

**Addis Ababa University**

**College of Education**

**Department of Educational Planning and Management**

**AN ASSESSMENT OF THE ROLE AND PRACTICES OF  
SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS  
IN SECONDARY SCHOOLS OF SOUTH WEST SHOA  
ZONE.**

**BY Bogale Tolera**

**June, 2014**

**Addis Ababa**

**An Assessment of the Role and Practices of School  
Principals as Instructional Leaders in Secondary Schools of  
South West Shoa Zone**

**A Thesis Submitted to the Department of Educational Planning and  
Management in Partial Fulfillment for the Requirements of the  
Degree of Master of Arts in Educational Leadership and  
Management**

**BY: BogaleTolera**

**June, 2014**

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**By**

**Bogale Tolera**

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## **Declaration**

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other universities and that all sources of materials used for the thesis has been duly acknowledged.

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## Abbreviations

BLS-	Bureau of Labor Statistics
CPD-	Continuous Professional Development
CSA-	Central Statistical Agency
EdPM-	Educational Planning and Management
ELM-	Educational Leadership and Management
MOE-	Ministry of Education
NAESP-	National Association of Elementary School Principals
NSDC-	National Staff Development Council
NSDP-	National Staff Development Program
SNNPR-	South Nations, Nationalities, and People's Region
SPSS-	Statistical Package for Social Science
SRSM-	Simple Random Sampling Method

## **ABSTRACT**

*The purpose of this study was to assess practice and role of school principals as instructional leader in government secondary schools in South West Shoa Zone of Oromiya region. The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly, a questionnaire was prepared to be filled by teachers for the quantitative part. For the qualitative, individual interviews and FGD were administered. Regarding the questionnaires, distributed to sample size of 103 teachers. Data obtained through questionnaires were analyzed using statistical tools such as frequency, percentage, mean, standard deviation. The findings of the study revealed that principals show low practiced in their instructional leadership role due to loaded work, lack of training in Educational leadership and management, lack of commitment and lack of support from concerning body. Finally, based on the findings and conclusions, recommendations were made on capacity building and empowering of principals to do their work effectively on instructional leadership, in turn, encouraging participatory approach of leadership. Furthermore, South West Shoa zone/ woreda education office is responsible to give directives and guidelines in the cases that whenever shortcomings and gaps are observed and the schools should organized public relations to create school-community links.*

# **Chapter One**

## **Introduction**

This chapter deals with the background, the statement of the problem, objective of the study, significance, scope, limitation, organization of the study and operational definition.

### **1.1 Background of the study**

Instructional leadership is one type of leadership which centrally focused on the teaching learning process in the school. The tasks of organizing, coordinating, monitoring, and supporting teachers in their efforts to provide high-quality learning opportunities for students are essential to building a strong instructional program that reaches every classroom. Historically, however, instructional leadership has taken a back seat to managerial and political activities. Larry Cuban, in his book “The Managerial Imperative and the Practice of Leadership in Schools” argues that education leaders are caught in a crucible of managerial, political, and instructional demands and that instructional attention invariably loses out (Cuban, 1988). In the chaotic environments of schools, with the array of demands on leaders, principals and other leaders are generally viewed as unprepared to lead instructional improvement efforts.

More recently, the standards and accountability movements have encouraged unprecedented attention on instructional improvement in schools as the central means to enhance teaching and improve student learning outcomes (Elmore, 2000). The resulting demand for more and better instructional leadership has produced a dizzying array of encouragements for principals and other school leaders. So that, using instructional leadership is important for: expanding the role of instructional leadership at the school to improve the teaching learning process; priorities should be shifting toward instructional issues that will impact classroom instruction and student achievement; to maximize the likelihood of the program’s success. According to Lashway(2002) instructional leadership is important for the leaders to know their responsibility. The importance of instructional leadership is also mentioned in Resolution 1 of Department of Education in South Africa (as cited in Sekhu: 2002) which

states that the principal is responsible for ensuring effective curriculum delivery and management which should lead towards improved learner achievement. This view is supported by DuFour (1999) who further points out that schools need principals who focus on teaching and learning and regard it as the first priority; hence the need for instructional leadership.

In schools, leadership is a concept both multidimensional and all-round where “the values, goals, beliefs, and decision-making-skills of the principal give purpose and meaning to the policies and procedures which he/she is duty bounded to implement” (Goddard,2003:13). Schools prepare students for the future; teach them the skills they need to be successful in life; and motivate them to read, write and think creatively. Moreover, schools are concerned with the development of students who are not only employable, but also autonomous and responsible individuals who are effective members of the society (Harris, 2003:12). To achieve this, there must be a commitment among the various stakeholders. In supporting of this, Aggrawal (as cited in Million, 2001) explained that in maintaining the above objectives (i.e. for the developments of citizens as well as students), the school requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management.

Instructional leaders who manage schools are called principals .The principal is the individual best positioned within the school to evaluate the curriculum and evaluation process. A principal is an individual who directs and monitors the academic and non-academic activities within a school environment. The principal is the individual who plans and implements the daily routines within an educational setting.This requires that the principal become deeply engaged in the schools instructional program (Hallinger, 2005).

School principals have various roles. They are responsible for the overall operation of their schools. They set school goals, conducting classroom observations, assessing learning materials, evaluate teachers, and communicating with other school communities. In supporting this idea, the BLS (2010) noted that the major roles of school principals are:

*They set academic tone and work actively with teachers to develop and maintain high curriculum standards, formulate mission statement*

*and establish performance goals and objectives. They hire and evaluate teachers, visit classrooms, observe teaching methods, review and check instructional objectives and examining learning materials. They meet and Communicate with other educational administrators, students, teachers, parent and representative of community organizations.(p.1)*

The principal's role in the school is a complex one, a role that has many duties and responsibilities. Among the many roles of school principals, being an instructional leader is the one which helps the teachers improve their teaching. Improved teaching will result in higher quality of education. The principal, as instructional leader, is a key in creating a school environment in which instructional leadership can thrive (Poirier, 2009).

Today's principals must be instructional leaders if they need a style of leadership that promote, celebrate and enhance the importance of teaching and learning that contributes directly to school instructional improvement (Hopkins, 2003:69) . They are serious about raising the level of student achievement and learning in their schools. They must be excellent teachers, who can communicate teaching excellence to others. They must be excellent organizers, who can assist a team of instructors in organizing for instruction so that, they are problem solvers, and good thinkers. In instructional leadership, the principal is viewed as the primary source of educational expert (Hopkins, 2003:63). In addition different roles of school principals as an instructional leader are outlined by Brewer (2001); the focusing on instruction, building a community of learners, sharing decision making, sustaining the basics leveraging time, supporting ongoing professional development for all staff members, redirecting resources to support a multifaceted school plan, and creating and maintaining a climate of collaboration, and continuous improvement. Similarly, (the National Staff Development Council [NSDC], 2002) noted that principals, as instructional leader, focus on helping teachers improve their classroom performance and make academic instruction their schools top priority.

The government of Ethiopia recognizing the role of education in developing the country economy, has placed great emphasis on professional development for school principals, vice principals, department heads, and teachers as well as educational officers in charge of education at different levels to keep the quality of education. In its educational sector

development program four (2010), ministry of education stated that educational leadership are professional and those who assume the role should equipped with the necessary knowledge and skill to exhibit proper professional ethics that are necessities at school level. In addition to this, the Ethiopia Educational and Training Policy, (MOE, 1994: p: 29-30) states that educational management should be democratic, professionally coordinated, efficient and effective.

Currently, the governments of Ethiopia made the education sector its agenda to insure quality education for all citizens, which was lunched as a major nationwide reform program to improve the quality of general education. As a result in general education quality improvement packages leadership and management of school are some of the major components to improve the quality of education for the school success. To support this idea, MS Sekhu( 2011:39) suggested that; Instructional leadership is the key ingredient towards improvement of learner achievement in order to maximize the quality of education. These are some of the reasons that the researcher to motivate to study this problems.

Even though principals are crucial for school success, due to different problems they cannot be carried out their instructional leadership roles effectively. Research results concluded that principals' problems were mainly concentrated in the following areas: problems with staff, principals with principles and their relationship with the top authorities, problems with parents, and problems related to the personal characteristics of the principals' themselves (Harris, 2003:11-14). With this idea, this study was attempted to assess the current roles and practice of instructional leaders of secondary schools in the case of South West Shoa Zone.

## **1.2 Statement of the Problem**

School leadership has play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).

Principals play an indispensable role in the effectiveness of school right from the setting of the goals to accomplishment of the goals. A principal has a very important role to fulfill in their daily job duties and responsibilities. They are the guiding force which makes schools effective. Meador(2011) in his study of “the role of school principals”, also noted that the major roles of school principals are the following; teacher evaluator, develop, implement, and evaluate programs, review policies and procedure schedules, setting goals, hiring new teachers, parent & community relations, delegating, and focus on student discipline.

Moreover, the school principal, as instructional leader is expected to play many roles. For instance, Philip (2001) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plan, and evaluating teachers.

While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. For example, among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership.Stronge (as cited in Poirier 2009).Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training, lack of time, increased paperwork, and the community’s perception of the principal’s role as that of a manager. With regard to this, Stronge as cited in Poirier (2009) found that typical principals spend 62% of their time performing managerial activities, and spend only 11% of their time to work related to instructional activities. Similarly, George (2001) noted that, due to lack of time and paper work principals devoted very little of their time to instructional leadership. The Milken Family Foundation and National Association of Secondary School Principal (as cited in Poirier, 2009), which suggested that a typical week from a principal consisted of:

*.....sixty-two hours per week on administrative duties such as parental issues, community related tasks, discipline, and facilities management. Although principals believed that instructional leadership is important, very little of their time gets devoted to instructional leadership, due to lack of time and paper work(p.9).*

The workload of school principals is becoming more and more unmanageable, and many principals (especially in secondary schools) lack the time for and an understanding of their leadership task (Caldwell, 2002; 2002; Budhal, 2000). Today, most school leaders seek a balance in their role as manager-administrator and instructional leader. Sergiovani(2001) also noted that one of the primary challenges confronted by school principals is the ever expanding number of duties that require a tremendous investment of time and effort

When coming to our Country context, MOE (2008) also explained that the appointments of secondary school leaders in Ethiopia is very much based on experience and only half of them have got professional development courses(i.e with educational management) which shows that the sector is lacking qualified leaders. Mulugeta et al. (2005) in their study also pointed out that the current situation in Ethiopia indicates that, schools in addition to shortage of teachers, lack quality leadership and management is also observed. Ethiopian schools are being run by subject specialists selected from among the teachers rather than by professionally trained and qualified education managers. In supporting this,Mulugeta et al (2005:1) suggested that, most educational managers, supervisors and school principals who are assigned at the position do not have any training in the area of educational management and leadership.

Similarly, according to the experiences of the student researcher of this study school principals in secondary schools of South West Shoa Zone are: not qualified in the area of leadership and management, devoted their time on administrative task rather than instructional leadership tasks due to lack of in depth training, lack of time, increased paper work, and also the community perception of principal's role as that of manager. So in order to maximize the instructional quality of the school; it is vital to assess the practice of school principal's role as instructional leader. However, the importance of instructional leadership role to be played by school principal is incontestable, due to the above factors it remains handicapped. For instance, as the review of Ethiopian Education Training Policy and its Implementation (2008, p.24-25) stated that school principals in Ethiopian secondary education are less than the average in the following areas:

*The ability to perform technical management; building school culture and attractiveness of school compound; ability to create participatory decision*

*making and school management for teachers and students; ability to create orderly school environment by clarifying duties and responsibilities; selection and recruitment skills and ability to communicate with different stakeholders.*

Likewise, Wudu (2003) in his study of "the contribution of school curriculum committee in facilitating and coordinating curriculum implementation and improvement in secondary schools of Amhara Region" which was conducted in DebreMarkos town also noted that secondary school principals do not create favorable condition in arranging for staff development.

Other studies of effective and excellent principals reveal that the major reason for principals' failure is an inability to deal with people. If the people perform well, the school performs well; if the people do not perform well, the school does not (Botha, 2004).

Thus, the above factors have a negative impact on principals themselves, the school and other communities. In supporting of this idea, Blasé (2004) states that a lack of effective instructional leadership by principals frequently resulted in a loss of teachers respect for the principal and sub performances by teachers, especially among effects of a school those who had become bored. Mulugeta et al (2005) also explained that due to the existence of unqualified principals; schools instructional process remains ineffective, curriculum implementation become poor, and collaborative working behavior do not exercise in the school

To this effect, to see whether the gap mentioned above is observed in South West Shoa Zone of secondary schools or not, this study will initially guide by the following basic questions:

1. What job descriptions do school principals' play as instructional leader?
2. To what extent do the roles they play relate to providing instructional leadership?
3. What are the major challenges and what mechanisms have they used to address the challenges?

### **1.3 Objectives of the study**

#### **1.3.1 General Objective**

The general objective of the study is to assess the role and practices of school principals as an instructional leader in public secondary schools (Grade 9-10) of South West Shoa Zone.

### **1.3.2 Specific Objective**

- To identify the major challenges that school principals encounter in playing their role as an instructional leaders
- To assess the practices of the role and responsibility of school principals as an instructional leader
- To assess to what extent the South West Shoa Zone secondary school principals play their roles and responsibilities as an instructional leaders.

### **1.4 Significances of the study**

The researcher hopes that this study will have the following contributions:

- The study result is expected as a feedback for South West Shoa Zone school teachers, students, and PTA members, woreda Education Offices, Teacher Education Institutions, South west zone education office, Oromia Regional State Education Bureau, and MOE of Ethiopia about the role played by secondary school principals as an instructional leader in South west shoa zone.
- It may help the secondary school principals of South West ShoaZone to know their weaknesses and strengths, to be clearly aware of their instructional leadership roles, it helps to know where they stand and what they need to do towards developing their staff professionally, form an understanding among themselves about the gap that may exist between the theoretical framework and the practice. Moreover, the results of this study will be useful to new and prospective principals as an impetus for them to act with more robust as instructional leaders as well as to examine their strengths and weaknesses when implementing the instructional leadership role.
- It provide valuable insights for principals and other school leaders in developing and sustaining excellent school.
- It may also add some input for other school principals who are working in different levels to know the role of school principals as an instructional leader in the context of different nations or countries.
- This study may also helpful in providing policy makers with certain suggestions to improve the government education sector.

- The study could also be used as a spring board for further research works in the area.

### **1.5 Delimitation of the Study**

There are fifteen (15) public secondary schools in South West Shoa Zone. To make the study more manageable and feasible, it was delimited to the six public secondary schools of South west shoa zone. This is done because of two main reasons: First, the researcher believed that it is convenient to manage it and tackle the problem with some pattern of uniformity regarding the role played by principals as an instructional leader since all are working in secondary schools. Second, the researcher had been observing the schools mentioned above for doing different assignments and research works in the area and has better experience with teachers and school leaders as well as the environment where these schools are located in the Zone, the secondary high school should contain both grade 9-10 and preparatory school (grade 11-12). Since both school level should have their own structure and principals. So in order to manage this study, an attempt was made on the principals, who manages specifically grade 9-10 only.

The role of principals is multi-dimensional. Therefore, to make the research more feasible and manageable, an attempt made on the instructional leadership role of principals specifically in the area of encouraging others, delegation, creating conducive environment for the teaching learning process, promoting teachers professional growth, monitoring students' progress and group development abilities. The role of principals in the area of curriculum was also assessed. Besides, the personal qualities, skills, weaknesses, strengths and challenges of principals as an instructional leader were examined.

### **1.6 Limitation of the Study**

During the data collection from the participants through interview and focus group discussion, the participants were not willing to be recorded their responses, this may affect the quality of the study to some extent.

### **1.7 Definitions of key terms**

**Public School:** -In this study "public schools" will refer to schools which are government owned or schools under the jurisdiction of the Ministry of Education of Ethiopia, which enroll learners from grade 9-10.

**School principal:** - In this study context it can be defined as a person who manage the school including the Assistant or vice principals.

**Secondary school:**-Structure of education system includes general secondary education (9-10).

**Woreda:** - A middle administration level between zone and kebele.

**Zone:** - A middle administrative level between region and Woreda

## **1.8 Organization of the Study**

This study was following a five chapter format and it included an introductory chapter and four additional chapters. The introductory section included the back ground, statement of the problems, basic research questions, objectives, significance of the study, delimitation , and justification of work and budget plan of the study.

A review of the literature pertinent to the subject of this study forms chapter two. The review of literature in this chapter was giving a theoretical base for the research to be conducted. Extant literature related to the roles and practice of principals (principals as well as assistant principals) will be also reviewed. The third chapter would be devoted to a discussion of the research methodology and specific procedures that would be used in the collection and treatment of data. This chapter was describing in detail the methods used to collect and analyze the data to answer the indicated research questions. Tables and graphs also included in this chapter to assist with understanding the scope of data collection. Chapter four were summarize findings from the survey and document study. Presentation and analysis of data take place in this chapter. Findings of the study were also present and discussed in chapter five. Finally, in chapter five, the data were analyzed and the findings reported. A summary, implications for practice and recommendations should be also discussed in this chapter.

## **Chapter Two**

### **The Review of Related Literature**

This chapter provides a review of literature to instructional leadership, the role of school principals as a leader in general and as an instructional leader in particular. The review comprises four major sections. In the first section, understandings of the issues related to the leadership and instructional leadership in order to avoid the confusion between these two terms. In the second section, it reviews that, the overview and the roles of school principals as a general. In the third section, the concept of instructional leadership, the historical overview, and other related issues are presented. In the fourth section, the role of school principals in the case of Sub Saharan Africa and Ethiopian school is also treated.

