents strongly agreed that the training given for school principals and other stakeholders is inadequate; ; 11 % agreed; 13 %partially agreed; 55 % undecided; 9 % disagreed; 3 % partially agreed and the rest, 3 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents' undecided that the training given for school principals and other stakeholders is inadequate.

As indicated on Table 4.6. of question number six indicates that, 2.5 % of secondary school teacher respondents strongly agreed that their school Management Team provides the school teachers with enough resources in order to execute their work effectively; 3.5 % agreed; 6 %partially agreed; 12.5 % undecided;15.5 % disagreed;48 % partially agreed and the rest,12 %; strongly disagreed.

This means that the majority of secondary school teacher respondents partially agreed that their school Management Team provides the school teachers with enough resources in order to execute their work effectively.

Table.4.6. of question seven indicates that 7.5 % of secondary school teacher respondents strongly agreed that there is lack of the school leadership commitment;16 % agreed; 49% partially agreed; 14.5 % undecided; 7% disagreed; 4% partially agreed and the rest, 2 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents partially agreed that there is lack of the school leadership commitment.

As shown on Table 4.6. above of question number eight, 3 % of secondary school teacher respondents strongly agreed that their school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies in the teaching and learning; 8.5% agreed; 15.5% partially agreed; 51 % undecided; 15.5 % disagreed; 4.5 % partially agreed and the rest,3 % strongly disagreed.

This means that the majority of secondary school teacher respondents undecided that their school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies in the teaching and learning.

Table 4.6. of question number nine shows that 6.5% of secondary school teacher respondents strongly agreed that there is lack of appropriately allocating resources;16.5 % agreed; 52.5 %partially agreed; 11.5 % undecided;5.5 % disagreed; 3.5 % partially agreed and the rest, 2 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents partially agreed that there is lack of appropriately allocating resources.

As indicated on Table4.6. of question number ten shows ,8 % of secondary school teacher respondents strongly agreed that they have a curriculum management plan in place;7 % agreed; 14.5 %partially agreed; 16.5 % undecided; 45 % disagreed; 6.5 % partially agreed and the rest, 2.5 %; strongly disagreed.

This means that the majority of secondary school teacher respondents disagreed that they have a curriculum management plan in place.

Table.4.6.of question eleven shows that 8.5 % of secondary school teacher respondents strongly agreed that in their school year plan, you have time set aside for teacher professional development ; 12.5 % agreed; 49.5 %partially agreed; 15.5 % undecided; 10 % disagreed; 3.5 % partially agreed and the rest, 1%; strongly disagreed.

This signifies that the majority of secondary school teacher respondents partially agreed that in their school year plan, you have time set aside for teacher professional development.

Table.4.6 question number twelve. indicates that 7 % of secondary school teacher respondents strongly agreed that they encourage teachers to participate fully in sharing ideas; 15 % agreed; 46.5 %partially agreed; 19 % undecided; 7.5 % disagreed; 4 % partially agreed and the rest, 1 %; strongly disagreed.

This means that the majority of English teacher respondents partially agreed that they encourage teachers to participate fully in sharing ideas.

As shown on Table 4.6 question number thirteen shows 4.5 % of secondary school teacher respondents strongly agreed that they school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support; 8 % agreed; 18 %partially agreed; 51.5 % undecided; 9.5 % disagreed; 5 % partially agreed and the rest, 3.5 %; strongly disagreed.

This signifies that the majority of secondary schoolteacher respondents' undecided that their school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.

Table.4.6. question number fourteen indicates that 2.5 % of secondary school teacher respondents strongly agreed that their school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively; 5 % agreed; 10 %partially agreed; 17.5 % undecided; 48.5 % disagreed; 9 % partially agreed and the rest,5.5 %; strongly disagreed.

This means that the majority of secondary school teacher respondents disagreed that their school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.

Table 4.7. Teachers view on challenges faced by principals on curriculum implementations.

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6. PA=partially agree, 7. SDA=strongly disagree

No	Items	1	2	3	4	5	6	7	Total
		%	%	%	%	%	%	%	%
1	Your school environment is inconvenient for teaching learning process.	2.5%	7%	16.5%	51%	14.5%	5.5%	3%	100
		5	14	33	102	29	11	6	200
2	There is individual performance evaluation problem in your school.	8.5%	47%	10.5%	12%	12.5%	6%	3.5%	100
		117	94	21	24	25	12	7	200
3	You have the necessary skills for effective curriculum management.	2%	4.5%	8%	18.5%	44.5%	14%	8.5%	100
		4	9	16	37 37	89 89	28	17 17	200
4	Your school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.	3%	9%	52%	15.5%	9.5%	8%	3%	100
		6	18	104	31 31	19	16	6	200
5	You sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.	4%	8.5%	14.5%	48%	10.5%	9.5%	2%	100
		8	17	35	96	27	19	4	200
6	You have heavy work load to properly implement your school curriculum.	6.5%	12.5%	50.5%	14.5%	7%	6.5%	2.5%	100
		13	25	101	29	14	13	5	200
7	There is Learners level of knowledge, discipline, and parental involvement.	3.5%	8%	17%	48.5%	11%	8%	4%	100
		7	16	34	97	22	16	8	200
8	In your view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.	4.5%	9%	18%	45.5%	12%	7.5%	3.5%	100
		9	18	36	91 91	24	15 15	7 7	200
9	There is lack of cooperation among school principals, department heads, and teachers.	5.5%	14%	51.5%	15.5%	8%	3.5%	2%	100
		11	28	103	31	16	7	4	200

10	There is lack of resources to properly implement school curriculum.	19%	49.5%	11.5%	10.5%	6%	2.5%	1%	100
		38	99	23	21	12	5	2	200
11	There is students' families' lack of participation in school affairs.	46.5%	16.5%	11%	9%	7.5%	6.5%	3%	100
		93	33	22	18	15	13	6	200
12	There is teachers' attitudinal problem for school curriculum implementation effectively.	4.5%	14%	48.5%	15.5%	9.5%	6.5%	1.5%	100
		9	28	97	31	19	13	3	200
13	There is teachers' lack of knowledge and experience on curriculum implementation.	18.5%	47.5%	12%	9%	7%	3.5%	2.5%	100
		37	95	24	18	14	7	5	200

Table 4.7. of question number one shows that 2.5 % of secondary school teacher respondents strongly agreed that their school environment is inconvenient for teaching learning process; 7 % agreed; 16.5 % partially agreed; 51% undecided; 14.5 % disagreed; 5.5 % partially agreed and the rest, 3 %; strongly disagreed.

This signifies that the majority of secondary schoolteacher respondents undecided that their school environment is inconvenient for teaching learning process.

As shown on Table 4.7. of question number two shows that 8.5 % of secondary school teacher respondents strongly agreed that There is individual performance evaluation problem in your school; 47 % agreed; 10.5 % partially agreed; 12 % undecided; 12.5 % disagreed; 6 % partially agreed and the rest, 3.5 %; strongly disagreed.

This means that the majority of secondary school teacher respondents agreed that there is individual performance evaluation problem in your school.

Table.4.7. of question number three indicates that 2 % of secondary schoolteacher respondents strongly agreed that they have the necessary skills for effective curriculum management; 4.5 % agreed; 8 % partially agreed; 18.5 % undecided; 44.5 % disagreed; 14 % partially agreed and the rest, 8.5 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents disagreed that they have the necessary skills for effective curriculum management.

Table.4.7. of question number four shows that 3 % of secondary schoolteacher respondents strongly agreed that their school teachers are not energetic and not eager to effectively play their roles in teaching learning processes; 9 % agreed; 52 % partially agreed; 15.5 % undecided; 9.5 % disagreed; 8 % partially agreed and the rest, 3 %; strongly disagreed.

This means that the majority of secondary school teacher respondents partially agreed that their school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.

As indicated on Table 4.7. of question number five 4 % of secondary school teacher respondents strongly agreed that they sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase; 8.5 % agreed; 14.5 % partially agreed; 48 % undecided; 10.5 % disagreed; 9.5 % partially agreed and the rest, 4 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents undecided that they sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.

Table.4.7. of question number six shows that 6.5 % of secondary school teacher respondents strongly agreed that they have heavy work load to properly implement your school curriculum; 12.5 % agreed; 50.5 % partially agreed; 14.5 % undecided; 7 % disagreed; 6.5 % partially agreed and the rest, 2.5 %; strongly disagreed.

This means that the majority of secondary school teacher respondents partially agreed that they have heavy work load to properly implement your school curriculum.

As indicated on Table 4.7. of question number seven, 3.5 % of secondary school teacher respondents strongly agreed that There is Learners level of knowledge, discipline, and parental involvement; 8 % agreed; 17 % partially agreed; 48.5 % undecided; 11 % disagreed; 8 % partially agreed and the rest, 4 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents undecided that There is Learners level of knowledge, discipline, and parental involvement.

As shown on table 4.7. of question number eight, 4.5 % of secondary schoolteacher respondents strongly agreed that In their view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented; 9 % agreed; 18 % partially agreed; 45.5 % undecided; 12 % disagreed; 7.5 % partially agreed and the rest, 3.5 %; strongly disagreed.

This means that the majority of secondary school teacher respondents undecided that In their view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.

Table 4.7of question number nine indicates that 5.5 % of secondary school teacher respondents strongly agreed that There is lack of cooperation among school principals, department heads, and teachers; 14 % agreed; 51.5 % partially agreed; 15.5 % undecided; 8 % disagreed; 3.5 % partially agreed and the rest, 2 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents partially agreed that there is lack of cooperation among school principals, department heads, and teachers.

Table.4.7. of question number ten shows that 19 % of secondary schoolteacher respondents strongly agreed that There is lack of resources to properly implement school curriculum; 49.5 % agreed; 11.5 % partially agreed; 10.5 % undecided; 6 % disagreed; 2.5 % partially agreed and the rest, 1 %; strongly disagreed.

This means that the majority of secondary schoolteacher respondents agreed that there is lack of resources to properly implement school curriculum.

As indicated on Table 4.7. of question number eleven 46.5 % of secondary school teacher respondents strongly agreed that There is students' families' lack of participation in school affairs; 16.5 % agreed; 11 % partially agreed; 9 % undecided; 7.5 % disagreed; 6.5 % partially agreed and the rest, 3 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents strongly agreed there is students' families' lack of participation in school affairs.

Table.4.7. of question number twelve shows that 4.5 % of secondary school teacher respondents strongly agreed that there is teachers' attitudinal problem for school curriculum implementation

effectively; 14 % agreed; 48.5 % partially agreed; 15.5 % undecided; 9.5 % disagreed; 6.5 % partially agreed and the rest, 1.5 %; strongly disagreed.

This means that the majority of secondary school teacher respondents partially agreed that there is teachers' attitudinal problem for school curriculum implementation effectively.

Table.4.7. of question number three teen indicates that 18.5 % of secondary school teacher respondents strongly agreed that There is teachers' lack of knowledge and experience on curriculum implementation; 47.5 % agreed; 12 % partially agreed; 9 % undecided; 7 % disagreed; 3.5 % partially agreed and the rest, 2.5 %; strongly disagreed.

This signifies that the majority of secondary school teacher respondents' agreed that there is teachers' lack of knowledge and experience on curriculum implementation.

Table 4.8. Roles of Secondary Schools Principals in Curriculum Implementation.