#### **2.1 Concepts of Leadership**

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. Leadership is the start of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals and as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. According to Hersey, Blanchhard and Jonson (cited in Wossenu, 2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down (Wossenu, 2006). In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted

confusion in its meaning. However, a working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006:3) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives and Leadership is frequently seen as an aspect of management, with real leaders 'often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others.

Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders. And it is also the ability to entrust the followers towards a definite goal.

Although different stakeholders are existing in a school, a principal is a prominent figure who has the power to influence others. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in instructional leadership. In addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness.

## **2.2 Concept and definition of instructional leadership**

The term "Instructional leadership" has been vague for decades as the desired model for educational leaders, especially for principals (Leithwood et al., 2004:6). Yet the term is often more a slogan than a well-defined set of leadership practices. It certainly conveys the importance of keeping teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process.

According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school

effectiveness. During this period the concept has continued to evolve, although its definition remains somewhat confusing and the key responsibility of the principal was instructional leadership and curriculum improvement.

The concept that emerged in the early 1980s had changed the way how a school principal managed his or her school. In the 1980s, instruction leadership focused on the abilities of the principal to manage the school's operation i.e. principal centered. However, due to globalization in the 1990s, the focus of instructional leadership had shifted to a decentralized approach where school-based management or distributed leadership, creative leadership or facilitative leadership became topical Lashway (2002).

Different authors defined the concept of instructional leadership in different ways. For instance, Hopkins (2001) pointed that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Research by Murphy (1995) indicated three instructional leadership processes undergird reform initiatives at the school level: (1) defining and sustaining educational purpose, (2) developing and nurturing educational community, and (3) fostering personal and organizational growth. Lashway(2002) viewed the instructional leadership role as one that promotes the school's goals and objectives with a view to enhancing student achievement.

This view of instructional leadership, the 'strong, directive leadership focused on curriculum and instruction from the principal' (Hallinger, 2003), was criticized because it tended to focus on the principal as the center of power and authority. In recent times the conceptualization of instructional leadership has spread beyond North America and broadened to include all activities that affect learning. Whilst educational leadership is perhaps a better term, as it provides a clear distinction from earlier conceptions of instructional leadership, the current views of instructional leadership are rich and comprehensive and, in many cases, can be seen as part of the educational leadership discussion.

Hallinger and Murphy (1998) states that instructional leadership comprises three broad categories: Defining the school's mission, managing the instructional program, and promoting the school climate conducive .It is also used to refer creating learning

opportunities for students and teachers Hopkins (20003:56). Blase and Blase's(1998) research of 800 principals in United States elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection.

Most writers acknowledge there is no single definition of instructional leadership or specific guidelines or direction as to what an instructional leader does (Flath, 1989). However, they create their own definitions and, as a result, meanings vary considerably from one practitioner to another and from one researcher to another. The following are but just a few:

For instance, Murphy(1988)classified the definition of instructional leadership in to narrow and broad. The narrow definition focuses on instructional leadership as a separate entity from administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning. The broader view entails all leadership activities that affect students' learning. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum. Keefe and Jenkins (2002) also define instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

Instructional leadership refers to a series of behaviors designed to affect classroom instruction. Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom (Leithwood in Sindhvad, 2009).

The National Association of Elementary School Principals (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community's support for school success.

According to King (2002) anything leaders do to improve teaching and learning by gathering evidence of student achievement that demonstrates improvement. Hopkins (2003) also declares that instructional leadership is about creating learning opportunities for both teachers and students. Blase and Blase, (2000) defines instructional leadership in specific behaviors such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching

More recently, DuFour (2002) the definition of instructional leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning. As emphasis shifts from teaching to learning, some have proposed the term “learning leader” over “instructional leader. Instructional leadership is about guiding and inspiring the educators in putting their school curriculum in to practice and improving it.

### **2.3. Approaches to instructional leadership**

Most researchers agree that the principal can be the key element in establishing an effective school. Adding his voice to this belief Jenkins (1991:85) says that effective schools have a focus on learning and teaching and the ability of a school leader to offer strong instructional leadership is a key factor in assuring academic effectiveness.

Rossouw (1990:35) sees the principal's leadership role as having three dimensions or approaches. These are: (a) Modeling; (b) Consensus building; and (c) Feedback

#### **2.3.1. Modeling**

In putting the three dimensions into perspective, Rossouw(1990:34) suggests that the principal's role should be that of modeling for an academic emphasis. To do this the principal should set the tone and focus of the school by observing classrooms, enforcing the discipline code in a "fair but firm" manner and setting goals for the school that are supported by administration, staff and students. Rossouw further points out that behavior of principals communicate what is really valued to both teachers and students. The teachers and students will tend to imitate the actions, attitudes and beliefs of those in authority such as the principal. Principals are highly visible, visiting classrooms frequently so that they know what

is going on. It is noted that principals in effective schools model an academic emphasis by visiting classrooms, talking with teachers about their teaching and setting goals that most teachers and students agree are important.

### **2.3.2. Consensus Building**

Rossouw (1990:36) argues that behaviors that the principal displays that enhance consensus will improve prospects for an effective school. He further states that, in building consensus for academic emphasis, the principal should encourage teachers to meet together to plan course content and sequencing of topics from grade to grade. Consensus for orderly environment can be accomplished if the principal has periodic sessions with the teachers concerning student behavior. Principals of schools are both educational and instructional leaders. In improving the instructional programs, principals must be able to work with educators in planning, evaluating, controlling and decision making.

### **2.3.3. Feed back**

Thirdly, Rossouw (1990:38) points out that by communicating feedback that builds expectations for success to the teachers, the principal improves the chances of high performance for his school. He further emphasizes that teachers and students must be rewarded for things done correctly, and for things done incorrectly they must experience some penalty. The researcher feels that corrective rather than punitive measures can improve educator performance.

In addition to the contribution of Rossouw to the approach in instructional leadership, another study by Gerten and Camine (1981:39) identified six administrative leadership functions that are considered essential to instructional improvement. These are: Implement programs of known effectiveness or active involvement in curricular improvement; Monitor student performance; Monitor teacher performance; Provide concrete technical assistance to teachers as part of their in service programs; Demonstrate visible commitment to programs for instructional improvement; Provide emotional support and incentive for teachers.

According to Yukl et al (cited in Rossow, 1990) instructional leadership has the following key situations:

**Educator development and supervision:** - The principal is expected to work with educators in a variety of ways in the gathering of information to guide efforts to enhance quality of learning, work with educators, in the design and delivery of school based programs for professional development of individuals and groups. Evaluation of educators to the extent required in the policies of the school system.

**Instructional management and support:** - This refers to the formation and implementation of policies (on matters such as discipline) to support the learning process, the aim being to create a climate for excellence.

**Resource management:** - Ensuring that resources are acquired and allocated in a manner consistent with goals, needs, policies, priorities and plans.

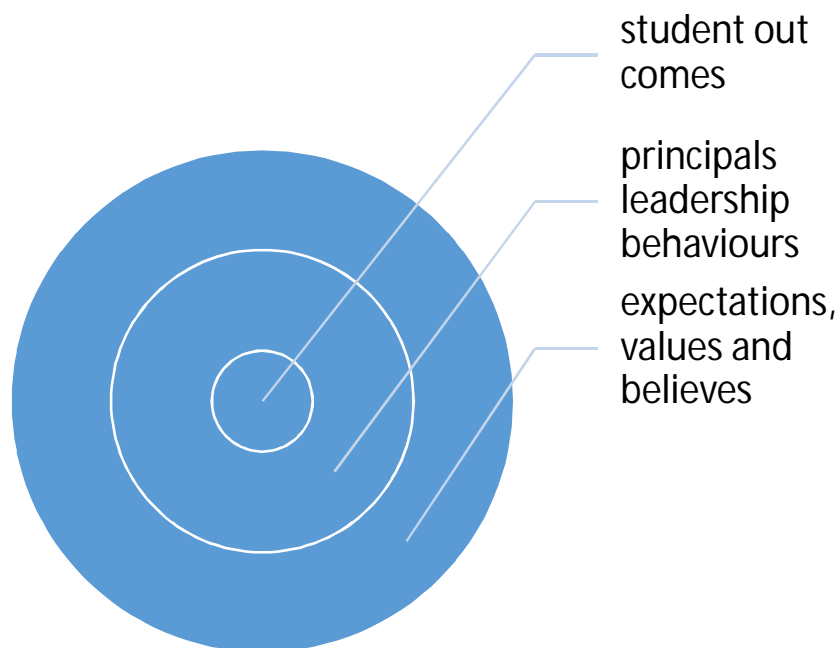
**Coordination:** - Planning across programs, both horizontally and *vertically*, to ensure the most efficient and *effective* use of resources, (staff, time, space, money, services, curriculum).

**Quality control:-** A continuous programs evaluation process to provide information on the extent to which goals, needs, policies, priorities and standards have been addressed and achieved including and the evaluation of educators but much broader in scope.

**Trouble-shooting:-** The anticipation and solution of problems which may impair the quality of learning and teaching.

The *above* explanation indicates another approach to instructional leadership which could be of benefit to principals if adopted. The approach by Yukl et al( cited in Rossow:1990) to instructional leadership seems to be embracing almost all the basic elements of the principal's role as an instructional leader. It would appear that there will be a culture of effective teaching and learning in schools where this approach is applied.

The diagram below illustrates the model of instructional leadership role of the principal as suggested by Ubben and Hughes (1987).

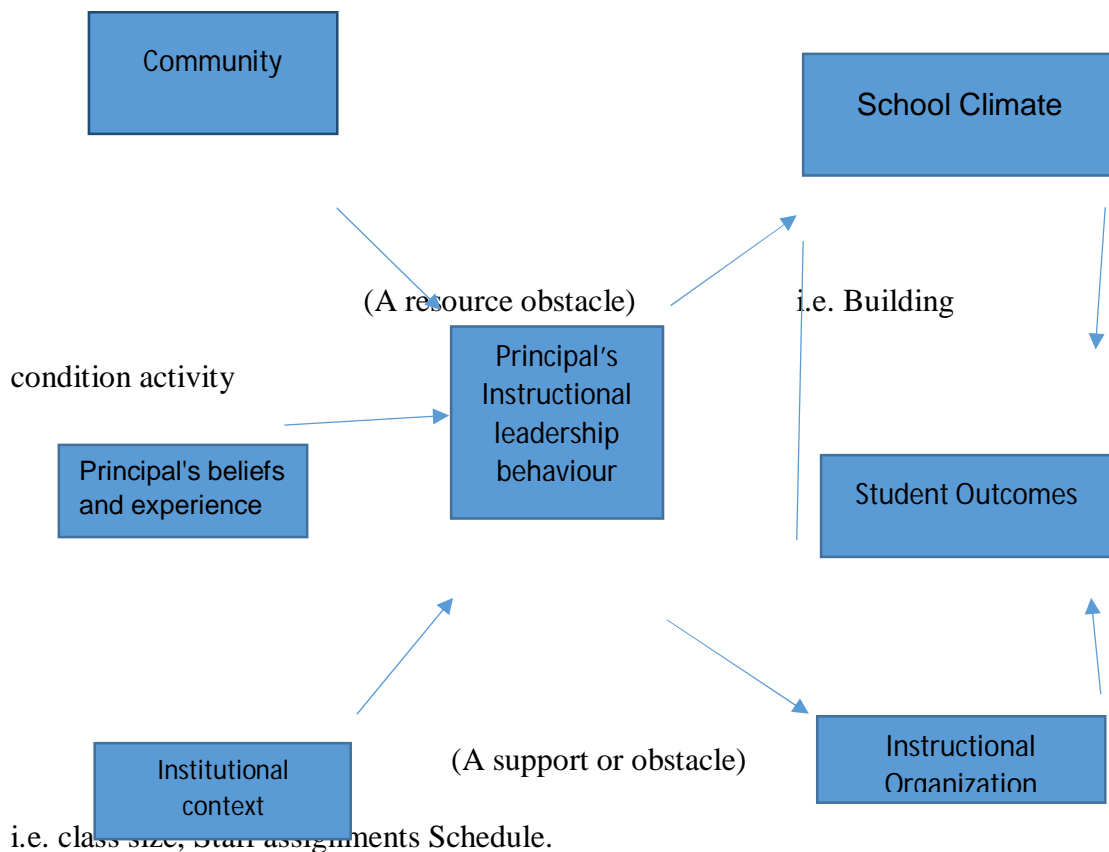


*Figure 1:- Instructional leadership model by Ubben and Hughes (1987)*

The outer circle consists of the external structures: expectations, values and beliefs that influence the principal's behaviors. The second circle shows the leadership behaviors and forces exhibited by the principal. The third ring identifies the internal structures created within the school by the final target being the student outcomes, the focal point of the school. These outcomes feedback to influence future expectations, values and beliefs of the institution community, and principal. This instructional leadership model puts the principal's leadership behaviors as having a key role in student achievement. Contextualizing the principal's role in leadership, Rossouw (1990:40-41) states that some researchers take an integrated approach to the view of principal as an instructional leader. He further says that true effects of instructional leadership can only be seen if a number of variables,

both instructional and community are interacting with it. Institution, like the community, provides both constraints and opportunities. In view of the above, the principal needs to have a clear understanding of the needs of the community his school is serving. To solicit the support of the community, the principal needs to bring them on board in formulating the vision and mission of the school. The curriculum that is provided by the school must be in line with the aspirations of the community.

The diagram below further explains the viewpoint stated above:



*Source: Dwyer D, The search for instructional leadership. Routines and subtleties in the principal's role, Educational leadership 41, No.5 (1984:36).*

The diagram above illustrates that principal's beliefs and experiences will influence his decisions and activities as an instructional leader. For example, a principal who values communication or democracy will display leadership behaviors different from those of an authoritarian principal. Also the principal with a background in counseling will listen to

constituents before making decisions and principals with a background in coaching might assume decision making responsibility.

The role of a principal as an instructional leader receives support from many researchers. MacKay and Morgan (1986:120) suggest that instructional leadership of a principal has to do with effective communication with, and the motivation, supervision, and development of staff, dealing with pupils, and the solving of problems and the resolving of conflicts among staff and pupils.

## **2.4. The role of School Principals as Instructional Leadership**

### **2.4.1. The Role of School principals' as instructional leadership in Global**

#### **Context**

According to Hallinger (2003), the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". Therefore, the principal's role as instructional leader is one of the many duties a principal has.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching.

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Leithwood et al., (2004) state that principals' working condition has both direct and indirect effects on teaching and students' achievement respectively. The literature suggests that principals of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; discuss work problems with teachers; are more supportive of teachers' efforts to improve (especially by distributing instructional materials or promoting in-service training activities); and are more active in setting up teacher evaluation procedures. This literature suggests that principals of effective schools show a higher quality of human relations. They recognize the needs of teachers and help them achieve their own performance goals. They also encourage and acknowledge teachers' good work. However, district involvement is dependent upon principal's power within the district. In addition, principals of effective schools are effective within the community. They understand community power structures and maintain appropriate relations with parents.

Hallinger (2003) summarized the roles of principals as instructional leaders into three categories based on the ten roles of leadership which Henry Mintzberg identified. Interpersonal roles included the figurehead role, leader role and liaison role. Information roles comprised the monitor role, disseminator role and spokesperson role. Lastly, decisional roles consisted being an entrepreneur, a disturbance handler, a resource allocator and a negotiator.

From the perspective as mentioned, leaders must equip themselves with skills, knowledge and specific efficiency to be effective leaders. Knowledge and skills are needed to build personal values, self-awareness, feelings and moral capabilities. When principals play the role as instructional leaders, they need to have the knowledge of learning theory and effective teaching.

In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of the role of a principle as

a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership.

The following section will present the dimension of instructional leadership taken as the role of school principals as instructional leader that developed by different authorities. Halinger & Heck, (1996), identified five essential domains of instructional leadership: develop the school's mission and vision, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction (supervising instruction), and monitoring student progress.

#### **2.4.1.1. Monitoring student progress**

Strong instructional leadership has a positive impact on student learning. Instructional leaders provide focus and direction to curriculum and teaching, establish conditions that support teachers and help children succeed, and inspire others to reach for ambitious goals. So that, effective principals use test results, grade reports, attendance records, data from students accepted in post-secondary education program, students receiving scholarship, honor roll, and other information to spot out potential programs (McEwan, 2003:23).

Effective principals create a partnership for teaching and learning a strategic approach to engaging students and community more powerfully as direct support for strong student performance March (in Fullan, 2000:142). Principals understand the need for family help. Supporting this idea, McEwan (cited in Wood 2006) has precisely pointed out that effective instructional leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses.

#### **2.4.1.2 Managing Curriculum and instruction**

The school principals need to be knowledgeable about and provide guidance in curriculum and instruction. McEwan (2003:23) have noted that principals' focus is to be knowledgeable about professional educational issues, rather than the management of the day-to-day functioning of the school. They also further stated that the school principal has to have the

knowledge of curriculum design, implementation, evaluation and refinement. Principal must be knowledgeable about each of the content areas included in a school's course of study, its scope sequence and expected outcome. Among the roles played by the school principal to manage curriculum and instruction is the allocation of resources to the instructional activities. Those who work in schools as teachers and associate staff, school premises, furniture, books and equipment all provide some of the means by which we transform our hopes and aspirations for children's education into daily learning opportunities and experiences and, beyond that, into the longer-term outcomes of schooling (Thomas and Martin, 2003). As indicated earlier, the prime and crucial activity of a principal should be instruction or teaching and learning. Hence, school principals are expected to exercise their responsibilities for resource management by giving due attention to the instructional aspect. Lack of resources may hamper teachers not to use different instructional strategies in their strive to bring about quality education. If this is the case, principals also face challenges and may not achieve their objectives for instructional activities.