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6. PA=partially agree, 7. SDA=strongly disagree

No	Items	1	2	3	4	5	6	7	Total
1	There are challenges you encountered with in the process curriculum implementation in your school leadership.	10%	5%	15%	40%	20%	5%	5%	100
		4	2	6	16	8	2	2	40
2	You are optimally playing your roles in your school leadership for effective implementation of your school curriculum.	15%	35%	10%	15%	10%	10%	3%	100
		6	14	4	6	4	4	2	40
3	There is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.	5%	5%	10%	20%	30%	15%	10%	100
		2	2	4	10	12	6	4	40
4	Your school management team is capacitating teachers in the process of curriculum implementation.	5%	10%	15%	55%	7.5%	6%	2.5%	100
		2	4	6	22	3	2	1	40
5	The training given for school principals and other stakeholders is inadequate.	4%	8%	15%	50%	17.5 %	2.5%	2.5%	100
		2	3	6	20	7	1	1	40
6	Your school Management Team provides the school teachers with enough resources in order to execute their work effectively.	7.5%	5%	7.5%	10%	12.5 %	45%	12.5 %	100
		3	2	3	4	5	18	5	40
7	There is lack of the school leadership commitment	10%	10%	5%	15%	15%	35%	10%	100
		4	4	2	6	6	14	4	40
8	Your school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.	10%	15%	35%	15%	10%	5%	10%	100
		2	4	8	15	4	2	2	40
9	There is lack of appropriately allocating resources	15%	15%	40%	15%	5%	5%	5%	100

		6	6	16	6	2	2	2	40
10	You have a curriculum management plan in place.	5%	5%	15%	20%	40%	5%	10%	100
		2	2	6	8	16	2	4	40
11	In your school year plan, you have time set aside for teacher professional development.	10%	15%	50%	10%	5%	5%	5%	100
		4	6	20	4	2	2	2	40
12	You encourage teachers to participate fully in sharing ideas.	5%	15%	40%	20%	5%	10%	5%	100
		2	6	16	8	2	4	2	40
13	Your school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.	5%	5%	20%	50%	5%	5%	10%	100
		2	2	8	20	2	2	4	40
14	Your school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.	5%	5%	10%	15%	45%	10%	10%	100
		2	2	4	6	18	4	4	40

Table.4.8. of question number one shows that 3.5% of secondary school department head respondents strongly agreed that there were challenges that they encountered in the process of curriculum implementation; 5 % agreed; 14.5% partially agreed; 53 % undecided; 12.5 % disagreed; 6.5 % partially agreed and the rest, 4 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents' undecided that they encountered in the process of curriculum implementation.

As indicated on Table 4.8. of question number two 6.5% of secondary school department head respondents strongly agreed that they are optimally playing your roles in their school leadership for effective implementation of your school curriculum ; 49 % agreed; 10.5 % partially agreed; 9.5 % undecided; 52% disagreed; 10 % partially agreed and the rest, 7 %; strongly disagreed.

This means that the majority of secondary school department head respondents disagreed that they are optimally playing your roles in your school leadership for effective implementation of their school curriculum.

Table 4.8 of question number three shows that 4.5 % of secondary school department head respondents strongly agreed there is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum ; 7.5 % agreed; 12 % partially agreed; 53 % undecided; 8.5 % disagreed; 5 % partially agreed and the rest, 5.5%; strongly disagreed.

This signifies that the majority of secondary school department head respondents undecided that there is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.

Table 4.8 of question number four that indicates 5 % of secondary school department head respondents strongly agreed that their school management team is capacitating teachers in the process of curriculum implementation ; 9 % agreed; 14 % partially agreed; 56 % undecided; 8 % disagreed; 8 %; partially agreed and the rest, 5 %; strongly disagreed.

This means that the majority of secondary school department head respondents undecided that their school management team is capacitating teachers in the process of curriculum implementation.

As indicated on Table 4.8 of question number five 4 % of secondary school department head respondents strongly agreed that The training given for school principals and other stakeholders is inadequate; ; 13 % agreed; 15 % partially agreed; 53 % undecided; 11 % disagreed; 4 % partially agreed and the rest, 2 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents undecided that the training given for school principals and other stakeholders is inadequate.

Table 4.8 of question number six shows that 3.5 % of secondary school department head respondents strongly agreed that their school Management Team provides the school teachers with enough resources in order to execute their work effectively; 5.5 % agreed; 7 % partially agreed; 10.5 % undecided; 14.5 % disagreed; 46 % partially agreed and the rest, 14 %; strongly disagreed.

This means that the majority of secondary school department head respondents partially agreed that their school Management Team provides the school teachers with enough resources in order to execute their work effectively.

Table.4.8. of question number seven shows that 10 % of secondary school department head respondents strongly agreed that There is lack of the school leadership commitment; 15 % agreed; 35 % partially agreed; 15 % undecided; 10 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents partially agreed that there is lack of the school leadership commitment.

Table.4.8. of question number eight indicates that 5 % of secondary school department head respondents strongly agreed that their school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning; 10 % agreed; 20 % partially agreed; 45 % undecided; 10 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed

This means that the majority of secondary school department head respondents undecided that their school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.

As indicated on Table 4.8., of question number nine 10 % of secondary school department head respondents strongly agreed that There is lack of appropriately allocating resources; 15 % agreed; 45 % partially agreed; 10 % undecided; 5 % disagreed; 5 % partially agreed and the rest, 5 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents partially agreed that there is lack of appropriately allocating resources.

Table.4.8. of question number ten shows that 5 % of secondary school department head respondents strongly agree that they have a curriculum management plan in place; 5 % agreed; 15 % partially agreed; 20 % undecided; 40 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed.

This means that the majority of secondary school department head respondents disagreed that they have a curriculum management plan in place.

Table.4.8. of question number eleven shows that 10 % of secondary school department head respondents strongly agreed that In their school year plan, you have time set aside for teacher professional development ; 15 % agreed; 50 % partially agreed; 10 % undecided; 5 % disagreed; 5 % partially agreed and the rest, 5 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents partially agreed that in their school year plan, you have time set aside for teacher professional development.

Table.4.8. of question number twelve indicates that 5 % of secondary school department head respondents strongly agreed that they encourage teachers to participate fully in sharing ideas; 15 % agreed; 40 % partially agreed; 20 % undecided; 5 % disagreed; 10 % partially agreed and the rest, 5 %; strongly disagreed.

This means that the majority of English teacher respondents partially agreed that you encourage teachers to participate fully in sharing ideas.

As indicated on Table 4.8. of question number threeteen 5 % of secondary school department head respondents strongly agreed that their school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support; 5 % agreed; 20 % partially agreed; 50 % undecided; 5 % disagreed; 5 % partially agreed and the rest, 5 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents undecided that their school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.

Table.4.8. of question number fourteen shows that 5 % of secondary school department head respondents strongly agreed that their school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively; 5 % agreed; 10 % partially agreed; 15 % undecided; 45 % disagreed; 10 % partially agreed and the rest, 10 %; strongly disagreed.

This means that the majority of secondary school department head respondents disagreed that their school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.

Table 4.9. Principals' view on Challenges faced by Principals in Curriculum**Implementation.**

SA=strongly agree, 2. A=agree, 3. PA=partially agree, 4. N=neutral, 5. DA=disagree, 6.

PA=partially agree, 7. SDA=strongly disagree

No	Items	1	2	3	4	5	6	7	Total
		%	%	%	%	%	%	%	%
1	Your school environment is inconvenient for teaching learning process.	10%	5%	15%	40%	20%	5%	5%	100%
		4	2	6	16	8	2	2	40
2	There is individual performance evaluation problem in your school.	15%	35%	10%	15%	10%	10%	5%	100%
		6	14	4	6	4	4	2	40
3	You have the necessary skills for effective curriculum management.	5%	35%	15%	20%	5%	10%	10%	100
		2	14	6	8	2	4	4	40
4	Your school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.	5%	10%	55%	10%	5%	10%	5%	100
		2	4	22	4	2	4	2	40
5	You sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.	10%	5%	10%	40%	20%	5%	10%	100
		4	2	4	16	8	2	4	40
6	You have heavy work load to properly implement your school curriculum.	5%	10%	45%	15%	10%	5%	10%	100
		2	4	18	6	4	2	4	40
7	There is Learners level of knowledge, discipline, and parental involvement.	5%	5%	15%	35%	20%	10%	10%	100
		2	4	18	6	4	2	4	40
8	In your view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.	10%	5%	20%	30%	15%	15%	15%	100%
		4	2	8	12	6	4	4	40
9	There is lack of cooperation among school principals, department heads, and teachers.	5%	10%	45%	15%	10%	5%	10%	100
		2	4	18	6	4	2	4	40
10	There is lack of resources to properly implement school curriculum.	15%	35%	10%	10%	5%	15%	10%	100
		6	14	4	4	2	6	4	40
11	There is students' families' lack of participation in school affairs.	30%	15%	5%	15%	10%	15%	10%	100
		12	6	2	6	4	6	4	40
12	There is teachers' attitudinal problem for school curriculum implementation effectively.	10%	15%	40%	15%	5%	5%	10%	100
		4	6	16	6	2	2	4	40
13	There is teachers' lack of knowledge and experience on curriculum implementation.	15%	30%	5%	10%	15%	10%	15%	100
		6	12	2	4	6	4	6	40

Table.4.9. of question number one shows that 10 % of secondary school department head respondents strongly agreed that their school environment is inconvenient for teaching learning process; 5 % agreed; 15 % partially agreed; 40 % undecided; 20 % disagreed; 5 % partially agreed and the rest, 5 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents' undecided that their school environment is inconvenient for teaching learning process.

Table.4.9. of question number two indicates that 15 % of secondary school department head respondents strongly agreed that there is individual performance evaluation problem in their school; 35 % agreed; 10 % partially agreed; 15 % undecided; 10 % disagreed; 10 % partially agreed and the rest, 5 %; strongly disagreed.

This means that the majority of secondary school department head respondents agreed that there is individual performance evaluation problem in their school.

As indicated on Table 4.9. of question number three, 5 % of secondary school department head respondents strongly agreed that they have the necessary skills for effective curriculum management; 35 % agreed; 15 % partially agreed; 20 % undecided; 5 % disagreed; 10 % partially agreed and the rest, 10 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents agreed that they have the necessary skills for effective curriculum management.

Table 4.9. of question number four shows that 5 % of secondary school department head respondents strongly agreed that their school teachers are not energetic and not eager to effectively play their roles in teaching learning processes; 10 % agreed; 55 % partially agreed; 10 % undecided; 5 % disagreed; 10 % partially agreed and the rest, 5 %; strongly disagreed.

This means that the majority of secondary school department head respondents partially agreed that their school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.

Table 4.9. of question number five shows that 10 % of secondary school department head respondents strongly agreed that they sit down with your teachers to explain the rationale behind

properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase; 5 % agreed; 40 %partially agreed; 10 % undecided; 20 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents partially that they sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.

The same table above of question number six indicates that 5 % of secondary school department head respondents strongly agreed that they have heavy work load to properly implement your school curriculum;10 % agreed; 45 %partially agreed; 15 % undecided; 10 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed.

This means that the majority of secondary school department head respondents partially agreed that they have heavy work load to properly implement your school curriculum.

As indicated on the table above of question number seven 5 % of secondary school department head respondents strongly agreed that there is Learners level of knowledge, discipline, and parental involvement;5 % agreed; 15 %partially agreed; 35 % undecided; 20 % disagreed; 10 % partially agreed and the rest, 10 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents undecided that there is Learners level of knowledge, discipline, and parental involvement.

The above table of question number eight shows that 10 % of secondary school department head respondents strongly agreed that in their view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented; 5 % agreed; 20 %partially agreed; 30 % undecided; 15 % disagreed; 15 % partially agreed and the rest, 5 %; strongly disagreed.