By focusing on core work of teaching, school leaders regularly monitor and observe teaching classroom activities to improve achievement. It is the responsibility of school leadership to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient (MOE, 2006).

#### **2.4.1.3 Promoting professional skill development**

Promoting teachers' professional development, according to Sheppard (1996) is the most influential instructional leadership behavior at both the elementary and high school levels. To strengthen this; according to Hallinger( cited in Wosenu 2006) the key role of instructional leadership is the promotion of teachers' professional growth with respect to teaching methods by taking definite steps and collegial interactions about teaching and learning. So that School leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of

teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers (Leithwood et al., 2006).

In-service training at school level is one of the means to achieve professional development of teachers. The school leaders and supervision committee can deliver the training to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training programs have to be participatory. In addition, programs have to be supported by variety of teaching materials. Moreover, sharing experiences and communal problem solving activities should be central to the training program.

Schools that aim to build capacity and to generate professional learning communities will need to provide regular opportunities for teachers to engage in meaningful professional development. Professional development is continuous learning that it is the sum total of formal and informal learning pursued and experienced by the teacher, often under conditions of challenge. If the use of new practices is to be sustained and changes are to endure in schools, then teachers need to be able to engage in professional development that is collaborative and meaningful. Working collaboratively not only reduces the sense of isolation many teachers feel, but also enhances the quality of the work produced. Working as part of a professional development community helps focus attention on shared purpose and the goals that lead to school improvement and dynamic change (Harris & Muijs, 2005).

There are several important messages about the role of professional development in building leadership capacity for school improvement: It is important to foster deep collaboration and not superficial cooperation among the teaching staff; partnerships within schools and to network with other schools and agencies; generate teacher leadership and pupil leadership; provide opportunities for teacher enquiry and action research; allocate time for personal reflection and opportunities for teachers to talk together about teaching and learning; generate the collective capability, expertise and commitment of teachers to ensure that all teachers are involved.

Engaging regularly in continuing professional development is widely recognized as the tangible expression of the commitment to learn, and is essential if professionals at every level in the school are to remain up to date in their knowledge of the curriculum, be wise in their selection and use of a repertoire of pedagogical skills, be enthusiastic about their work and the students they teach, and be self-confident and clear about their purposes (Harris & Muijs, 2005).

Many country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. Leadership development is broader than specific programs of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career through the following stages (Pont et al., 2008).

**Encourage initial leadership training:** Whether initial training is voluntary or mandatory can depend on national governance structures. Governments can define national programs, collaborate with local level governments and develop incentives to ensure that school leaders participate. In countries where the position is not tenured, a trade-off must be found to make it worthwhile for principals to invest time in professional development. Efforts also need to be made to find the right candidates.

**Organize induction programs:** Induction programs are particularly valuable to prepare and shape initial school leadership practices, and they provide vital networks for principals to share concerns and explore challenges. These programs should provide a combination of theoretical and practical knowledge and self-study.

**Ensure in-service training to cover need and context:** In-service programs need to be seen in the context of prior learning opportunities for school leadership. Where there are no other initial requirements, basic in-service programs should encourage development of leadership skills. In-service training should be also offered periodically to principals and leadership

teams so they can update their skills and keep up with new developments. Networks (virtual or real) also provide informal development for principals and leadership teams.

#### **2.4.1.4 Developing mission and shared vision**

Creating a learning organization requires a deep rethinking of the leader's role. Principals and superintendents must see themselves as 'learning leaders' responsible for helping schools develop the capacity to carry out their mission. A crucial part of this role is cultivating and maintaining a shared vision which provides focus, generating questions that apply to everyone in the organization.

Peter (1990) also notes that coherent vision specifies the particular values and beliefs that will guide policy and practice within the school. Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture changes.

Vision is increasingly regarded as an important component of instructional leadership. There are different views about whether vision is an essential aspect of school leadership or, rather, a feature which distinguishes successful from less successful leaders. Beare, et al. (1989), for example, say that “outstanding leaders have a vision of their schools a mental picture of a preferred future which is shared with all in the school community”. However, Bennis and Nanus (1985), they articulate 10 ‘emerging generalizations about leadership, four of which relate directly to vision. These are: - outstanding leaders have a vision for their organizations; vision must be communicated in a way which secures commitment among members of the organization; communication of vision requires communication of meaning and attention should be given to institutionalizing vision if leadership is to be successful.

Articulation and communication of the vision need to be supported by a process of ‘implanting’ the vision. The principal should work with others to implant the vision in the structures and processes of the school, something that calls for the technical and human skills

of policymaking and planning. These generalizations are essentially normative views about the centrality of vision to effective instructional leadership (Southworth, 1997).

Responsible and accountable school instructional leaders develop a clear vision and mission which focus on students' academic achievements. Their activity inspires and leads new and challenging innovations. These leaders also establish clear goals and keep them in front of attention such leaders expect high performance with achievable goals and objectives through planning and organizing.

Hachar and Hyle (1996:75) investigated instructional leadership strategies and their relationship with achieving higher standard by students. They have concluded that excellent instructional leaders are very important and they are a vital part of effective's schools in bringing schools up to high standards of students achievement as expected and demand by most educators and communities. Accordingly, instructional leaders need to lead the teachers, students and community for creating excellent schools by collaborative establishing vision, developing trust, earning respect for school communities.

According to Day, et al. (2010) successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. These were shared widely, clearly understood and supported by all staff. They were a touchstone against which all new developments, policies or initiatives were tested.

#### **2.4.1.5. promote a positive School climate**

School climate is an important ingredient that relates to the productivity and well-being of staff members, parents or guardians, and students. The principal more than any other individual is responsible for the climate in the school. As an instructional leader, he is the key figure in promoting an academic learning environment within the school that is conducive to student learning. A growing number of educators are focusing their efforts on improving the work environment of teaching. In place of the typical school's norms and practices that isolate teachers from one another, some schools are initiating new norms and practices that

encourage teachers to cooperate with one another and with administrators on school improvement. The primary goal of these "collaborative schools" is effective teaching and learning; other objectives are that teachers will be accorded respect as professionals and that staff harmony will increase.

School leaders can promote collaboration by such simple expedients as involving school members in setting the agenda for school meetings, giving school committees a meaningful role in matters of curriculum and instruction, and helping teachers to coordinate their schedules so that they have time to observe each other teach and provide each other with feedback on their observations. Although formal structures and strategies can facilitate collaboration, collaboration ultimately depends on the development of norms of cooperation among the school's personnel. In this area the principal can lead by example. When teachers see the principal actively seeking their help and helping them to improve in their profession, they are likely to work with one another to improve their teaching. Because the principal plays such a crucial role in promoting norms of collaboration, he or she must actually exercise stronger leadership than would be necessary where norms of isolation prevail. A number of studies have shown that principals in collaborative schools are more actively involved in observing and evaluating teachers and in working with teachers on curriculum and scheduling than are principals in schools where teachers traditionally are isolated in their classrooms.

According to Estyn, (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress. This indicated that good school leadership advocate, nurture and sustain school environment and instructional program conducive to students' learning and professional growth. In schools with such atmosphere principals treat all individuals with dignity and respect; make decisions based on data from stockholders, skilled on problem solving and conflict resolution, finally flexible in dealing with students learning needs.

From Google search, Townsend (1997) conducted a comparative study between America and Australian schools on factors which mostly help the schools to be effective and concludes that an effective schools primarily characterized by good leadership and staff, good policies and a safe and/or supportive atmosphere in which staff, parents and students are encouraged to work as teams toward common goals. Purkey and Smith (1985: 341) have identified school leadership as one of the major factors in improving academic performance. They clarify that this factors emphasize strong leadership from administrator, teachers or integrated teams are important in initiating and maintaining the improvement processes

#### **2.4.1.6 Supervision (evaluation) of instruction**

The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he needs to follow up the day to day activities of teachers and supervision is the major instrument for this. The instructional leader's repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

#### **2.4.2. The role of School principals in Ethiopian context**

In Ethiopian context, the Ministry of Education MoE(2006), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated, Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities, Has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a coordinated services, Has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems, which are beyond the abilities of each department, Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by

studying the problems encountered during the process of implementation, Comes up with suggestions that could facilitate the provision of staff development or in-service training programs, Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MOE (2002:33) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class.

In addition to the above role, the educational programs supervision manual of ministry of education (MOE,1994) sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level listed are: Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives, and supervise classes when and deemed necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

## **2.5. Problems facing principals in playing their instructional leadership role**

Principals may face with different problems in playing their leadership role. The problem may be emanated from principals themselves, time, or parent related problems. For instance, Harris (2004; 11-14) noted that problems principal facing a classified as principals related and their relationship with top authorities, problems related to time, and problems related to parents.

Lack of understanding and agreement about who makes which decision can cause role ambiguity and decision making friction that impact on planning for school wide improvement .Coping with the volume of administrative task is one of the major problems principals encountered.In their words, Hallinger and Murphy (1987, p.57) have stated as, the principals work comprises many brief and fragmented interaction with different actors.

It is difficult for principals to schedule the interrupted blocks of time necessary for planning and assessing curriculum, observing lesson and conferencing with teachers. in addition, teachers-parents students and central office staff hold widely varying expectations of the principal. The multiplicity roles and expectations tend to fragment whatever vision the principals may be attempting to shape in school (Hallinger and Murphy, 1987, p.57).

Another impediment of effective instructional leadership is problems related to instructional staff. Lunenburg and Ornstein (2004, p.373) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their school, results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

McEwan(2003,p.14) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will encourage on the part of instructional leaders.

Another problem affecting instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those around him is clearly barrier to becoming an effective instructional leader (McEwan, 2003,

p.14). He also pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

Lack of sufficient time is also another problem to instructional leadership (McEwan, 2003, p.13).He also stated that these principals delegated, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues.

Another impediments of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership.The principal brings something to his/her principal ship position. His/her energy, devotion, loyalty and many other personal attributes such as originality, adaptability ,and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

According to Castle and Mitchell (2002), the key challenges to instructional leadership were associated with 5 distinct dimensions. They are; amount of time, amount of resources, level of knowledge of staff capacity and teacher expertise in the school, level of knowledge and understanding of curricular developments as well as recent directions from school boards and ministry, and degree of direction and guidance from school boards and ministry who mandate specific action.

According to Phillips,et al.,(2003),poor recruitment and selection processes, inadequate preparation and training, lack of time and district support, rapid and competing changes, lack of authority, and the absence of rigorous evaluation and reward systems are performance-inhibiting factors for school principals. So that from the study conducted by Phillips,et al.,(2003), Weaknesses reported by America's secondary school administrators the factors that prevent principals from being effective in their jobs are:

**Poor Recruitment and Selection Processes:-** Not only is the job perceived as unappealing to teachers who may be expected to become tomorrow's principals, but Elmore (2000, p.7) suggests the institutional structure is at fault in that it "does not promote or select

[candidates] for knowledge and skill related to instructional leadership” due to time, paper work, financial resources, quality of teachers, burnout, student discipline, lack of budgetary authority, lack of autonomy, and lack of district support(National Association of Secondary School Principals (NASSP, 2001)

**Lack of Preparation:**–“Principals have been trained and certified as administrators through programs largely irrelevant to and grossly inadequate for the work and responsibilities.” (NAESP, 1998).The novice principals reported that they were not prepared for major decisions which required reflection on personal values and ethical stances and their personal lives were altered significantly, with most reporting feelings of alienation, isolation and frustration in their work. An in-depth international examination of how principals are prepared and trained determined that school leadership programs generally lag far behind best training practice in other sectors and that no jurisdiction has developed the comprehensive and coherent leadership development program necessary to do the job (NAESP 2001).

**Lack of Time:**–Principals are caught in a daily deluge of tasks that fill their hours and compete with responsibilities that are essential to improved student achievement. Most of their time is spent attending to parent issues, community-related tasks, discipline, and facilities management, allowing for very little time to be devoted to instructional leadership, teaching and learning. Lack of time and excessive paperwork are the two greatest obstacles for modern principals (NAESP 2001).

**Lack of District Support:**–Although there are noteworthy exceptions, principals are seldom properly supported in their leadership role by school districts which have previously expected them to do little more than follow orders, oversee staff, keep the buses running, and contain problems. “Principals were not provided with technical assistance, adjustments of role expectations, or policies designed to support new knowledge about instructional leadership” (Hallinger 2003).

**Rapid Competing Changes:**–In many instances, the rapid pace of reforms presents principals with incoherent and conflicting goals and inadequate lead time to prepare their school communities for their implementation (Fullan,2003) who agreed the quality of their

work suffered from lack of system stability (78%) and from constantly changing priorities (63%).

**Lack of Authority and Flexibility:**-School district policies and union contracts place limits on the autonomy, flexibility and capacity of the principal to act as a change agent. McAdams (1998) notes that the impact of democratic governance and the enhanced power of students, teachers, and parents have steadily diminished the principal's authority, despite the fact that the principal is increasingly held accountable for student performance. This "responsibility without commensurate authority" leads many principals to increased frustration, increased stress, and diminished job satisfaction. Principals in Victoria, Australia cite the incapacity to select teachers who match priorities for the learning needs of the school (Caldwell, 1998).

**Absence of Rigorous Evaluation, Recognition, and Incentives:**-Principal performance evaluations often lack rigor and are frequently based on evidence of smooth running buildings and compliance with directives than on students' academic progress. Remuneration for principals was deemed to be out of synch with other sectors and workload responsibilities, with an inadequate differential from the teacher salary scale (Caldwell, 2002).

## Chapter Three

### Research Design and Methodology

Under this chapter, such part of the study as design of the study, source of data, sample population and sampling technique, data collection instrument, procedure of data collection and method of data analyses are treated.

#### 3.1. Design of the Study.

This study was a mixed method of both qualitative and quantitative approaches. The combination of both research approaches is the most effective way in achieving the research objective due to their complementary strengths. It is acknowledged that both quantitative and qualitative analyses suffer from certain specific shortcomings. A mixed methods design aims to combine the advantages of both methods in one single framework. The study was attempted to examine the way how the selected Secondary High Schools of South West Shoa zone principals roles and practices as instructional leadership were assessed in terms of program coordination, program evaluation, direct assistance, curriculum development, professional development, building effective relationship, promoting conducive school climate, monitoring instruction program. It also tries to explore the current practice of the Schools principals as instructional leadership compares to the roles of instructional leadership. To assess this, descriptive survey method will be employed in this study. A descriptive survey describes and interprets what is their practice currently. This is because the intention of the study was to assess the existing situation that held on school leadership practices by participants of the study and to look into school leadership roles. In the same line of argument, Best and Kahn, (as cited in Yenew, 2012) have argued that descriptive study is concerned with conditions or relationship that exists, opinions that are held, process that are going on, effects that are evident or trends that are developing.

Generally this method was selected because it helps the student researcher to get currently available and detailed information as possible on the issue under consideration. It was also

useful for describing the present situation of the role and practice of secondary school principals' as instructional leadership and it helps to deal with relatively large number of respondents at a particular time.

### **3.2 Research Site**

Oromia is one of the nine regional states that constitute the Federal Democratic Republic of Ethiopia. It extends from 3040'N to 10035'N and from 34005'E to 43011'E. Based on Housing and population Census, the total population of the region is 27,158,471 in 2007(CSA, 2007).The administrative structure of the Oromia Regional State consists of Regional Government, zones and Woredas. Presently, the region is divided into eighteen zones, which south West Shoa Zone is one. South West Shoa Zone is located in the southern part of Addis Ababa, the capital city of the country. The biggest town of this zone is Woliso, which is 114 KM far from Addis Ababa. It is bounded by three zone of oromia region: West shoa zone in the West, Addis Ababa area zone of Oromia region in the North East, East Shoa zone in the east and SNNPR region in the South.

West Shoa zone consists 11 woredas and 1 town administration. According to the data obtained from South West Shoa zone education office, the zone has 15 secondary schools (all are public schools) and Ambo University branch Waliso campus is also found in the biggest town of this zone. Thus, for this study the six (6) public secondary schools are included. These are: Ammeya, Citu ,DejezimachGeresuDuki , Dilela, Goro ,and Hibiret fire secondary schools.

### **3.3. Sources of data.**

Both primary and secondary sources of data were employed for this study. The primary sources of data were teachers, principals, Assistant principals, supervisors, and education office experts in the zone.

The woreda level educational expertise, principals, and vice principals were contacted for their direct involvement in the practice of schools leadership; teachers are also taken as source of information for their direct beneficiaries of the service delivered.

Secondary sources of the study were collected from document mainly focused on records and minutes concerning the school based supervision and instructional leadership support in the Secondary schools. In addition to this, other relevant document of the schools such as brochures; that state the vision, mission, goals, and manuals prepared for training purposes were assessed. The data from these sources are reviewed to know whether supervisory support were effectively given for the subjects of the study in the schools on the regular basis. Therefore, the above mentioned sources of data are appropriate inputs which help to come up with fruitful findings.

### **3.4. Population, Sample Size and Sampling Techniques.**

The sample of the study includes 6 public secondary schools of South West shoa zone. They are Gindo, Citu, Dejezimach Geresu Duki, Dilela, Goro, and Hibiret fire secondary schools. Besides, 295 teachers, 6 principals, 12 (two from each) assistant principals, 6 supervisors, 36 Department heads, and 12 (two from each sample Woredas education office) Woreda educational experts (all are working as supervisors or inspectors group in the office) of South West Shoa zone were the population for the study.