This means that the majority of secondary school department head respondents undecided that in their view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.

The same table of question number nine shows that 5 % of English teacher respondents strongly agreed that there is lack of cooperation among school principals, department heads, and teachers; 10 % agreed; 45%partially agreed; 15 % undecided; 10 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents partially agreed that there is lack of cooperation among school principals, department heads, and teachers.

Table.4.9. above of question number ten indicates that 15 % of secondary school department head respondents strongly agreed that There is lack of resources to properly implement school curriculum; 35 % agreed; 10%partially agreed; 10 % undecided; 5 % disagreed; 15 % partially agreed and the rest, 10%; strongly disagreed.

This means that the majority of secondary school department head respondents agreed that there is lack of resources to properly implement school curriculum.

As indicated on table above of question number eleven 30 % of secondary school department head respondents strongly agreed that there is students' families' lack of participation in school affairs; 15 % agreed; 5 %partially agreed; 15 % undecided; 10 % disagreed; 15 % partially agreed and the rest, 10 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents strongly agreed that there is students' families' lack of participation in school affairs.

The table again of question number 12 shows that 10 % of secondary school department head respondents strongly agreed that there is teachers' attitudinal problem for school curriculum implementation effectively;15 % agreed; 35 %partially agreed; 15 % undecided; 5 % disagreed; 5 % partially agreed and the rest, 10 %; strongly disagreed.

This means that the majority of secondary school department head respondents partially agreed that there is teachers' attitudinal problem for school curriculum implementation effectively.

The same table of question number 13 shows that 15 % of secondary school department head respondents strongly agreed that there is teachers' lack of knowledge and experience on

curriculum implementation; 30 % agreed; 5%partially agreed; 10 % undecided; 15 % disagreed; 10% partially agreed and the rest, 15 %; strongly disagreed.

This signifies that the majority of secondary school department head respondents agreed that there is teachers' lack of knowledge and experience on curriculum implementation.

4.3. Data Obtained from Teachers and Department Heads of Curriculum

4.3.1. The understanding of principals in curriculum implementation

- Principals have made teachers and department heads to prepare annual weekly and daily lesson plans to accomplish the missions, visions and goals of the school.
- Principals have played the roles in the strengthening of co-curricular activities.
- Special attention has been given to special need education students.
- Educational materials and teaching aids have been made ready even though, they are not enough.
- Civic and ethical education has been given on special attention.
- Preparations have been made to support female students.

4.3.2. The status of the Curriculum Implementation .

- The curriculum is not being implanted adequately due to lack of resources and low commitment of some teachers, student's misbehavior and principals lack of knowledge and skill to implement the curriculum.
- The co-curricular activities are being implemented to some extent.
- Induction programs and supervisions are being carried out to some extent.
- Continuous assessment is being carried out to know the progress of the curriculum.
- Action researches are being done to solve problems

4.3.3. Major challenges in the implementation of the curriculum

- There is lack of materials and resources to implement the curriculum.
- There are no incentives to encourage teachers.
- Principal's department heads' and teachers' less commitment was a challenge in the implementation of the curriculum.

- There is non-functioning of libraries
- There is a threatening situation of student's misbehavior.
- The school environment (infrastructure) is not conducive enough for the implementation of the curriculum.
- There is lack of facilities e.g.(toilets, clinics, dining rooms and sport fields).

4.3.4. Principals' Roles in the Implementation of the Curriculum

- Principals prepare programs like monthly yearly and incidental meetings.
- They conduct supervisions in different situations (class room, pedagogical supervisions etc.)
- Principals coordinate different teaching learning activities.
- Principals prepare different training programs to develop teachers capacity

4.3.5. Strategies for Overcoming Challenges

- Giving sufficient trainings to teachers department heads, principals and parent-teacher student association.
- Supplying enough materials for the implementation of the curriculum.
- Principals make teachers and resources to do action researches for the implementation of the curriculum.
- Principals make teachers to evaluate the curriculum and make some amendments
- Principals require all stakeholders to participate adequately.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

The objective of this study is to investigate instructional leadership: practice and challenges of curriculum implementation in case of secondary schools in Gulele sub-city in Addis Ababa. To achieve this objective the researcher purposefully selected 20 principals, 40 department heads, and 200 teachers from the five secondary schools from Gulale sub city. To obtain the desired data from these respondents the researcher used questionnaire, interview and focus group discussion. Descriptive survey research method was employed for this study. Hence, both quantitative and qualitative methods were used to conduct this study.

From the above general objective the researcher developed the following research questions to successfully complete this study:

1. What is your understanding of curriculum implementation?
2. What is the status of curriculum implementation in the schools?
3. Is there instructional leadership for curriculum implementation effectively practiced in the schools?
4. What are major challenges that hinder instructional leadership for curriculum implementation in the schools?

Therefore, the researcher found that there is clear understandings of curriculum implementation of by the principals in the five secondary schools under the study in the Gulele sub city. According to the basic question raised under the objectives of the study principals as a leadership in schools were expected to play a pivotal role to ensuring effective curriculum implementation. However, for the principal to manage the curriculum well, needs to be well versed in curriculum matters to offer support and guidance. Human resources shortage which results in members of SMT having to teach various classes inhibit them in effectively doing their job. On the other hand, principals and teachers cite the poor quality of training. As a result of poor training received by principals and teachers, standard of education is compromised. The instructional leadership for curriculum implementation in the schools is not effectively practiced and hence status of

curriculum implementation in the schools is not good as expected due to different challenges such as the existence of inconvenient environment for teaching learning process, lack of resources in schools also affects curriculum implementation, workload, individual performance evaluation problem in your school, lack of the necessary skills for effective curriculum management, teachers lack of being energetic and not eager to effectively play their roles in teaching learning processes, lack of principals to come together with the school teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase, heavy work load , government's lack of is doing enough in capacitating teachers when a new curriculum has to be implemented, lack of earners level of knowledge, discipline, and parental involvement, lack of cooperation among school principals, department heads, and teachers, teachers' attitudinal problem for school curriculum implementation effectively, and lack of resources to properly implement school curriculum.

5.2. CONCLUSION

In conclusion the objective of the study is to assess the instructional leadership: practice and challenges of curriculum implementation in case of five secondary schools in Gulele sub-city in Addis Ababa. To meet this objective the researcher the researcher involved the existing 20 principals in the five secondary schools, 40 department heads from eight subjects: English, Mathematics, Physics, and Chemistry, Biology, History, Civics, and Geography, 200 teachers from these subjects in the schools to obtain the desired data for the study using questionnaire, interview, and focus group discussion. Accordingly, the researcher used descriptive survey research meth which involves both quantitative and qualitative research method. Theoretically, SMTs know their role in managing the curriculum, and challenges that they experience in schools inhibit them in effectively executing them. Workload and lack of resources facing principals' and teachers in schools affect curriculum implementation. The challenges faced by principals toward effective curriculum implementation to be considered to determine the performance of the schools. The result of the study shows that there is improper implementation of instructional leadership in the schools due to different factors mentioned in the summary part of this paper. Due to this the current status of current curriculum implementation in the schools under the study is unsatisfactory. However, the schools have clear understating of curriculum and have good implementation.

5.3. RECCOMENDATIONS

A successful achievement of the proper implementation the current curriculum in the schools requires strong effort of school principals, department heads, all subject teachers and any other concerned bodies in teaching and learning processes. Therefore the school principals in particular and every stake holders in general should take their professional roles in the proper implementation of school curriculum by alleviating the existing challenges.

Generally the researcher forwarded the following recommendations for every concerned body as follows:

- The school principals under this study should play their professional role in making the school environment to the standard level to simplify the teaching learning process.
- The higher education personals should give due attention to overcome the lack of the necessary skills for effective curriculum management by giving enough trainings.
- Teachers should be energetic and be eager to effectively play their roles in teaching learning processes by properly implementing the school curriculum to the standard level.
- Principals should come together with the school teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase, heavy work load
- Government should do enough in capacitating teachers when a new curriculum has to be implemented.
- Principals, department heads, teachers and other concerned bodies should play their roles to overcome the problem of learner's level of knowledge, and discipline.
- Parents should actively be involved in solving the school curriculum implementation problem.
- The school principals, department heads, and teachers should work together to improve the problem of their schools' curriculum implementation.
- School principals should receive an extensive training before a curriculum is at the implementation stage so that they can be able to offer proper guidance and support to teachers when the implementation phase comes.
- Educational bureaus should offer continuing support to principals and teachers so as to

ensure effective implementation of curriculum.

- A functional and well-resourced library, laboratory, computers with access to free internet should be available in each school so that teachers and learners should be able to access information..

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APPENDEXES

APPENDIX- A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOR STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Secondary Schools Principals in Gulele sub city in Addis Ababa

Dear Respondents,

My Name is am Alemayehu Hordofa and I am MA student at Addis Ababa University. I am conducting studying on Instructional Leadership: Practice and Challenges of Curriculum Implementation in Case of Secondary Schools in Gulele Sub-City in Addis Ababa. The result of the study is believed to alleviate the problem under the study. Hence, your response to the questionnaire plays central role for the successful completion of the study, so please, you are kindly requested to give your genuine response to each questions by reading carefully. This study is purely for academic purpose. Your data also remain confidential. So feel free to give your response to the questions.

Thank you for your cooperation!

PART ONE: PERSONAL INFORMATION

Direction: Answer the questions by encircling the letter of your choice for choice questions and write in the provided blank spaces using appropriate expressions for fill in the blank space questions.

- Sex:

Male ☐

Female ☐

- You age in year

Less than 25 ☐

41- 49 ☐

26- 40 ☐

50 and above ☐

- Academic qualification Certificate

Diploma ☐

BA/Bsc ☐

MA/MSc ☐

If any out of the choice _____

- How many work experience do you have? _____

Part Two: principals understanding of curriculum implementation.

Direction I: Please rate your level of agreement with the following statements: Tick (✓) under the corresponding of your choice.

- SA: Strongly Agree
- A: Agree
- N: Neutral
- DA: Disagree
- SDA: Strongly Disagree
- PDA: Partially Disagree
- PA: Partially Agree

Part Three: principals view on the status of Instructional Leadership for curriculum implementation .

1	Your school instructional leadership is so effective that the national exam results of grade 10 and 12 students of your school in the last five years is nice in average.	SA	A	PA	N	DA	PDA	SDA
2	Since every concerned body effectively play their roles your school planned instructional leadership is effective.							
3	You understand that you cannot reach instructional goals alone							
4	Your school current curriculum implementation is effective due to individual and shared efforts of your school leadership.							
5	Your school curriculum implementation is currently well as your instructional leaders collaboratively and openly discuss with staffs and all stakeholders.							
6	Your school instructional leadership is so effective and creates opportunities for teachers to work together that the national exam results of grade 10 and 12 students of your school in the last five years is promising.							

Part Four: Principal view on the roles of curriculum implementation

		SA	A	PA	N	DA	PDA	SDA
1	There are challenges you encountered with in the process curriculum implementation in your school leadership.							
2	You are optimally playing your roles in your school leadership for effective implementation of your school curriculum.							
2	There is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.							
3	Your school management team is capacitating teachers in the process of curriculum implementation.							
4	The training given for school principals and other stakeholders is inadequate.							
5	Your school Management Team provides the school teachers with enough resources in order to execute their work effectively.							
6	There is lack of the school leadership commitment							
7	Your school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and							
8	There is lack of appropriately allocating resources							
9	You have a curriculum management plan in place.							
10	In your school year plan, you have time set aside for teacher professional development.							
11	You encourage teachers to participate fully in sharing ideas.							
12	Your school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.							
13	Your school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.							