The selection of the sample respondents and schools was based on the 2005/6 E. C. annual statistical report of South West Shoa zone education office. According to this report there are 15 governmental secondary schools (Grade 9-10) in 11 Woredas and 1 town administration ' of the zone .The data sources of this study were teachers, principals, vice-principals, supervisors, and Woreda education experts that are found in South West Shoa zone Secondary schools under this study. From total of 15(100%) secondary high schools in South West Shoa Zone, 6(33.3%) of secondary schools will be selected as a sample using simple random sampling technique (lottery method). 6(100%) Principals, 12(100%) Vice Principals, and 36(100%) Department heads, and 6(100%) Supervisors, were included through availability sampling technique assuming that they provide more information about leadership practice and roles than others as they have a close relation with overall activities. In addition to this, in the current administration of schools, educational experts are assigned at different Woreda education offices. They have the responsibility of facilitating and providing different services in schools and cluster schools. Due to this, the student researcher assumed that, they have a great value in the study. Therefore, from these groups, 12 of them

(2 from each sample Woreda educational experts) have a close relation with each school in providing supervisory supports and they were involved in the study by using purposive sampling technique. This is used primarily when there are a limited number of people that have expertise in the area being scheduled.

Finally, out of 295 (100%) teachers in the sample secondary high schools of the zone, 103 (35%) of them were selected through simple random sampling technique; particularly through lottery method with the assumption that all teachers would have equal chance of being selected and to obtain representative sample. The student researcher believed that the sample of 35% is sufficient to secure the validity of the data obtained from teacher respondents. The number of sample teachers from each selected schools were determined by probability proportional to the size of teachers in each secondary schools. Moreover, the representations of teachers from different departments were considered to increase the reliability of responses.

**Table 1. Summary of total population, sample size and sampling techniques**

No	Type of Respondents	Total population		Sample size		Sampling Techniques
		No	%	No	%	
1	Teachers	295	100	103	35	SRSM
2	Principals	6	100	6	100	Availability
3	Assistant principals	12	100	12	100	„
4	Department Heads	36	100	36	100	“
5	High school supervisors	6	100	6	100	
6	Woreda education office experts(who works in inspection or supervision	12	100	12	100	„
<b>Total</b>		<b>367</b>	<b>100</b>	<b>175</b>	<b>47.7</b>	

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

Three instruments were used in the process of gathering the necessary data for the study. These are questionnaire; interview and document analysis were prepared in English by the student researcher that helps the participant to understand the concept at their hand.

#### **3.5.1 Questionnaire**

For this study, both open and closed ended questionnaire types were employed. Closed ended questionnaires were used by the researcher to get information from large number of respondents. On the other hand, it helps the respondents to choose one option from the given scales that best aligns with their views. Open-ended questionnaires were employed in order to give opportunity for the respondents to express their feelings, perceptions concerning the role played by school principal as instructional leaders.

The questionnaires were employed to gather data from school teachers and originally prepared in English due to the fact that all are at the secondary school levels and have appropriate knowledge to respond it.

The questionnaire have three parts: the first part of the questionnaire is used to explain the objectives of the study and requirements provided by respondents. The second part was used to obtain personal information about respondents. And, the third part was designed to secure information about the role played by school principals as instructional leader. Thus the questions found in this instrument are carefully selected, adopted and encapsulated from review of literature.

#### **3.5.2 Interview**

An interview can be defined as the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, a structured type of interview was prepared for the respondents on the assumption that it helps to get similar information and is easy to conduct. Due to this, in this study, structured interviews which are prepared in English were employed and changed into AfanOrmo language in order to clarify the questions and to collect additional information from the school principals, Assistant principals, and Woreda education office experts.

#### **3.5.3 Focus Group Discussion**

A focus group discussion is a discussion made by a panel of 5-12 respondents led by a trained moderator. The moderator should be equipped with sufficient skill so that he/she can maintain a high degree of interaction among group members in all sample schools. Because the qualitative data that focus groups produce used for enriching all level of research questions through panel discussions. So that, questions for group discussion were employed to collect crucial information from the selected teachers. In order to get sufficient information the question was prepared by English structurally and then changed into Afan Oromo language in order to exchange their ideas freely.

### **3.6 Procedures of Data Collection**

First, the researcher visited the Woreda education office and discussed the purpose of the research showing the letter of cooperation from AAU University and asked the Woreda education office to write a letter to secondary school in their Woreda. Then the researcher visited the school director and vice-directors and discussed the purpose of the research with them showing the letters from the University and the Woreda Office which later their copies distributed to each sample school. To gather relevant data for this study questionnaire, interview, and FGD were prepared. Then the researcher and the data collectors distributed the questionnaire to 103 sample teachers of all the secondary schools under the study. At the end, the data should be collected and counted as per the respondents. Besides, interview questions were administered by the researcher to 6 principals (one from each sample school), Assistant principals 12 (2 from each sample secondary school), 6 supervisors (one from each sample secondary school), and 12 woreda education office experts (two from each sample woreda education office experts from Inspection or Supervision groups) and it was held individually to let the participants feel free to speak their experiences and their beliefs about the role of school principals as an instructional leader. The interview process were conducted in Amharic in order to minimize language difficulties since all the interviewees can listen and speak Amharic. At last, the interview result were arranged per the subjects of the study. Finally FGD questions were also administered by the researcher to 36 department heads (six from each sample school) and it was held the participants freely discuss and speak their beliefs about the role and practice of their school principals as instructional leader. The FGD

were conducted by Amharic to minimize language difficulty. Then the reports from the FGD were arranged per the subjects of the study.

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

For this study, both quantitative and qualitative method of data analysis were employed. Thus, the data collected from teachers by the use of closed ended questionnaires were entered in to the Statistical Package for Social Science [SPSS] version 20 computer program and quantitatively analyzed using descriptive statistics.

The student researcher used the distribution of frequencies, percentages, means and standard deviation to analyze and describe the results of the research findings. On the other hand, the data which is solicited by the use of open-ended questions of the questionnaire, the interview, and data from document review were qualitatively analyzed and interpreted. The intention of the analysis was to see teachers' views on the different dimensions of the role of instructional leadership among principals, namely explaining the mission, vision and goals of the school; managing curriculum and instruction; supervising; monitoring student progress; encouraging the climate of teaching and learning; professional development and collaboration with external parties.

Mean scores were used in analyzing the data for the research questions. The items were assigned the following points: Strongly agree: 4.01-5.00 Agree 3.51-4.00; Undecided 3.01-3.50; Disagree: 2.50 -3.00 and strongly disagree: 1.00-2.49. For the simplicity of interpretation ; mean value  $> 4.00$  is very good practice or highly performed, mean value 3.00\_3.99 is good practiced or moderately performed role, and mean value below 3.00 is poorly performed or low practiced.

### **3.8 The Validity and Reliability of the Study**

The validity of the research is enhanced through different methods. In supporting this, Patton (cited in Wudu 2003) stated that multiple source of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the program. For this study, different sources of data such as Principals, Assistant principals, Teachers, Supervisors, Department heads, Woredas education office experts and records were employed. The data were cross-referenced and cross-validated to check their validity.

Moreover, the items of the questionnaire for all sample school teachers were similar to cross-check the responses of the subjects of the study. Comparable interview questions were administered for all school principals, supervisors, Assistant principals, Woreda education office experts. Likewise, similar FGD questions had been administered for Head Departments of the sample secondary schools..

### **3.9 Ethical Issues**

The researcher strived to protect respondents from possible harm that might arise as a consequence of their participation in research. This can be done by informing the participants as fully as possible of the nature and purpose of the research, the procedures to be used, and the expected benefits to the participant and/or society, the potential of reasonably foreseeable risks, stresses, and discomforts, and alternatives to participating in the research. There is also a statement that describes procedures in place to ensure the confidentiality or anonymity of the participant. The participants made to understand what has been explained and be given the opportunity to ask questions and have them answered by the researcher. The informed consent document must be written in lay language, avoiding any technical jargon.

The participant's consent to participate in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration. In doing so, first the researcher go with official letter written from Addis Ababa University of Educational Planning and Management Department to the Woreda Education Office and sample secondary schools. Then the researcher explains the purpose of the study to the WEO (woreda education office) and school principals to get permission to accomplish the work. Finally to start the study, the researcher introduced the objective and advantage of the study to the respondent to obtain their voluntarily participation; and also informed the information obtained from the respondents, data obtained from the document and others had been kept confidential.

## **Chapter Four**

### **Presentation, Analysis, and Interpretation.**

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews, and focus group discussion. Thus, the quantitative as well as qualitative analysis of data was employed in this chapter. The qualitative part was supposed to be corresponding to the quantitative analysis. Among these interviews and focus group discussion are belongs to qualitative data.

The study covered six secondary schools that are located in South West Shoa zone, and targeted at the practice of the role of school principal as instructional leader. The data which was collected from a total of 103 respondents (high school teachers) using questionnaire. The return rates of the questionnaires were 98 (96.14%) from teachers. Moreover, six school principals, twelve vice principals, six high school supervisors and twelve Woreda education experts were interviewed. In addition to this, thirty six head department of the school were participate in focus group discussion.

In analyzing the findings of the study, the following technical and statistical methods and procedures are employed. Data collected are organized and compared the percentage of the sub items questions to generalize the analysis, it compare the mean of the sub items questions of the main dimensions of the role of the school principals as instructional leader and the interpretation were made based on the following mean score ranges for the dimensions of the principals' role as instructional leader items. Such as: mean value  $> 4.00$  is very good practice or highly performed, mean value  $3.00\_3.99$  is good practiced or moderately performed role, and mean value below  $3.00$  is poorly performed or low practiced.

Finally this chapter was consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data.

## 4.1 Characteristics of Respondents

All groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table 1 below:

**Table 1: Characteristics of Respondents**

No	Items		Respondents of questionnaire		Respondents of individual interview								Respondents of FGD	
			Teachers		Principals		Vice principals		Supervisor		Education expert		Dept.heads	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	86	88	6	100	12	100	6	100	11	91.7	32	88.9
		Female	12	12	-	-	-	-	-	-	1	8.3	4	11.1
		<b>Total</b>	<b>98</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>36</b>	<b>100</b>
2	Age	20-25	18	18.4	-	-	-	-	-	-	-	-	8	22.2
		26-30	51	52	-	-	10	83.3	-	-	-	-	16	44.4
		31-35	12	12.2	3	50	2	16.7	2	33.3	8	66.7	9	25
		36-40	12	12.2	3	50	-	-	3	50	4	33.3	2	5.6
		> 40	5	5.1	-	-	-	-	1	16.7	-	-	1	2.8
		<b>Total</b>	<b>98</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>36</b>	<b>100</b>
3	Experience	1-5	37	37.8	-	-	-	-	-	-	-	-	6	16.7
		6-10	25	25.5	1	16.7	8	66.7	-	-	3	25	12	33.3
		11-15	13	13.3	1	16.7	4	33.3	-	-	9	75	8	22.2
		16-20	12	12.2	3	50	-	-	3	50	-	-	6	16.7
		21-25	8	8.2	1	16.7	-	-	2	33.3	-	-	3	8.3
		26-30	2	2.1	-	-	-	-	1	16.7	-	-	1	2.8
		>30	1	1.02	-	-	-	-	-	-	-	-	-	-
		<b>Total</b>	<b>98</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>36</b>	<b>100</b>
4	Edu. level	Diplo ma	3	3.1	-	-	-	-	-	-	-	-	-	-
		1 <sup>st</sup> Degree	95	97	5	83.3	12	100	2	33.3	12	100	36	100
		2 <sup>nd</sup> Degree	-	-	1	16.7	-	-	4	66.7	-	-	-	-
		<b>Total</b>	<b>98</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>36</b>	<b>100</b>

As shown under item 1 of table 1, 86(88%) of teachers are male. Only 12(12%) of teachers are females. This implies that the participation of both sex found to be not proportional. This might be due to the fact that the number of female teachers at secondary school level is generally low. When it comes to the sex of interviews respondents: 6(100%), 12(100%), 6(100%), 11(91.7%), and 32(88.9%) of Principals, vice principals, supervisors, education experts, and department heads are male respectively. On the other hand, only 1(8.3%), and 4(11.3%) of education expert, and department heads respectively are females. On the other hands the principals, vice principals and supervisors were all male respondents. This shows that the participation of females were almost insignificant even in the front line of leading position and teaching in secondary schools. This also implies that female teachers do not get a chance to be in leadership position. For example, Emebet (2003), MOE (2005), witnessed that participation of females in education had been low resulting in their lower rate of employment which could be due to serious economic deprivations, unreasonable load of house, hard chores, etc.

Age distribution of the respondents under item 2, indicates that the majority of the respondents, 75(76.5%) of teachers are found in the ranges of 26-40 age. With reference to the age of the interview and FGD respondents; all of the participants (principals, vice principals, supervisors, educational experts and department heads are found in the ranges of 26-40 age which is believed to be at their adult age. This shows that, the majority of respondents were mature enough to know what has been happening in their respective schools, hence will be able to provide pertinent and detailed information about instructional leadership practice and they could be in a better position to help the teachers in creating strong relation with the community.

With regard to work experience, the teacher respondents were asked their experience in their current position, and the majority of them, 50 (51%) had a teaching experience of 6-20 years, 37(37.7) had 1-5 years and the rest had more than 20 years of experience. When coming to the interview and FGD respondents, the majority of them; 5(83.4%), 12(100%) and 26(72.2%) of principals, vice principals, and department head respondents had 6 to 20 years' experience as a general work experience; whereas only 6(16.7%), of department heads had 1 to 5 years' experience. The remaining of all interview and FGD respondents had above 20

years of experience. Therefore, the interviewee and FGD participants are experienced enough in the areas of instructional leader roles and practice that they are competent to discuss about their school principal's practice in the school. With respect to the current position of experience the majority; 4(66.7%) and 9(75%) of the principals and vice-principals reported to have served above five years as educational leadership. Therefore, it would be possible to argue that such experiences in their instructional leadership position might have helped the respondents to have better knowledge and understanding about various instructional issues and responsibilities of schools and evaluate themselves accordingly.

Regarding to educational level, 95 (97%) teachers have Bachelor of Education degrees. While only 3(3%) of teachers respondents have diploma. This indicated that most teachers are in possession of teaching qualifications. Most teachers have first degree while few numbers of teachers were diploma. But all teachers who have diploma were attaining their education in summer program training. This scenario should be encouraging for the concerned body since most teachers are well qualified thus perform their duties effectively. When coming to the individual interview and FGD respondents; 5(83.3%), 12(100%), 12(100%), 2(33.3%) of principals, vice principals, education experts, and supervisors were first degree holders respectively. But for a principals, criteria according to blue print of teachers development program (MOE, 2007, pp-30-31) stated that the academic qualification required for secondary school principal is a master's degree. To the contrary, the majority, 5(83.33%) of the principals hold first degree. But only very few number of principal holds a master's degree. In concerning to educational specialization; to observe the knowledge of principals knowing their subject specialization is the critical one. Concerning this, the majority of principals: 5(83.33%) were holds their first degree with different disciplines such as geography, Chemistry, Amharic language, and mathematics. But only 1(17.7%) of the interviewee principals was specialized with educational leadership and management. This proves that the respondents are from diverse educational backgrounds. This is helpful in getting diversified viewpoints on the issue under research. Regarding the area of specialization of principals; a blue print of teachers development program (MOE, 2007, p.60) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational management.

## **4.2 Analysis and Interpretation of the Data.**

As discussed earlier in chapter two of this study, instructional leadership focus on leadership functions directly related to teaching and learning, the question of what the school principals should be performing in order to raise the level of students' achievement and learning in the school. Thus, defining the school mission and shared vision, monitoring student progress, promoting a positive school learning environment, promote professional skill development, and managing curriculum and instruction, and challenges faced in performing instructional leaders role as well as the mechanisms to overcome this challenges are discussed. As a result the current practices in the selected secondary schools are assessed based on the dimensions indicated above.

To see the extent to which the instructional leadership role should be practiced the percentage, frequency, mean, and standard deviation were used. The open ended items, school document analysis, interviews, and FGD were used to triangulate the close ended questionnaires.

### **4.2.1 Role of school principals as instructional leader**

#### **4.2.1.1 Creating conducive environment**

Creating conducive and healthy environment is one of the instructional roles of school leaders in the school for the success of teaching learning process effectively. Conducive school environment is one which individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning, and to genuine communication both within and outside the school. Promoting an academic learning environment refers to the behaviors of the principal that influence the norms, beliefs and attitudes of teachers, students, and parents of a school. According to Weber (1996); promoting a positive school climate comprises the expectations and attitudes of the whole community. So to assess the practice of this instructional leadership role, the researcher prepared 7-items for teachers. These items were collected, adapted and modified from literature review and previous research work for which the respondents were required to rate their level of agreement to which these roles really practiced in their schools using a five point Likert scale ranging from

strongly agree (5) to strongly disagree (1). The percentage, mean value, and standard deviation of the teachers were used for the sake of interpretation as follows. For the simplicity of interpretation the mean value  $> 4.00$  is very good practice or highly performed, mean value  $3.00\_3.99$  is good practiced or moderately performed role, and mean value below  $3.00$  is poorly performed or low practiced.

**Table 2:** Responses on creating Conducive healthy environment for the Teaching Learning Process.

No	Items	Responses					Total	Mean	SD	
		No	SA	A	UN	DA				SDA
1	Supportive atmosphere in which staff, parents and students are encouraged to works as a team exists in our school	No	12	15	2	50	19	98	2.6	1.302
		%	12.2	15.3	2.1	51.1	19.4	100		
2	Create positive environment in which good working relationship exist.	No	13	16	3	52	14	98	2.61	1.289
		%	13.3	16.3	3.1	53.1	14.3	100		
3	School leaders advocate school environment conducive to student achievements.	No	17	17	0	50	14	98	2.72	1.376
		%	17.3	17.3	0	51.1	14.3	100		
4	School leaders provide support in building collaborative cultures among teachers.	No	14	14	16	41	14	98	2.9	1.281
		%	14.3	14.3	16.3	41.8	14.3	100		
5	There is a culture of trust between school leaders and teaching staff.	No	15	19	3	44	18	98	2.71	1.371
		%	15.3	19.4	3.1	44.9	18.4	100		
6	Our school leaders established a productive working relationship with the community.	No	16	18	2	48	14	98	2.73	1.359
		%	16.3	18.4	2.04	48.9	14.3	100		
7	Teachers who encounter teaching related problems feel free to seek assistance from the principal	No	13	45	10	25	5	98	3.37	1.152
		%	13.3	45.9	10.2	25.5	5.1	100		
<b>Grand mean</b>									<b>2.81</b>	<b>1.304</b>

Key: Mean value  $\geq 4$  = performed high,  $3.00 - 3.99$  = moderately performed, and  $< 3.00$  poor performed at  $p < 0.05$

The above table indicates that the overall mean score of teachers' response regarding their principals' Role in the Area of Creating Conducive Environment for the Teaching Learning Process in their schools were (2.81) with a standard deviation 1.30. The dispersion of the responses about their grand mean value 2.81 was measured by S.D of 1.30. That is, on average, each item score is located at a distance of 1.30 units from the grand mean of 2.81. The degree of scatter was very small that it indicated a greater degree of uniformity in the grand mean score and as such the grand mean could be regarded as a higher representative description of the scores. But as seen from the table, the practice in the area of assist the teachers who encounter teaching related problems feel free to seek by the principals has greater emphasis with the mean value(3.37). while the least role that the school leader emphasis to supportive atmosphere in which staff are encouraged to works as a team exists in the school and Create positive environment in which good working relationship exist with the mean value(2.61). This shows that the practice of the role of the school leaders in the area of conducive environment in their school were unsatisfactory.

Furthermore, the information obtained from school principals, vice principals, supervisors and education experts revealed that the main weakness of school leaders around the area of creating conducive environment for the teaching learning process in the school are reported as follows: lack of skills that; to build collaborative cultures and established a productive working relationship, to create supportive atmosphere and good working relationship. As a result there is no culture of trust and weak collaboration between school leaders, teachers and supporting staff. Thus, based on the results and the data gained from interview, it is safe to conclude that the role of school leaders of the schools under the study to create conducive and healthy school environment is unsatisfactory.

From the reports of focus group discussions, coordinating team work of teachers in the schools is one of the task of school principals as instructional leader in the dimensions of creating conducive and healthy environment in the school. The group highlighted that their school leaders were lack of knowledge to coordinate a team work in a school in order to create healthy environment. For example one participant in the group said that;

*... in my school, the plan of the school were not planned with the participation of all staff in the school because of we did not share*

*information with our leaders and plan together with the principals, for the reasons of this gap there was not coordinating of team work in the school.*

This implies that the practice of the leaders in the dimensions of coordinating team work in the school were performed were unsatisfactory. But the group from DejazimechGeresuDuki were appreciated the practice of their school leaders role in the areas of creating conducive and healthy environment in that teachers and all the staff should plan together and share information in their subject and departmental meetings. This shows that their school leaders have enough knowledge on how coordinating the team works in the school in all direction of the tasks. Teachers should be open enough to point out their problem areas so that they can advise one another as they engage in their meetings in our school. According to one of the participants, in DejazimechGeresuDuki;

*„...teachers can only be open to one another if there is mutual trust and open communication among them and they do not feel judged by the other colleagues. When teachers work together, they even engage in team teaching where one teacher can teach a particular topic in another teacher’s class that the other teacher has a problem with. Sometimes they invite their colleagues to observe their teaching and give them constructive advice so that they can improve their teaching.*

Finally, the entire group agreed in their reports with the importance of the school leader’s role in the areas of creating conducive and healthy learning-teaching environment. In the school the school leaders were practiced their role in the areas of; create positive environment in which good working relationship exist and teachers who encounter teaching related problems feel free to seek assistance from the principal in a better way in all sample school from the reports. But, as a general from the reports of FGD in all school, the practice of the role of the school leaders in the areas of creating conducive and healthy environment is low. The reasons they putted were; lack of positive relation and less interactions between teachers and students as well as among teachers in the school, lack of ability of school leaders that create a great gap in establishing conducive and healthy school environment in their schools. Unlike this, Owings(Cited wudu, 2003) indicated that good school leadership advocate, nurture and sustain school environment and instructional program conducive to

students' learning and professional growth. In schools with such atmosphere principals treat all individuals with dignity and respect; make decisions based on data from stockholders, skilled on problem solving and conflict resolution, finally flexible in dealing with students learning needs.

#### 4.2.1.2 Promoting Teachers' Professional Development

As argued in the review literature in chapter two above; well designed and executed staff development should leave an impact on teachers with learning becoming more exciting and significant for students. The staff development program should result in new teaching competencies, broader and deeper, up to date knowledge of the education and instructional skills. So, to identify whether the role is practiced or not, the researcher prepared 7-items for teachers under the dimension of promoting professional development program. These were collected, adapted and modified from literature review and previous research work for which the respondents are required to rate their level of agreement to which these roles really practiced in their schools using a five point Likert scale ranging from strongly agree (5) to strongly disagree (1). For the simplicity of interpretation the mean value  $> 4.00$  is very good practice or highly performed, mean value  $3.00\_3.99$  is good practiced or moderately performed role, and mean value below  $3.00$  is poorly performed or low practiced. Both the percentage and the mean value of the teachers were used for the sake of interpretation as follows:

**Table 3;** Responses of Teachers on principal's role in the area of Teachers professional Growth.

No	Items	Responses						Total	Mean	SD
		No	SA	A	UN	DA	SDA			
1	Develop criteria's for teachers professional growth	No	4	12	3	51	28	98	2.11	1.083
		%	4.1	12.2	3.1	52	28.6	100		
2	Takes definite steps to aid teachers professional growth	No	10	15	8	49	16	98	2.53	1.229
		%	10.2	15.3	8.2	50	16.3	100		
3	School leaders encourage teachers to collaborate with surrounding schools for experience sharing.	No	13	45	10	25	5	98	3.4	1.152
		%	13.3	45.9	10.2	25.5	5.1	100		

4	Groups of staff receive in-service training to create a spirit of cooperative working atmosphere	No	16	22	0	54	6	98	2.9	1.294
		%	16.3	24.4	0	55.1	6.1	100		
5	Organize and plan professional skill development program for teachers	No	35	51	8	4	2	98	4.21	0.881
		%	35.7	52.1	8.2	4.1	2.04	100		
6	Encourages teachers to evaluate their practices.	No	16	41	6	29	5	98	3.32	1.233
		%	16.3	41.8	6.1	29.6	5.1	100		
7	Encourages teachers to review individual professional growth goals consistent with school goals and priorities.	No	34	49	2	8	5	98	4.01	1.084
		%	32.7	49	4.1	8.2	6.1	100		
<b>Grand mean</b>									<b>3.21</b>	<b>1.13</b>

**Remember:** *Mean value >very good practice, Mean value 3.00-3.99 is good practice, and mean value <3.00 is poor practice.*

In line with, the practice of the role of the principals in the area of teachers professional growth; the seven items indicated in the tables, item 5 and 6 shows that principals have successfully performed the role of promoting staff development in the specific area of organize and plan professional skill development program for teachers and encourage teachers to review individual professional growth goals consistent with school goals and priorities with mean value (4.21) and (4.01) respectively. While they encourages teachers to evaluate their practices in sufficient way .But from item 1, 2, and 4 reveals school principals have a great gap to performed the role of promoting staff development specifically in the area of, develop criteria's for teachers professional growth, take definite steps to aid teachers professional growth, and groups of staff receive in-service training to create a spirit of cooperative working atmosphere. This implies that school principals in this study less focus on ; developing criteria's for teachers professional growth , take definite steps to aid teachers professional growth , and groups of staff receive in-service training to create a spirit of cooperative working atmosphere.

In light of this, it observe a useful base that principals in this study focus more on encouraging and plan professional development program on paper only. But less on giving workshops and internal training to meet the training needs of teachers, and have ability to develop criteria's and have not taken definite steps to aid teachers professional growth as

well as they do not create in-service training for a spirit of cooperative working atmosphere. Unlike this, Knowles (1978), states that, facilitating and fostering the effectiveness of in-service professional development programs, have to be delivered at school levels continuously. Program must also facilitated locally and used as a matter of central importance.

So, teachers should acquire knowledge of practice to the realities of their classroom and school. In addition, the school principal enhance professional growth of staff members by building a climate of collaboration and learning, promoting attendance, workshops or conferences and provide resources that cultivate teacher innovation.

The result shows that the teachers rate all items with the grand mean and standard deviation (SD) is 3.21 and 1.13 respectively. The dispersion of the responses about their grand mean value 3.05 was measured by S.D of 1.13. That is, on average, each item score is located at a distance of 1.13units from the grand mean of 3.05. The degree of scatter was very small that it indicated a greater degree of uniformity in the mean score and as such the grand mean could be regarded as a higher representative description of the scores. This indicated that the role of the principals, in the dimension of staff development program practiced a little more than poor practice.

Furthermore, the reports from the FGD participants in Hiberet Fire secondary school mentioned that; their school leaders were make teachers aware of the development opportunities. But in all remaining sample school the group indicated that it is not sufficient for the principal to make teachers aware of the development opportunities; the principal needs to also to take the initiative of providing for coaching and mentorship programs for the teachers.

Staff development can also entail instances where outside experts are invited to the school to conduct school-based workshops and training. So that from the reports of FGD their school leaders were not conduct school-based workshops and training in order to increase the knowledge of the staff, our principals do not facilitate in service training in the school. Example he doesn't create new system of assessment, new teaching methods in the school, and there is no CPD training in our school. To the contrary, the reports of FGD from one

school called DejezimachGeresuDuki secondary school the participants were appreciated their school leader practice of the role in the areas of professional growth as follows: Address school problem in small teams, he sometimes conduct research, and supporting collaborative efforts among teachers, and he follow the CPD training in the school and involve himself in the training.

This implies that the school principals in the above two schools practiced their role in the area promoting teachers professional development program relatively in a good way. Hence the school leaders in these two schools have full of knowledge and training due to they are specialized by educational leadership and management courses. Therefore, it is possible to concluded that a school leader specialized in ELM and experienced in training have full of knowledge to that of the school leader who have trained others subjects due to this comparatively do best their role.

As a general what we observe from the respondents of teachers, individual interviewees and FGD reports the practice of secondary school leaders in the areas of teachers professional development program were poor practiced. Since the grand mean of all seven items under this role were (3.21) .this is in the range of the mean 3.00-3.99 which is a little more than low (poor) practice. Unlike this, Andrews et al. (1994) and Dhlamini (2008) support this statement and further state that the principal should facilitate staff development and provide the staff with the opportunity and time to empower themselves. This notion is supported by DuFour and Berkey (1995) who assert that the principal needs to create opportunities for professional development and growth of the staff. Some of the aims of staff development, as mentioned by Steyn (1996), are that it improves the educator's performance; it is for the personal fulfillment of an individual; and it changes the individual's behavior emanating from the ineffectiveness that the person was displaying.

### 4.2.1.3 Roles on class room instruction (Managing and Supporting Teaching Learning)

Since assisting teachers in class room instruction is one of the instructional role of principals in the school for the success of teaching learning process effectively. To identify this instructional leadership role, the researcher prepared 6-items for teachers. These the items were collected, adapted and modified from literature review and previous research work for which the respondents were required to rate their level of agreement to which these roles really practiced in their schools using a five point Likert scale ranging from strongly agree (5) to strongly disagree (1). For the simplicity of interpretation, the mean value  $> 4.00$  is very good practice or highly performed role, mean value b/n  $3.00\_3.99$  is good practiced or moderately performed role, and mean value below  $3.00$  is poorly performed or low practiced role. The percentage, mean value, and standard deviation of the teachers were used for the sake of interpretation as follows:

**Table 4:** Responses of teachers on assisting teachers in class room.

No	Items	Responses					Total	Mean	SD	
		No	SA	A	UN	DA				SDA
1	Has established knowledge of curricular issues in various subject areas.	No	16	19	4	45	14	98	2.8	1.359
		%	16.3	19.4	4.1	45.9	14.3			
2	Checks the teachers' lesson notes and offers feedback/supports where necessary	No	17	19	2	44	16	98	2.9	1.398
		%	17.3	19.4	2.1	44.9	16.3			
3	Regularly evaluates the instructional methods and makes his/her contributions without obviously being judgmental	No	15	17	3	40	23	98	2.6	1.412
		%	15.3	17.3	3.1	40.8	23.5			
4	Share information about classroom activities with teachers.	No	20	15	0	50	13	98	2.9	1.409
		%	20.4	15.3	0	51.1	13.3			
5	Gives teachers feedback on effective use of instructional time in their classes	No	15	52	2	18	11	98	3.4	1.268
		%	15.3	53.1	2.1	18.4	11.2			
6	Make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning	No	25	27	2	32	8	98	2.9	1.445
		%	25.5	27.6	2.1	32.7	8.2			
<b>Grand mean</b>								<b>2.92</b>	<b>1.38</b>	

**Remember: Mean value > 4.00 very good practice, Mean value 3.00-3.99 is good practice, and mean value < 3.00 is poor practice.**

With regard to table 6, the Mean and Standard deviations for responses of teachers in 6 items to know the degree of the practice and role of school principals as instructional leader in the area of assisting teachers in classroom instruction. From all items under this dimension, item 5; giving feedback on effective use of instructional time in their classes has the highest mean score of 3.43. However, there are two items that showed below an acceptable mean (3.00) , namely ; established knowledge of curricular issues in various subject areas, checks the teachers' lesson notes and offers feedback/ supports where necessary, regularly evaluates the instructional methods and makes his/her contributions without obviously being judgmental, share information about classroom activities with teachers, and make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning with the mean of 2.8, 2.9, 2.6, 2.9, and 2.9 respectively.

This implies that the principals were less focus on ; established knowledge of curricular issues, checks the teachers' lesson notes and offers feedback, regularly evaluates the instructional methods, share information about classroom activities, and make post-conference after classroom visit during teaching learning process due to lack of time. In light of this, this study provide a useful base that principals in this study focus more on gives teachers feedback on effective use of instructional time in their classes for the sack of controlling. However, the overall Mean in this dimension of the school leaders is 2.92 with Standard Deviation 1.38. The dispersion of the responses about their grand mean value 2.92 was measured by S.D of 1.38. That is, on average, each item score is located at a distance of 1.38 units from the grand mean of 2.92. The degree of scatter was very small that it indicated a greater degree of uniformity in the mean score and as such the grand mean could be regarded as a higher representative description of the scores. From this it would be suggested that the role of school leaders as responded by teachers were poorly practiced in the area of assisting teachers in class room.

Furthermore, the information obtained from interview revealed that teachers' observation by school leaders in the area of demonstrating knowledge of curricular issues is very weak. The main reason they mentioned is that school leaders are not well trained and have no enough

time to establish knowledge of curricular issues for the teachers; the principals evaluate the instructional teaching methods by checking the teachers' daily lesson plan only rather than getting the class during learning-teaching process. The reasons they mention were this is left for the vice principals and head of departments in the school. This implies that the school principals were more focus on controlling the overall activity of the school due to his attention in managerial task rather than instructional task.

In addition from interview it observed that, their school leaders have been getting information about class room practice only from head departments of the school due to lack of time and work loaded on the principals. All the principals interviewed also strengthen this idea by giving their responses as follows;

*To get the information about class room practice of teachers, more of I discuss directly with head departments and vice principals.*

This implies that the school principals may not get information about the class room practice of the teachers directly from them.

To strengthen the above results; the reports from focus group discussion (in four of six sample secondary school) indicated that:

*Their school leaders are not using different mechanisms to demonstrated knowledge of curricular issues in various subject areas, they do not check the teachers' lesson notes and offers feedback constantly, and they do not support the classroom concerns of the teachers regularly. The reasons they raised were lack of time, lack of in-service training, lack of knowledge and experience in the area of leadership. The principals in our school were done effectively his role in the dimension of controlling the teachers and encourage them who effectively use instructional time in their classes.*

This implies that, the school leaders in these school were focused on a single dimensions of the role of principals in the areas of assisting teachers in class room instructions due to lack of knowledge and training. Unlike this, the reports from focus group discussion of the remaining sample secondary school, namely: DejazemehGeresuDuki and Hibiret Fire secondary school were summarizes their discussion on the area of assisting teachers in class room instruction as follows:

*The role of school principals in the dimension demonstrated knowledge of curricular issues in various subject areas, support of the classroom concerns of the teachers regularly, making post-conference after classroom visit to discuss the weak and strong points observed during teaching learning process were done effectively by our school leaders, due to this all the teachers in our school were always punctual on their instructional time and have demonstrated knowledge of curricular issues. For the reasons of those others schools were coming and share best practice in our schools once time in a year. But due to lack of time and overloaded work observed on the school leaders, our school leaders did not check all the lesson notes and do not offers feed back to the educators.*

This implies that the school principals in the above two schools practiced their role in the area of assisting teachers in class room instruction in a good way, hence the school leaders in these two schools have full of knowledge and training due to they are specialized by educational leadership and management courses. Therefore, it is possible to conclude that a school leader specialized in ELM and experienced in training have adequate knowledge to that of the school leader who have trained others subjects due to this comparatively to do their role competently.

Thus, based on the results from the questionnaires and the data gained from interview( both from interview and focus group discussion), it is safe to conclude that role of school leaders in assisting teachers in classroom instruction were poorly(low) practiced in the sample secondary school of South West Shoa zone.