Part Five: Principal view on the challenges faced by principals in curriculum implementation .

No	Items	SA	A	PA	N	DA	PDA	SDA
1	Your school environment is inconvenient for teaching learning process.							
2	There is individual performance evaluation problem in your school.							
3	You have the necessary skills for effective curriculum management.							
4	Your school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.							
5	You sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.							
6	You have heavy work load to properly implement your school curriculum.							
7	There is Learners level of knowledge, discipline, and parental involvement.							
8	In your view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.							
9	There is lack of cooperation among school principals, department heads, and teachers.							
10	There is lack of resources to properly implement school curriculum.							
11	There is students' families' lack of participation in school affairs.							
12	There is teachers' attitudinal problem for school curriculum implementation effectively.							
13	There is teachers' lack of knowledge and experience on curriculum implementation.							

Direction II: Write your genuine response to the questions below:

2. What is your understanding of curriculum implementation?

3. What is the status of curriculum implementation in your school at this time?

4. Is your school instructional leadership effectively being implemented and practiced? How?

5. What are the major challenges that hinder your school instructional leadership for curriculum- implementation in the school?

6. What role do you play in curriculum implementation planning process?

7. What do you think are strategies for overcoming challenges that affect your school curriculum implementation?

8. What recommendation would you want to forward regarding your school curriculum implementation and practice?

APPENDIX- B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOR STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Department Heads

Dear Participants,

My Name is Alemayehu Hordofa and I am MA student at Addis Ababa University. I am conducting studying on Instructional Leadership: Practice and Challenges of Curriculum Implementation in Case of Secondary Schools in Gulele Sub-City in Addis Ababa. The result of the study is believed to alleviate the problem under the study. Hence, your response to the questionnaire plays central role for the successful completion of the study, so please, you are kindly requested to give your genuine response to each questions by listening carefully. This study is purely for academic purpose. Thus, your data remain confidential. So feel free to give your response to the questions.

Thank you for your cooperation

PART ONE : PERSONAL INFORMATION

Direction: Answer the questions by encircling the letter of your choice for choice questions and write in the provided blank spaces using appropriate expressions for fill in the blank space questions.

- Sex:

Male ☐

Female ☐

- You age in year

Less than 25 ☐

41- 49 ☐

26- 40 ☐

50 and above ☐

- Academic qualification Certificate

Diploma ☐

BA/Bsc ☐

MA/MSc ☐

If any out of the choice _____

- How many work experience do you have?

Part Two: The Status of Current Planned of Curriculum Implementation in the Schools

Direction I: Please rate your level of agreement with the following statements: Tick (✓) under the corresponding of your choice.

SA: Strongly Agree

N: Neutral

DA: Disagree

SDA: Strongly Disagree

PDA: Partially Disagree

PA: Partially Agree

No	Items	SA	A	PA	N	DA	PDA	SDA
1	As a principal, your understanding of curriculum implementation							
2	The school curriculum is currently effectively practiced and well implemented in your school.							
3	The instructional leadership for curriculum implementation is effectively practiced in your schools.							
5	The text book and student ratio in your school exactly							
6	Your school's infrastructure is moderate enough for effectively operating healthy teaching learning process in your school.							
7	Most of your school grade 10 and 12 students scored pass mark on their national examination in the last five years							
8	There is recourse to different methods and techniques to reach the different objectives of the teaching process.							

Part Three: Principal view on the status of instructional leadership for Curriculum Implementation .

1	Your school instructional leadership is so effective that the national exam results of grade 10 and 12 students of your school in the last five years is nice in average.	SA	A	PA	N	DA	PDA	SDA
2	Since every concerned body effectively play their roles your school planned instructional leadership is effective.							
3	You understand that you cannot reach instructional goals alone							
4	Your school current curriculum implementation is effective due to individual and shared efforts of your school leadership.							
5	Your school curriculum implementation is currently well as your instructional leaders collaboratively and openly discuss with staffs and all stakeholders.							
6	Your school instructional leadership is so effective and creates opportunities for teachers to work together that the national exam results of grade 10 and 12 students of your school in the last five years is promising.							

Part Four: Principal view on the roles of Curriculum Implementation i

1	There are challenges you encountered with in the process curriculum implementation in your school leadership.	SA	A	PA	N	DA	PDA	SDA
2	You are optimally playing your roles in your school leadership for effective implementation of your school curriculum.							
2	There is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.							
3	Your school management team is capacitating teachers in the process of curriculum implementation.							
4	The training given for school principals and other stakeholders is inadequate.							
5	Your school Management Team provides the school teachers with enough resources in order to execute their work effectively.							
6	There is lack of the school leadership commitment							
7	Your school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.							
8	There is lack of appropriately allocating resources							
9	You have a curriculum management plan in place.							
10	In your school year plan, you have time set aside for teacher professional development.							
11	You encourage teachers to participate fully in sharing ideas.							
12	Your school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.							
13	Your school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.							

Part Five: Principals view on the challenges on Curriculum Implementation.

No	Items	SA	A	PA	N	DA	PDA	SDA
1	Your school environment is inconvenient for teaching learning process.							
2	There is individual performance evaluation problem in your school.							
3	You have the necessary skills for effective curriculum management.							
4	Your school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.							
5	You sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.							
6	You have heavy work load to properly implement your school curriculum.							
7	There is Learners level of knowledge, discipline, and parental involvement.							
8	In your view, the government is doing enough in capacitating teachers when a new curriculum has to be implemented.							
9	There is lack of cooperation among school principals, department heads, and teachers.							
10	There is lack of resources to properly implement school curriculum.							
11	There is students' families' lack of participation in school affairs.							
12	There is teachers' attitudinal problem for school curriculum implementation effectively.							
13	There is teachers' lack of knowledge and experience on curriculum implementation.							