#### **4.2.1.4 Principals Role in the Area of Monitoring Students Progress**

From the review of related literature, strong instructional leadership has a positive impact on student learning. Instructional leaders provide focus and direction to curriculum and teaching, establish conditions that support teachers and help children succeed, and inspire others to reach for ambitious goals (Educational Broadcasting Corporation, 2004). Therefore, monitoring student progress is one of the instructional leadership roles of principals in the school for the success of instructional teaching learning process. To identify whether

principals practiced this role effectively or not, the researcher prepared 5-items for teachers under this dimension. These the items were collected, adapted and modified from literature review and previous research work for which the respondents were required to rate their level of agreement to which these roles really practiced in their schools using a five point Likert scale ranging from strongly agree (5) to strongly disagree (1). For the simplicity of interpretation, the mean value > 4.00 is very good practice or highly performed role, mean value b/n 3.00\_3.99 is good practiced or moderately performed role, and mean value below 3.00 is poorly performed or low practiced role. The percentage, mean value, and standard deviation of the teachers were used for the sake of interpretation as follows;

**Table 5;** Responses of Teachers on principals role in the area of Monitoring Student progress.

No	Items		Responses					Total	Mean	SD
			SA	A	UN	DA	SDA			
1	Regularly collect classroom information on student achievement	<b>No</b>	21	50	2	18	15	98	3.69	1.215
		<b>%</b>	21.4	51.1	2.1	18.4	15.3			
2	Use test/exam results and grade reports to assess academic progress of students	<b>No</b>	36	14	5	35	8	98	3.36	1.480
		<b>%</b>	36.7	14.3	3.1	35.7	8.2			
3	Regularly meet teachers to discuss on students' academic progress	<b>No</b>	13	13	19	48	7	98	2.83	1.155
		<b>%</b>	13.3	13.3	4.1	49	20.4			
4	Regularly talk with parents regarding students' academic progress	<b>No</b>	14	16	8	39	21	98	2.62	1.366
		<b>%</b>	14.3	16.3	8.2	39.8	21.4			
5	Make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools	<b>No</b>	7	24	19	33	15	98	2.74	1.195
		<b>%</b>	7.1	24.5	19.4	33.7	15.3			
<b>Grand mean</b>								<b>3.05</b>	<b>1.28</b>	

**Remember:** Mean value  $\geq 4$ = performed high, 3.00 - 3.99=moderately performed, and  $< 3.00$  poor performed at  $p < 0.05$ .

Seven variables of school principal's role and responsibility in the areas of student progress in teaching learning process which should be practiced by school leaders were listed in table 5. Out of these, only two items bear mean values that were above the minimum satisfactory point of the rating scale (3.00). The remaining five items hold values below the described satisfactory point of the scale. The items described as, principals practice: collect classroom information on student achievement, and use test/exam results and grade reports to assess academic progress of students exhibited the biggest average point in the distribution with mean value of 3.69 and 3.36 respectively. This means that the teachers experienced a feeling of satisfaction with the school leadership role concerning the stated variables. Contrary, they were relatively dissatisfied with the concern given to the items : regularly meet teachers to discuss on students' academic progress, Regularly talk with parents regarding students' academic progress, and make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools with the mean value of 2.83, 2.62, and 2.74 respectively.

However, the overall degree of school leadership practice in monitoring student progress should be determined by the grand mean rate of the items. The grand mean computed for all items in the above table (3.05) may reveal a little more than low practice in the dimension of the role of school leaders as monitoring student progress. Unlike this, Fullan (2000:142) describes that effective principals create a partnership for teaching and learning a strategic approach to engaging students and community more powerfully as direct support for strong student performance. So that, the school principals should give attention to his responsibilities in the dimension of monitoring student progress by meeting teachers to discuss on students' performance, regularly talk with parents regarding students' academic progress and make analysis of standardize exam results in relation to other schools.

Furthermore, the reports from interview and FGD in the majority of the school indicated that, their school leaders are collect class room information only once time in a semester, an assessment of academic progress of students using test /exam result of the students by school leader has no continuity, contact with teachers only when conflict arises in the school, meet the teachers once time within semester for general task of the school, did not make analysis of standardize exam results (National exams) to see the performance of their school in

relation to other schools , and our school leaders meet the parents once time in the year. The reasons they mentioned are: Overloaded work of principals, Lack of knowledge, and pick up their maximum time on administrative task of the school.

This implies that principals understand the need for family and teachers help to monitoring students' academic progress in effective way. Supporting this idea, McEwen(2003:25) has precisely pointed out that effective instructional leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses.

With regard to this the document analysis made in the school confirms most of the goals and objectives were designed depending on the result of the students. There is no any clear document that shows the actual practice of school principal's role in the area of student academic progress. But in most of the documents the items under the dimension of monitoring students' academic progress were done by the vice principals, and head of departments in the school. In addition to this the interview made with principals, vice principals, supervisors supported the majority of the responses except regularly meet teachers to discuss on students' academic progress. The reports of the interview shows, the school principal meet the school teachers to maximize the academic progress of the students.

Hence from the responses of the data and all interview (individual interview and FGD) it is possible to concluded that the practice of the role of school principals as instructional leader in the area of students' progress were a very little greater than a low practice.

#### **4.2.1.5 The roles on School curriculum implementation.**

Curriculum implementation is one of the instructional leadership roles of school principals in the school for the success of instructional teaching learning process. To identify whether principals practiced this role or not, the researcher prepared 4-items for teachers. They were asked to rate their level of agreement to which these roles really practiced in their schools using a five point Likert scale ranging from strongly agreement (5) to strongly disagreement (1).For the simplicity of interpretation, the mean value > 4.00 is very good practice or highly performed role, mean value b/n 3.00\_3.99 is good practiced or moderately performed role,

and mean value below 3.00 is poorly performed or low practiced role. Both the percentage, mean value, and standard deviation of the teachers were used for the sake of interpretation as follows:

**Table 6;** Responses of Teachers on Principals Role in the Area of School Curriculum.

No	Items	Responses					Total	Mean	SD	
		No	SA	A	UN	DA				SDA
1	Create facilitative conditions for curriculum implementation.	No	25	39	9	21	4	98	3.61	4.155
		%	25.5	39.8	9.2	21.4	4.1	100		
2	Motivate teachers to appropriately implement the school curriculum	No	19	37	5	20	17	98	3.21	1.423
		%	19.4	37.8	5.1	20.4	17.3	100		
3	Coordinate different groups (parents, students, teachers, and community members) for curriculum implementation	No	9	18	6	53	12	98	2.58	1.192
		%	9.2	18.4	6.1	54.1	12.2	100		
4	Check whether or not adequate materials are supplied for the implementation of the curriculum	No	27	34	10	25	2	98	3.6	1.199
		%	27.6	34.7	10.2	25.5	2.04	100		
<b>Grand mean</b>								<b>3.25</b>	<b>1.99</b>	

*Mean value  $\geq 4$  = performed high, 3.00 - 3.99 = moderately performed, and  $< 3.00$  poor performed at  $p < 0.05$*

To analyses in line with mean value and standard deviation, five items score summed up to yield a grand mean value of (3.25) and S.D (standard deviation) of (1.99) to know the degree of principals' role in the area of implementing school curriculum. The dispersion of the responses about their grand mean value 3.25 was measured by S.D of 1.99. That is, on average, each item score is located at a distance of (S.D) 1.99 units from the grand mean of 3.25. The degree of scatter was very small that it indicated a greater degree of uniformity in

the average mean score and as such the grand mean could be regarded as a higher representative description of the scores. Among the four items, all the items except item 3, bear mean values that were above the minimum satisfactory point of the rating scale (3.00). The remaining item hold values below the described satisfactory point of the scale. The items described as, create facilitative conditions for curriculum implementation, check whether or not adequate materials are supplied for the implementation of the curriculum, and motivate teachers to appropriately implement the school curriculum exhibited above average point in the distribution, that mean value of 3.61, 3.6, and 3.32 respectively. This means that the teachers experienced a feeling of satisfaction with the school leadership role concerning the stated variables. Contrary, they were relatively dissatisfied with the concern given to the items of “Coordinate different groups (parents, students, teachers, and community members) for curriculum implementation” with the mean value of 2.5. In the final analysis, however the overall degree of school leadership practice to implementing school curriculum should be determined by the grand mean rate of the items. The grand mean computed for all items in the above table (3.25) may reveal a moderate practice in implementing school curriculum in the zone.

Furthermore the reports from focus group discussion indicated among the roles played by the school principal are the allocation of resources to the instructional activities. So that, adequate furniture, reference and text books, and others equipment's are sufficiently provided by school leaders. But still there is a problem in the areas of providing adequate number of plasma and computers in the class. As one participants of the group said;

*.....Also there is a problem of maintenance of broken materials especially computers and plasma in the school due to this, some teachers in my school have not been applying different instructional strategies to bring about quality of education.*

Finally from the group final reports, the members were come up with common decisions on the practice of role school leaders such as: create facilitative conditions for curriculum implementation, motivate teachers to appropriately implement the school curriculum, and coordinate different groups (parents, students, teachers, and community members) for curriculum implementation in a good way. But they concluded that their school leaders were

not practiced well in the areas of checking whether or not adequate materials are supplied for the implementation of the curriculum. This is different from the perception of teacher's respondents as indicated above. This implies that, the school leaders in sample secondary school of south west shoa zone were practically performed their instructional leadership role in the areas of school curriculum implementation in moderate level. This may strengthens the ideas of (McGhee and Lew, 2007)that is, providing resources is viewed by teachers as effective leadership by principals. That is to say, those principals who gave more attention to instruction in the provision of resources were viewed by teachers as strong instructional leaders. Similarly, Smith and Andrews (1989:37) discovered that majority of strong instructional leaders were given positive ratings as resource providers.

#### **4.2.1.6 Role in areas of Developing Mission and Shared Vision**

This category is concerned about how the principals develop mission and shared vision of school that directs toward effective instructional leaders as a school principal. From the reviews of literature in chapter two above it argues that, responsible and accountable school instructional leaders develop a clear vision and mission which focus on students' academic achievements. Their activity inspires and leads new and challenging innovations .According to Day, et al. (2010) successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. These were shared widely, clearly understood and supported by all staff. Therefore, the visionary instructional leadership particularly school principal; provides teachers and learners with an overall sense of purpose and what responsibility is expected of them.

Since Developing Mission and Shared Vision is also one of the instructional role of principals in the school for the success of teaching learning process effectively. To identify this instructional leadership role, the researcher prepared 5-items for teachers. So, all the prepared items that describe this dimension of role of school principal as instructional leaders were presented to the respondents of teachers. All items were set to elicit the practices of the role of school principal as instructional leader concerning developing the mission and shared vision of the secondary schools. They were asked to rate their level of agreement to which

these roles really practiced in their schools using a five point Likert scale ranging from strongly agreement (5) to strongly disagreement (1). For the case of analysis, the scales strongly agree and agree shows effective implementation of each item in the dimension, partially agree(undecided) represents neither positive nor negative agreement, and similarly, disagree and strongly disagree indicate low and very low implementation of the item. For the simplicity of interpretation, the mean value  $> 4.00$  is very good practice or highly performed role, mean value b/n  $3.00\_3.99$  is good practiced or moderately performed role, and mean value below  $3.00$  is poorly performed or low practiced role to decide the degree of implementation of each items in the dimensions. The percentage, mean value, and standard deviation of the teachers were used for the sake of interpretation as follows:

**Table 7:** Responses of teachers in the role of school leaders concerned to Developing Mission and Shared Vision.

No	Items	Responses					Total	Mean	SD	
		SA	A	UN	DA	SDA				
1	School leaders develop vision based strategic direction for my school.	No	11	48	8	22	9	98	3.31	1.205
		%	11.2	48.9	8.2	22.5	9.2	100		
2	Implements the vision through strategic planning.	No	19	43	8	20	8	98	3.5	1.245
		%	19.4	43.9	8.2	21.4	8.2	100		
3	Ensures the school finance support the school vision.	No	42	21	5	19	11	98	3.7	1.472
		%	42.9	21.4	5.1	19.4	11.2	100		
4	Helps to clarify the themes of the school's mission in terms of its practical implications.	No	9	18	6	47	18	98	2.52	1.245
		%	9.2	18.4	6.1	48	18.4	100		
5	Keeps the work of the school under review and account for its improvement.	No	9	18	6	48	17	98	2.53	1.237
		%	9.18	18.4	6.1	49.0	17.3	100		
<b>Grand mean</b>									<b>3.11</b>	<b>1.28</b>

*Key: Mean value  $\geq 4$  = performed highly,  $3.00 - 3.99$  = moderately performed, and  $< 3.00$  poor performed at  $p < 0.05$*

With regard to the role of school principals in the dimension of Developing Mission and Shared Vision, five items score summed up to yield a grand mean value of (3.11) and S.D (standard deviation) of (1.28) to know the degree of principals' role in the area of implementing school curriculum. The dispersion of the responses about their grand mean value 3.11 was measured by S.D of 1.28. That is, on average, each item score is located at a distance of (S.D) 1.28 units from the grand mean of 3.25. The degree of scatter was very small that it indicated a greater degree of uniformity in the average mean score and as such the grand mean could be regarded as a higher representative description of the scores. Hence, five items of school principal's role and responsibility in the area of developing goal and shared visions which should be practiced by school leaders were listed in table 7. Out of these, three of them; item 1, 2, and 3, hold mean values that were above the minimum satisfactory point of the rating scale (3.00). The remaining two items hold values below the described satisfactory point of the scale. The items described as, ensures the school finance to supports the school vision, implements the vision through strategic planning, and school leaders develop vision based strategic direction for school exhibited above average point in the distribution, that mean value of 3.7, 3.5, and 3.31 respectively.

This implies that the teachers experienced a feeling of satisfaction with the school leadership role concerning the variables: ensures the school finance to supports the school vision, implements the vision through strategic planning, and school leaders develop vision based strategic direction for school. On the other hand, they were relatively dissatisfied with the concern given to the items of; school leader's helps to clarify the themes of the school's mission in terms of its practical implications and keeps the work of the school under review and account for its improvement.

In the final analysis, however the overall degree of school leadership practice to develop school goals and shared visions should be determined by the grand mean rate of the items. The grand mean computed for all items in the above table (3.11) may reveal a moderate practice in developing school goals and shared visions of the school with Standard deviation of (1.28).

The interview made with the principals, vice principals, supervisors, woreda education experts, and the reports from FGD supported the majority of the responses, On the other hand, the interview held with the principals, vice principals, supervisors and woreda education experts indicates that school leaders were using different mechanisms to provide vision based strategic direction( as they indicated the vision of the school were provided first with in the departments of our school with the participation of all members of the departments). This may imply that school leaders provide vision based strategic direction to the school community, yet significant number of teachers and others staff members were not observed how their school leader provided with vision based strategic direction. In addition to this, the information obtained from the interviewees revealed that the implementation of school vision through strategic planning is somewhat unsatisfactory. The reason they mentioned are; lack of budget, skill gap of the school leaders occurs on how the goal and visions of the school were effectively implemented, and lack of training on the issue are the reasons indicated. As the information collected from the interviewees' the finance supports for the implementation of the vision of the school were given by two ways: from the woreda budget (block Grant) and from World Bank (as school grant). So, about seventy five percent of the school vision are implemented by using of these budget. Especially budget getting from school grant is administered by school committee in order to realized some gap of instructional resources. This implies that the school leaders are ensuring school finance but there is skill gap to use these resources effectively in accordance with their strategic plan due to lack of training.

In addition to the responses from individual interview and data gained from teachers through questionnaires, the reports from FGD shows their agreement that majority of teachers and department heads do not know clearly the themes of the school mission with its practical implication , but in the areas of developing the school mission and shared vision by the school leaders of the schools under the study the report indicated that their school leaders develop the vision through strategic planning, and they ensures the school finance support the school vision. But even though they provide vision based strategic direction they do not helps to clarify the themes of the school's mission in terms of its practical implications and do not keeps the work of the school under review and account for its improvement. Therefore, as indicated by results obtained from questionnaire( from teachers) and from the

data gained through interview( both individual and FGD) above; it is possible to conclude that the practice of the role of school leaders in the dimension of developing mission and shared vision is moderately practiced in secondary schools of South west Shoa zone.

#### **4.2.1.7 Role of principals in the Area of Encouraging, Motivating teachers, and Delegation**

Encouraging, motivating teachers, experiment suggestions, and delegation is one of the instructional leadership role. To be effective leaders the school leaders should have practically encourage, motivate and delegate his task effectively. To identify whether this role is practiced or not, the researcher prepared 7-items for teachers. They were asked to rate their level of agreement to which these roles really practiced in their schools using a five point Likert scale ranging from strongly agree (5) to strongly disagree (1). For the simplicity of interpretation the mean value  $> 4.00$  is very good practice or highly performed, mean value  $3.00\_3.99$  is good practiced or moderately performed role, and mean value below  $3.00$  is poorly performed or low practiced. Both the percentage and the mean value of the teachers were used for the sake of interpretation as follows:

**Table 8:** Responses of Teachers on Principals Role in the Area of encouraging, motivating teachers, and delegation

No	Items	Responses					Total	Mean	SD	
		No	SA	A	UN	DA				SDA
1	Encourages leadership to emerge from teachers.	No	32	40	8	8	10	98	3.78	1.272
		%	32.7	40.82	8.2	8.2	10.2			
2	Encourages the use of innovative teaching methods	No	12	18	12	50	6	98	2.8	1.184
		%	12.24	18.4	12.24	51.1	6.1			
3	Recognizes the good teaching among teachers	No	35	51	8	4	2	98	4.21	0.872
		%	35.7	52.04	8.2	4.1	2.1			
4	Delegates some of his instructional leadership tasks to teachers.	No	20	15	8	35	20	98	2.8	1.457
		%	20.4	15.3	8.2	35.7	20.4			
5	Discusses instructional related policies and issues with staff	No	6	15	14	54	9	98	2.54	1.057
		%	6.12	15.3	14.3	55.1	9.2			
6	Experiments with suggestions made by teachers and other staff members	No	17	20	11	42	8	98	3.00	1.292
		%	17.35	20.4	11.22	42.9	8.2			
<b>Grand mean</b>								<b>3.19</b>	<b>1.189</b>	

*Key: Mean value  $\geq 4$  = performed highly, 3.00 - 3.99 = moderately performed, and  $< 3.00$  poor performed at  $p < 0.05$*

Concerning on the role of the school leaders encourages leadership to emerge from teachers, 73.52% of the respondents agreed that principals in their schools were encourage leadership emerge from their teachers, while, 8.2% opted for undecided and only 18.4% disagreed with the statement. This is an indication that the majority of the principals empower their teachers by developing their leadership skill, and preparing themselves as future principals.

With regard to School leaders encourage the use of innovative teaching methods, 56(57.14%) of teachers disagreed that their principals encourage them to use innovative teaching method. 12(12.24%) stated that undecided. This shows that, the principals in their schools sometimes encourage their teachers to use such innovative teaching method. Among them, 30(30.64%)

of respondents agreed with the aforementioned statement. This indicate that there are some principals that still believe and follow traditional teaching methods regardless of the new approach that has been introduced with the implementation of outcomes– based education.

As observed in table 3 of item 3, 86(87.74%) of the respondents are in agreement that the principals recognizes the good teaching among teachers in their schools, while 6(6.14%) disagreed with the issues. Only 8(8.2%) were unsure as they decided for the middle value where the principals sometimes recognized the good teaching among their teachers. This may implies that, it is not encouraging to note that some principals do not recognized the good teaching performed by their teachers. Since recognition is one of the best motivators according to Herzbergs two factors theory.

Regarding on the school leaders delegates some of his instructional leadership tasks to teachers, 55(56.1%) of teachers disagreed on their school leaders role that; the school leaders delegates some instructional leadership tasks to their staff members. Significant number, 35(35.7%) of the respondents shows their agreement. Only 8(8.2%) thought that the principals sometimes delegate some of their instructional leadership tasks to their staff. This may implies that principals have gradually moved away from the notion that by delegating, the principals is avoiding his responsibility.

Concerning on the role of the school leaders such as; discussed curricular related policies with staff; the majority of the respondents, 63(64.3%) of them shows their disagreement on their school leader role that to discuss curricular related policies with their teachers. 14(14.3%) of teachers responded that undecided on this issues. This indicated that, on the discussion of curricular related policies the school leaders were not participate all the staff in the school. That means he may focus on only teachers who are in the area of head department. While, 21(21.42%) 8% of the respondents disagreed with the statement. This may shows that the majority of the south west shoa zone school leaders are not directly involved in curricular related discussions with the staff.

With regard to, the principals experiments with suggestions made by teachers, 50(51.1%) of the respondents disagreed on their school leader experimented with suggestions made by teachers. while only 37(37.75%) disagreed with the issues above. 11(11.22%) of teachers responds to undecided on their school leaders experiments with their teachers' suggestions. It

seems principals had no confidence in their teachers as they experiment with ideas put forward by teachers. This indicated that most principals are not prepared themselves to becoming accommodative in their leadership behaviors and are to listen to advises of their subordinates at this moment.

In general from the above table we summarizes that the overall mean score of teachers' response regarding their school leaders role in the area of encouraging, motivating teachers, experiment suggestions, and delegation were 3.19 with a standard deviation 1.189. This means, seven items score summed up to yield a grand mean value of 3.05 and S.D (standard deviation) 1.189 to know the degree of principals' role in the area of monitoring students' progress. The dispersion of the responses about their grand mean value 3.05 was measured by S.D of 1.189. That is, on average, each item score is located at a distance of 1.189 units from the grand mean of 3.05. The degree of scatter was very small that it indicated a greater degree of uniformity in the grand mean score and as such the grand mean could be regarded as a higher representative description of the scores. But as seen from the table, Encourages leadership to emerge from teachers and recognizes the good teaching among teachers were the highest role of school leaders with mean value (4.1 and 3.79) respectively. While the least performed role school leader was discusses instructional related policies and issues with staff with mean value (2.54). This shows that the school leaders in the sample school of south west shoa zone were performed their roles and responsibilities in the area of encouraging, motivating teachers, experiment suggestions, and delegation moderately.

#### **4.3.Challenges facing the school principals when performed his/her instructional leader roles.**

Respondents were asked open ended questions on what challenges faced and mechanisms they used to overcome the challenges on performing school leader's practices in the school. The responses from teachers, individual interviews and FGD were categorized under five themes of the role of school leaders as instructional leadership in the school: challenge under managing and supporting classroom instruction, creating conducive and healthy environment, professional skill development, developing shared vision and vision goals, and finally there were some responses that can be putted under the themes of performance

evaluation and monitoring student progress. Based on the above issue they provide the following responses.

#### **4.3.1 Challenges facing on managing and supporting classroom instruction**

The 36% of 98 respondents disclosed that some of major challenges which the school leaders face in this area are lack of experience, knowledge and skills by the school leaders as well as commitment to create collaborative work with the school community. This implies that due to the problem of this the school principals have no experienced to manage and support classroom instruction effectively.

In addition to this the reports coming from focus group discussion indicated that the major challenges that faced the school leaders to perform the instructional leadership role in the areas of monitoring and supporting instruction were; Lack of knowledge and skill, and lack of interest. The reasons they raised were; the principals who performed monitoring and supporting instruction to be knowledgeable and skill full around this role.

Furthermore, the responses from interview shows that, lack of transparency and commitment of principals are other challenges that faced their school leaders in the areas of managing and supporting classroom instruction. This implies that, transparency is what is expected in principals as instructional leaders so that lack of transparency can create some problems in the school and principals are representatives of the department in schools; therefore principals should not show a high degree of commitment in the execution of their instructional leadership responsibilities in their schools.

#### **4.3.2 Challenges facing on creating conducive and healthy school environment**

Out of 98 teachers respondents 38% of them had got some challenges under this theme as: Absence of support from woreda education office and sufficient budget in the school and problem of ability to coordinate human and material resources by the school leaders, lack of positive relation and less interactions between teachers and students as well as among teachers in the school were some of the problems face in creating conducive and healthy school environment as they indicated. Furthermore the results from interview (38%, 32%,

53%, and 29% of principals, vice principals supervisors, and education experts respectively) indicated that, the ability of school leaders to encourage the community to participate in school improvement program is the main problem that face the school leaders. The reports from FGD are more of the same as the result indicated above. But in addition to the above; supporting the school with material and labor done by the school leaders were very low, less attitude and commitment of community toward education and absence of strong relationship between the community and the schools, communities are not mobilized by the school leaders to develop strong relation and are also not well informed about the school by the PTA coordinators, teachers and the school leaders, Resistance of some teachers to accept change and distance from other school to share experience were the major serious problems that the FGD reported were; gap of knowledge and skills were observed as a problems that the school leaders face in creating conducive and healthy school environment, lack of supportiveness and creation. This implies that, supportiveness and creation of school principal can promote favorable environment for learning-teaching process in the school. So that supportiveness is the main factors that affect the practice of instructional leader roles of school principals. Daresh (1989:216) referred to the research conducted by the Association for Supervision and Curriculum Development (ASCD) pointed out that the effective principal provides support for instruction in his school. This is a critical role of a principal as an instructional leader.

#### **4.3.3Challenges facing on professional development**

18% out of 98 teachers respondents reveals that, some major problems faced school leaders in performed his instructional leadership role in the areas of promoting professional skill development are; absence of interest by the teachers to take training at school level and trained school leaders to give training on professional skill development are the two serious problems that hinder professional skill development at school level. The same things are raised in all individual interviewees and the final reports from the focus group discussion shows that; resistance of some teachers to accept change and distance from other school to share experience, absence of strong relationship between the community and the schools, lack of knowledge and skill around educational management of the principals were additional challenges/problems in promoting professional skill development. From the summary

reports of the groups to address this challenges, if the target of the principal is to provide quality education for all students, so that one of the major and most important concerns should be promoting school-wide continuous professional development (CPD) through; motivating all individuals who are eligible to take part in any training program in school especially CPD, he always involve him/herself in the program and work with them. Because from the responses it observe that the school principals were sometimes plan the training program around professional skill development, but they do not involve themselves in the program, they are always out the training, they do not work with the teachers as they reported from the discussions.

#### **4.3.4 Challenges facing on evaluation of performance**

Concerning on this, 28% out of 98 teachers respondents they written some problems faced school leaders in the areas of evaluation performance were given as follows: the criteria used by the school leaders are not consistent with accepted philosophy and objectives of the staff; Due to lack of time are some major problems as mentioned by teacher's respondents. In addition to this, the reports from FGD the problems faced were; the programs of evaluation are not periodic ,absence of permanent school leaders to perform monitoring and evaluation on time; School leaders are not trained to evaluate teachers and there is no manual that helps the school leaders to evaluate teachers, lack of providing constructive feedback on time by the school leaders after evaluation to improve the performance were some of the major problems that hinder the school leaders to undergo effective performance evaluation. The group agreed that the role is challenging for the principals because of the administrative tasks that principals need to perform. They continued to state that principals spend most of their time in meetings and with paper work that is needed by the district office. In addition to this, the FGD summarizes their reports as; lack of confidence of their principals is the main problem and this affects their instructional leadership practices. Confidence is one of the qualities every principal should develop as pointed out by Hall and Hord (1984:51) that the effective principal is active, capable of taking the initiative and being self-assured. The school should be run and led by a principal who believes in himself.

#### **4.3.5 Challenges facing on developing shared vision and mission goals**

Concerning on this, 68% out of 98 teachers respondents written some problems faced school leaders in the areas of developing shared vision and mission goals were given as follows: lacking planning abilities and less participation of all school community in developing the school goals are the main problems. The results from interview respondents and document analysis also strengthen the above idea. As three out of six supervisors indicated that most of our school plans are carbon copy of the woreda or zonal sample planning, thus the school principals do not critically focused on their school situation when they plan. This cause that less practice in their instructional leaders role in the school due to gap of skill and knowledge, lack of sufficient training around planning area so that, their schools are not as effective as they should be because of poor planning. The woreda education experts also portrayed their principals as poor planners. Planning is one of the cornerstones of every institution because it is a path to success (Van der Westhuizen (1990:617). It is therefore a matter of concern for quality of education in Ethiopia. This implies that most principals lack planning abilities. Thus, they cannot succeed in his instructional leadership functions.

#### **4.4 Measures to be taken by the school principals to overcome the problem facing**

Respondents were asked open ended questions on what measure to be taken in order to overcome the challenges faced on performing instructional leader roles of school leaders. The responses from teachers, individual interviews and FGD were analyzed and interpreted. Based on the above issue they provide the following responses as remedies.

Out of 98 teachers respondents,68(%) Of them are responded that, since the major problems faced are more of connected to communication and human relation of the school principals in their school. So that, as they reveals, the school principals should have a clear communication (i.e both up and down communication must be there in the school). This implies that, both the teachers and the community of the school liked the manner in which instructional programs were communicated to them unless it is impossible to overcome the problem faced in teaching learning process.

The other mechanisms to overcome the problem faced in school indicated as; the school principals must have high interpersonal relation to the school community: which is responded by 60 teachers out of 98 teacher's respondents. This implies that, School principal should be

empathetic, sympathetic and have a sense of humour in order to overcome any problems created the school principals in practicing instructional leader roles. Because, happiness is created in the school community in all direction depend on a good approachable nature of the school principals. To strengthen this idea, Mansers (1978:17) argues that: Good human relation is a vital attribute every principal must possess in order to be effective and successful.

The other methods to overcome the problem faced when performing the instructional leaders role of School principals responded by the teachers were; principals must be acted openly when dealing with matters of policy, managing and supporting instruction in their schools: which is responded by 54 teachers out of 98. This implies that, being transparent and open shows that the principal has confidence in his teaching colleagues, so that the principals are simply solve the problem faced during the practice instructional leader roles in their schools. Because transparency is a symbol of clean administration and participative leadership behavior of the principal and it is what is expected in principals as instructional leader.

In addition to the above; most of the interviewers were revealed that, the remedies to overcome the problem faced in practicing the principal instructional leader role in the school are; 'the principal should be problem solver and be creators of a school climate conducive to effective teaching and learning. so that he/she has a full of knowledge and has got enough training around the course of school leadership and management to provide support in his/her school'. To strengthen this idea, Daresh (1989:216) referred to the research conducted by the Association for Supervision and Curriculum Development (ASCD) pointed out that the effective principal provides support for instruction in his school. This is a critical role of a principal as an instructional leader.

The most serious problem is lack of commitment to their work of principals. So that from the FGD reported that; principals should be concern for the Education Department in schools is other mechanisms. To strengthen this one participant of the FGD putted his assumption as;

*...Because, Principals are representatives of the department in schools. Therefore principals should show a high degree of commitment in the execution of their instructional leadership responsibilities.*

From the final reports of all the FGD in all sample school reveals that, the way to overcome any challenges faced in teaching learning process as an instructional leader; he needs to follow up the day to day activities of teachers and gives a timely solution accordingly, the principals put curriculum delivery at the top of their lists and everything else follow, draw a personal plan and try by all means too sick to it, he does his administrative work after contact time, and also attend to parents after school. Unless and otherwise the situation of emergency, any one may not have time to monitor teaching, thus principals need to delegate their functions. Because, delegation alleviates the pressure that principals have and also empowers the juniors. What the group also stressed was that the principal needs to follow up on delegated duties because he is the ultimate accounting officer, should be Communicating the vision to others and influencing educators to work as a team positively, Involve the parents, If it is the main persons on curriculum issues leads by example. This implies that, to success with the instructional leader roles in the school; the school principals have to do with changeable behavior that influences the norms, beliefs, and attitudes of the teachers, students, and parents. To strengthens this, one of the participants of the FGD in DejazimachGeresuDuki secondary school said:

*To be effective in practicing instructional leader roles in the school, the principals should be always committed to the class room instruction, share best practice from other school leaders, and must be aware of the documents about leadership and management as well as current educational policy, the school leaders must be delegated the functions to head of departments and vice principals of the school.*

# CHAPTER FIVE

## Summary, conclusions, and Recommendation

This chapter deals with the summary of the major findings, conclusion, and recommendations.

### 5.1 Summary of Major Findings

As indicated earlier, the objectives of this study was to assess the role and practice of principals as instructional leadership in performing their activities and to identify the major challenges that school principals encounter in playing their role as an instructional leaders in secondary schools of South West Shoa Zone Oromia Regional State. Therefore, an attempt was made to provide answers to the following basic questions:

1. What job description do school principals' play as instructional leader?
2. To what extent do the roles they play relate to providing instructional leadership?
3. What are the major challenges and what mechanisms have they used to address the challenges.

A descriptive survey study with both a qualitative and quantitative research method was employed due to the fact that it is more appropriate to assess the role of school principals as instructional leadership. The study included six of secondary schools out of fifteen secondary school in South West Shoa Zone by using simple random techniques. There were 295 teachers in the sample taken schools, from these 103(35%) of them were taken as a sample by using simple random techniques. Furthermore, 6(100%) principals, 12(100%) vice principals, 6(100%) high school supervisors, 36(100%) Department heads, and 12(100%) educational experts were also included in the study purposively. This study employed a combination of tools as data collection instruments. Questionnaire, interview, and focus group discussion were used to gather the relevant data from the respondents. So that, questionnaires with teachers and semi structured interviews (individual interview) with

principals, vice principals, supervisors, and educational experts were conducted as planned. Focus group discussion for department heads were conducted as planned. The return rates of the questionnaires were 95.15% from teacher's respondents.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistic such as percentage, frequency, mean, and standard deviation. Therefore based on the analysis made, to demonstrate results summarized below have addressed the above research questions, the findings are summarized along the following themes that reflect the specific objectives of the study: Characteristics of the respondents, Developing mission and shared vision, Managing and supporting teaching instruction, Create conducive environment, Promote skill professional development program, Curriculum implementation, and Group development and also the challenges faced and mechanisms to overcome this challenges were also taken as another themes. Depending on these themes, the following are the major findings of the study in relation to research questions.

### **5.1.1 Regarding to creating conducive and healthy School environment**

- The data obtain from teachers respondents reveal that the overall mean score of teachers' response regarding their principals' Role in the Area of Creating Conducive Environment for the Teaching Learning Process in their schools rated (2.81) which was low and need improvement. But as seen from the responses from the dimension, the practice in the area of assist the teachers who encounter teaching related problems feel free to seek by the principals has greater emphasis with the mean value(3.37) which was moderately performed and still need improvement. While the least role that the school leaders emphasis were; to supportive atmosphere in which staff are encouraged to works as a team exists in the school and Create positive environment in which good working relationship exist were rated low (2.61).
- Furthermore, the reports obtained from the interview and FGD reveals alsodue to lack of skill and knowledge; the school leaders do not create supportive atmosphere in which staff are encouraged to work as a team, they do not build collaborative cultures and established a productive working relationship between the staff, and they do not create good working relationship as the result there is no culture of trust

and strong collaboration between school leaders, teachers and supporting staff. Therefore, the practice of the role of the school leaders in the area of conducive environment in the school were unsatisfactory.

### **5.1.3 Regarding to professional skills development**

In the study it was discovered that the dimension of promoting professional skills development was rated slightly greater than low implementation.