Direction II: Write your genuine response to the questions below:

1. What is your understanding of curriculum implementation ?

2. What is the status of curriculum implementation in your school at this time?

3. Is your school instructional leadership effectively being implemented and practiced? How?

4. What are the major challenges that hinder your school instructional leadership for curriculum- implementation in the school?

5. What role do you play in curriculum implementation planning process?

6. What do you think are strategies for overcoming challenges that affect your school curriculum implementation?

7. What recommendation would you want to forward regarding your school curriculum implementation and practice?

APPENDIX C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOR STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Sampled School Teachers

Dear Participants,

My Name is am Alemayehu Hordofa and I am MA student at Addis Ababa University. I am conducting studying on Instructional Leadership: Practice and Challenges of Curriculum Implementation in Case of Secondary Schools in Gulele Sub-City in Addis Ababa. The result of the study is believed to alleviate the problem under the study. Hence, your response to the questionnaire plays central role for the successful completion of the study, so please, you are kindly requested to give your genuine response to each questions by listening carefully. This study is purely for academic purpose. Thus, your data remain confidential. So feel free to give your response to the questions.

Thank you for your cooperation!

PART ONE: PERSONAL INFORMATION

Direction: Answer the questions by encircling the letter of your choice for choice questions and write in the provided blank spaces using appropriate expressions for fill in the blank space questions.

- Sex:

Male ☐

Female ☐

- You age in year

Less than 25 ☐

41- 49 ☐

26- 40 ☐

50 and above ☐

- Academic qualification Certificate

Diploma ☐

BA/Bsc ☐

MA/MSc ☐

If any out of the choice _____

How many work experience do you have? _____

Part Two: As a principals your understating on curriculum implementation .

Direction I: Please rate your level of agreement with the following statements: Tick (✓) under the corresponding of your choice.

SA: Strongly Agree

A: Agree

N: Neutral

DA: Disagree

SDA: Strongly Disagree

PDA: Partially Disagree

PA: Partially Agree

No	Items	SA	A	PA	N	DA	PDA	SDA
1	As a principal your understanding of curriculum implementation.							
2	The school curriculum is currently effectively practiced and well implemented in your school.							
3	The instructional leadership for curriculum implementation is effectively practiced in your schools.							
5	The text book and student ratio in your school exactly match.							
6	Your school's infrastructure is moderate enough for effectively operating healthy teaching learning process in your school.							
7	Most of your school grade 10 and 12 students scored pass mark on their national examination in the last five years							
8	There is recourse to different methods and techniques to reach the different objectives of the teaching process.							

Part Three: The Status of Instructional Leadership for Curriculum Implementation in the School

1	Your school instructional leadership is so effective that the national exam results of grade 10 and 12 students of your school in the last five years is nice in average.	SA	A	PA	N	DA	PDA	SDA
2	Since every concerned body effectively play their roles your school planned instructional leadership is effective.							
3	You understand that you cannot reach instructional goals alone							
4	Your school current curriculum implementation is effective due to individual and shared efforts of your school leadership.							
5	Your school curriculum implementation is currently well as your instructional leaders collaboratively and openly discuss with staffs and all stakeholders.							
6	Your school instructional leadership is so effective and creates opportunities for teachers to work together that the national exam results of grade 10 and 12 students of your school in the last five years is promising.							

Part Four: Principals view on the roles of curriculum implementation

1	There are challenges you encountered with in the process curriculum implementation in your school leadership.	SA	A	PA	N	DA	PDA	SDA
2	You are optimally playing your roles in your school leadership for effective implementation of your school curriculum.							
2	There is lack of the necessary infrastructure in the school for instructional leadership practice to effectively implement school curriculum.							
3	Your school management team is capacitating teachers in the process of curriculum implementation.							
4	The training given for school principals and other stakeholders is inadequate.							
5	Your school Management Team provides the school teachers with enough resources in order to execute their work effectively.							
6	There is lack of the school leadership commitment							
7	Your school Management Team frequently hold departmental and school management team meeting to discuss issues that affect department heads, teachers and other concerned bodies the teaching and learning.							
8	There is lack of appropriately allocating resources							
9	You have a curriculum management plan in place.							
10	In your school year plan, you have time set aside for teacher professional development.							
11	You encourage teachers to participate fully in sharing ideas.							
12	Your school management team identifies strengths and weaknesses of your school teachers so as to be able to offer them appropriate support.							
13	Your school Education Department is doing enough in capacitating teachers and department heads to manage the curriculum effectively.							

Part Five: Principals view on the challenges faced by principals on curriculum implementation.

No	Items	SA	A	PA	N	DA	PDA	SDA
1	Your school environment is inconvenient for teaching learning process.							
2	There is individual performance evaluation problem in your school.							
3	You have the necessary skills for effective curriculum management.							
4	Your school teachers are not energetic and not eager to effectively play their roles in teaching learning processes.							
5	You sit down with your teachers to explain the rationale behind properly implementing school curriculum to eliminate fears and misconceptions that they might have before the implementation phase.							
6	You have heavy work load to properly implement your school curriculum.							
7	There is Learners level of knowledge, discipline, and parental involvement.							
8	In your view, the government is doing enough in capacitating teachers when a new curriculum has to be							
9	There is lack of cooperation among school principals, department heads, and teachers.							
10	There is lack of resources to properly implement school curriculum.							
11	There is students' families' lack of participation in school affairs.							
12	There is teachers' attitudinal problem for school curriculum implementation effectively.							
13	There is teachers' lack of knowledge and experience on curriculum implementation.							

Direction II: Write your genuine response to the questions below:

1. What is your understanding of curriculum implementation?

2. What is the status of curriculum implementation in your school at this time?

3. Is your school instructional leadership effectively being implemented and practiced?
How?

4. What are the major challenges that hinder your school instructional leadership for
curriculum- implementation in the school?

5. What role do you play in curriculum implementation planning process?

6. What do you think are strategies for overcoming challenges that affect your school
curriculum implementation?

7. What recommendation would you want to forward regarding your school curriculum
implementation and practice?