- The findings of the study indicated that the school principals were performed highly in the specific area of the practice of the school principals in the dimension of promoting professional skill development. Such as: organize and plan professional skill development program for teachers and encourage teachers to review individual professional growth goals consistent with school goals and priorities with mean value (4.21) and (4.01) respectively.
- While as the responses from the teachers, interview and FGD this study indicated that; School principal of the schools under the study do not develop criteria's for teachers professional growth, encourages only significant number of teachers to collaborate with the surrounding schools for experience sharing while the majority of the teachers are not encouraged, due to lack of skills, incompetence to organize training, and lack of commitment and interest; the school principals do not facilitate in-service training in how to work and learn as team to create a spirit of cooperative working atmosphere and there is no encouragement of teachers and department heads to evaluate their practice and reviewing individual professional growth goals consistent with school goals and priorities. Therefore the role of school principals, in the dimension of staff development program practiced a little more than low practice.

### **5.1.4 Regarding to managing and supporting teaching learning**

- Concerning the overall assessment of the practice of the school principal's role in the dimension of managing and supporting teaching learning, the data showed that the school principal have performed low rate with grand mean of 2.92. In managing and supporting teaching learning dimension, giving feedback for teachers on effective

use of instructional time in their classes has the highest mean score of 3.43 and checks the teachers' lesson notes and offers feedback/ supports where necessary was the least(2.6) and the rest items were rated in between this two values.

- To strengthens the data analyzed above, the responses from interview and FGD revealed that even though the school principals successfully performed his role in giving feedback for teachers on effective use of instructional time in their classes they do not established knowledge of curricular issues, do not check the teachers' lesson notes and offers feedback, do not regularly evaluates the instructional teaching methods, do not share information about classroom activities and make post-conference after classroom visit during teaching learning process due to lack of time and left these works for department heads and vice principals.
- In light of this, this study provide a useful base that principals in this study focus more on gives teachers feedback on effective use of instructional time in their classes for the sack of controlling. The school leaders do not get the information about the classroom practice of the teachers directly from them but indirectly from Head of departments and vice principals.

### **5.1.5 Regarding to developing mission and shared vision**

- From the overall assessment of school leaders practice in developing the school mission and shared vision by the school leaders of the schools under the study indicated that the items described as, ensures the school finance to supports the school vision, implements the vision through strategic planning, and school leaders develop vision based strategic direction for school exhibited above the minimum satisfactory point of rating scale in the distribution (3.7, 3.5, and 3.31) respectively. The rest items were below the minimum satisfactory point of the scale (3.00).
- Thus, the findings indicated that the teachers experienced a feeling of satisfaction with the school leadership role concerning the variables: ensures the school finance to supports the school vision, implements the vision through strategic planning, and school leaders develop vision based strategic direction for school and dissatisfied

with the concern given to the items school leader's helps to clarify the themes of the school's mission in terms of its practical implications and keeps the work of the school under review and account for its improvement.

#### **5.1.6 Regarding to monitoring Students progress.**

- From the data analyzed this study revealed that, the school principals were collect class room information only once time in a semester so that it has no continuity, an assessment of academic progress of students using test /exam result of the students by school leader has no continuity, and the school leaders were contact with teachers only when conflict arises in the school, and did not make analysis of standardize exam results (National exams) to see the performance of their school in relation to other schools due to this, most of the school leaders were pick up their maximum time on administrative task of the school. Hence the practice of the role in the area of students' progress in South west shoa zone by the school principals were in moderate level practice.

#### **5.1.7 Regarding to school Curriculum implementation**

- For the majority of teachers the school leaders do not facilitate conditions for curriculum implementation, and the school leaders have no ability to coordinate different groups for curriculum implementation effectively.

#### **5.1.8 Regarding to challenges face and what mechanisms have they used to overcome the challenges**

The main challenges were lack of sufficient budget and support from Woreda Education Office, absence of qualified and well trained school leaders, lack of providing constructive feedback that helps the school members to solve their problems, absence of effective communication between school leaders and teachers, lack of commitment in providing detailed information by teachers and lack of skill and knowledge by school leaders in performing school leadership activities. As a remedies of this challenges the way to overcome the challenges faced in practicing instructional leadership role; the school leaders: needs to follow up the day to day activities of teachers, put curriculum delivery at the top of

their lists and everything else follow, draw a personal plan and try by all means to stick to it, do his administrative work after contact time, and also attend to parents after school. Unless it is an emergency, otherwise one will not have time to monitor teaching, needs to delegate functions, should be communicating the vision to others and influencing educators to work as a team, involve the parent as a measure to be taken for the challenges faced by school leaders in practicing his/her instructional leadership role as analyzed from the data.

## **5.2 Conclusions**

The major aspects of research in this study dealt with the practice of the role of school principals as instructional leadership in the area of developing school mission and shared vision, managing and supporting teaching learning process, creating conducive and healthy school environment, professional skill development, promoting students' progress, and curriculum implementation. Therefore, based on the findings of the study the following conclusions were drawn:

Successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school, place high priority and consistent emphasis up on improving classroom teaching and learning process and advocate school environment and instructional program conducive to students' learning and professional growth. Even though these are their major roles, school leaders practice on those areas are low and unsatisfactory.

Although it is widely believed that school principals, as instructional leaders would make a difference to student learning achievement practically many problems would mitigate this hypothesis. Accordingly the study showed that the school principal's effectiveness was affected by inability to empower others, lack of trust, lack of assertiveness, lack of knowledge in giving constructive feedback for the staff, lack of commitment.

### **5.3 Recommendation**

The goal of the study was to assess the role and practice of the school leaders as instructional leadership. Within the above average response rate should provide an accurate and representative description of the practice of the role of school leaders as instructional leadership in government secondary schools of South West Shoa Zone. Upon reflection, the researcher believes there is fertile ground for further investigation into issues relating to the practice of the role of instructional leadership of the school leaders in the zone. Therefore, based on the findings, the following possible recommendations were made:

#### **➤ Recommendations directed at the principals**

1. School principals in the zone must involve School management teams in decision making. This will help to create participative management within the school. Participative management can encourage the establishment of team work within schools. When all school community are united it becomes very easy for the principals to exercise his instructional leadership role within the school.
2. For the improvement of instruction and development of curricular materials, the principal's leadership must be democratic. The principal must allow active participation of the educators in planning instructional improvements.
3. With regard to teachers' development, the principals need to give help to teachers, so that they reach the highest levels of professional development that is possible for teachers to attain. The principals must provide developmental supervision in order for teachers to arrive at their full potentiality.
4. As a supervisory head of a school, the principal must arrange classroom visitations with teachers.
5. The principals must build consensus in their schools for academic improvement. The principals should do this by encouraging educators to meet together to plan learning content and arrange topics in sequence from grade to grade. Principals and teachers must operate under a theme of "working together".

6. To enhance instructional performance among teachers; principals must reward teachers for things done correctly, and for things done incorrectly; there must be corrective measures.
7. Principals must give feedback to teachers whether positive or negative in order to help the teachers to grow in his/her teaching practices and conduct class visits in order to know what is exactly taking place inside the class room.
8. School leaders need to facilitate the implementation of their school mission through creating effective communication channels such as sending letters to parents, arranging meetings, seminars and workshops, and displaying the mission of the school in a visible place on the school compound.

➤ **Recommendations directed to Zonal/woreda education office**

1. The Zonal or the Woreda education offices should facilitate and allow formal scheduled forums for experience share among the school leaders.
2. Ensure that the idea of the principal as instructional leader as well as transparent and efficient administrator is well understood by teachers and communities, and incorporated in all initial preparation and ongoing professional development for principals. Likewise, ensure that the principal's role in creating strong linkages with communities is understood and that principals are prepared for this role.
3. It is also recommended that the Woreda Education Office should providing training on planning and management of resources to school leaders, by establishing the role of leadership team member with budgeting qualifications at the school level or by providing financial support or services to schools.
4. Workshops should be conducted by Zonal education office with regional education bureau on instructional leadership roles and responsibilities and these workshops must be practical and during this workshops training materials should be fully utilized (handouts, pamphlets, and journals). These workshops should be conducted at

least twice a year. Because these workshops are necessary since there are some principals never received training in instructional leadership role and even for those who are specialized in educational leadership and managements, this workshops should be conducted in order to know and change experience about the current practice in different secondary schools.

5. This study found that still the majority of school leaders were not qualified in the educational management and leadership area. The study recommended that Oromia Region Education Bureau in collaboration with MOE should provide training to the school leaders to strengthen their capacity so as to help them mitigate the existing problems they face in their schools.

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## **Appendix A**

Addis Ababa University

College of Education:

Department of EdPM

### **Questionnaire to be filled by Teachers**

#### **About the Questionnaire**

- ♣ This questionnaire asks for information about the role and practices of school principals as instructional leader.
- ♣ This questionnaire has two sections with open and closed items. The first section asks for information about your personal background and the second is about the role and practice of your school principal as an instructional leader and other related issues.
- ♣ The person who completes this questionnaire should be the teacher of this school.
- ♣ This questionnaire should take approximately 50 minutes to complete.

**Dear School teachers;** I am an MA candidate in Educational leadership and management at Addis Ababa University. As part of my study; I invite you to complete this questionnaire.

The purpose of this questionnaire is to collect relevant data to the study entitled "An assessment of the role and practices of secondary school principals as instructional leader: The case South West Shoa Zone of secondary schools". Your participation in this study is voluntary. You will remain anonymous and your answers will be kept strictly confidential. Your responses are vital for the success of this study and be sure that your responses will be used only for academic purpose. So, you are kindly requested to fill the questionnaire with genuine response. Once you have completed the questionnaire, please return to the responsible body.

#### **Please note the following points before you start filling the questionnaires:**

- I. You do not need to write your name on the questionnaires;
- II. Read all the instructions before attempting to answer the questions; You can consult the data collector whenever necessary;
- III. Please provide appropriate response by using a tick mark "√" to choose one of the Suggested Likert scale questions. And kindly write your opinion briefly for the short answer questions on the space provided.
- IV. Please do not leave the question not answered.
- V.

**Thank you for your patience and dedication to fill the questionnaire!!**

**General direction:-**Please put a mark (v) in your choice among the possible responses in the box provided for each question and space provided to you for short answers.

**Section One: Back ground Information**

- 1.School:-----
- 2. Sex: Male  Female
- 3. Educational Qualification:  Diploma  First Degree  Second Degree  other, Specify
- 4. Field of study-----
- 5. Work experience: 1-5 years , 6-10 years, 11-15 years , 16-20 years , ≥21 years

**Section Two:-Questions regarding the role of school principals**

**Table 1. Questions regarding principal’s role in the area of creating conducive environment for the teaching learning process.**

N o		Response					
		Strongly agree	Agree	Undecide	Disagree	Strongly Disagree	
1	Supportive atmosphere in which staff, parents and students are encouraged to works as a team exists in our school						
2	Create positive environment in which good working relationship exist.						
3	School leaders advocate school environment conducive to student achievements.						
4	School leaders provide support in building collaborative cultures among teachers.						
5	There is a culture of trust between school leaders and teaching staff.						
6	Our school leaders established a productive working relationship with the community.						
7	Teachers who encounter teaching related problems feel free to seek assistance from the principal						

**Table 2: Questions regarding the role of principal's in teachers' professional growth.**

No	Item	Response					
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	
1	Develop criteria's for teachers professional growth						
2	Takes definite steps to aid teachers professional growth						
3	School leaders encourage teachers to collaborate with surrounding schools for experience sharing.						
4	Groups of staff receive in-service training to create a spirit of cooperative working atmosphere						
5	Organize and plan professional skill development program for teachers						
6	Encourages teachers to evaluate their practices.						
7	Encourages teachers to review individual professional growth goals consistent with school goals and priorities.						

**Table 3: Questions regarding the role of principals in the area of supporting and inspiring teachers in classroom instructions**

No	Item	Response					
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	
1	Has established knowledge of curricular issues in various subject areas						
2	Checks the teachers' lesson notes and offers feedback/ supports where necessary						
3	Regularly evaluates the instructional methods and makes his/her contributions without obviously being judgmental						
4	Share information about classroom activities with teachers						
5	Gives teachers feedback on effective use of instructional time in their classes.						
6	Make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning						

**Table 4. Questions regarding the role of school principal in monitoring students' progress**

No	Item	Response					
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Disagree
1	Regularly collect classroom information on student achievement						
2	Use test/exam results and grade reports to assess academic progress of students						
3	Regularly meet teachers to discuss on students' academic progress						
4	Regularly talk with parents regarding students' academic progress						
5	Make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools						

**Table 5. Questions regarding principals' role in the area of school curriculum**

No	Item	Response					
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Disagree
1	Create facilitative conditions for curriculum implementation.						
2	Motivate teachers to appropriately implement the school curriculum						
3	Coordinate different groups (parents, students, teachers, and community members) for curriculum implementation						
	Check whether or not adequate materials are supplied for the implementation of the curriculum						

**Table 6. Questions regarding principal's role in the area of Developing Mission and Shared Vision**

No	Item	Response					
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	
1	School leaders develop vision based strategic direction for my school.						
2	Implements the vision through strategic planning.						
3	Ensures the school finance support the school vision.						
4	Helps to clarify the themes of the school's mission in terms of its practical implications.						
5	Keeps the work of the school under review and account for its improvement.						

**Table 7: Questions regarding the role of school principals in the area of encouraging, motivating the staff to participate in instructional issues, experiment suggestions, and delegation of his/her roles in the school.**

No	Item	Response					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	Encourages leadership to emerge from teachers.						
2	Encourages the use of innovative teaching methods						
3	Recognizes the good teaching among teachers						
4	Delegates some of his instructional leadership tasks to teachers.						
5	Discusses instructional related policies and issues with staff						
6	Experiments with suggestions made by teachers and other staff members						

## Open ended questions for teachers

1. What do you believe to be the major challenges for your school principal to practice the role of school principals as instructional leader? So please list at least five major challenges depending on your school context by considering all dimensions of school principal's role as instructional leader.

- i. In the dimension of promoting students' academic progress
  - a. -----
  - b. -----
  - c. -----
  
- ii. In the dimension creating conducive and health environment in the school.
  - a. -----
  - b. -----
  - c. -----
  
- iii. In the dimension promoting professional skill development.
  - a. -----
  - b. -----
  - c. -----
  
- iv. In the dimension of developing school mission and shared vision.
  - a. -----
  - b. -----
  - c. -----
  
- v. In the dimension of curriculum implementation.
  - a. -----
  - b. -----
  - c. -----
  
- vi. In the dimension of assisting teachers in classroom instruction.
  - a. -----
  - b. -----
  - c. -----

2. What do you think are the possible measures/mechanisms to be taken to improve the role of your school principal's as an instructional leader in order to overcome the challenge faced in any dimensions of the role of school principals as instructional leader? Please list five of them.

- i. ....  
.....
- ii. ....  
.....
- iii. ....  
.....
- iv. ....  
.....
- v. -----

THANK YOU FOR YOUR COOPERATION!!!

## **Appendix B**

Addis Ababa University

Collage of Education:

Department of EdPM

### **Interview questions for school principals**

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role of secondary school principals as instructional leader: The case of South West shoa Zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be for academic purpose.

**Instruction:**-Please respond to these interview questions based on your experiences as a principal in your school. All the questions are about you, your education and the role and practices of secondary school principals as instructional leader:

#### **I. Personal Information**

1. Name of your school\_\_\_\_\_
2. Sex\_\_\_\_\_
3. Age\_\_\_\_\_
4. Level of your Education\_\_\_\_\_
5. Area of Specialization\_\_\_\_\_
6. Total service\_\_\_\_\_
  - a. Service as teacher\_\_\_\_\_
  - b. Service as principal\_\_\_\_\_

#### **II. Interview Questions**

1. How do you develop the school mission and shared vision and communicate to the school stake holder?
2. How do you make conducive school climate which is designed to enhance student learning.
3. How often do you discuss on the teaching learning process with (teachers, students and parents)?
4. How can you practice your instructional leader role in the dimension of promoting student academic progress?
5. How do you promote professional skill development in the school?
6. How can you assist teachers in the classroom instruction?
7. What areas of your work need further improvement?
8. What are the major instructional problems in this school and what mechanisms do you use to solve them?

**THANK YOU FOR YOUR CO-OPERATION!!!**

## Appendix C

Addis Ababa University

College of Education:

Department of EdPM

### Interview questions for school Assistance principals

The purpose of this interview is to collect relevant data to the study entitled as "An assessment of the role and practices of secondary school principals as instructional leader: The case of South West Shoa Zone secondary schools". Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used for academic purpose.

**Instruction:**-Please respond to these interview questions based on your experiences as assistance principal in your school. All the questions are about you, your education and the role and practices of your secondary school principals as instructional leader:

#### I. Personal information

1. Name of your school\_\_\_\_\_
2. Sex\_\_\_\_\_
3. Age\_\_\_\_\_
4. Level of your Education\_\_\_\_\_
5. Area of Specialization\_\_\_\_\_
6. Total service\_\_\_\_\_
  - a. Service as teacher\_\_\_\_\_
  - b. Service as principal or Vic principals \_\_\_\_\_

## **II. Question regarding on the role of your school principal**

- 1) Describe the competency of your school principal in the following instructional leadership issues:-
  - a. Promoting Teachers' professional development
  - b. Providing and support for instruction
  - c. Supervise and evaluate instructional practice and monitoring student progress
  - d. Ensure conducive environment and provide necessary resources
  - e. Set and communicate schools academic goals; including academic expectation
- 2) In a typical 'actual' week at your school what tasks of the following take up most and the least amount of your time?( responses as Most, medium, least)
  - a. Instructional leadership,
  - b. administrative tasks,
  - c. working with students,
  - d. resource management,
  - e. personnel management,
  - f. dealing with external agencies,
  - g. conflict resolution working with parents
- 3) What major challenges are observed on your school leadership, to perform your instructional leadership effectively? So that, what mechanisms to be taken by those instructional leaders to overcome such challenges

**Thank you for your cooperation!!!**

## Appendix D

Addis Ababa University

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Department of EdPM

### Interview questions for Supervisors

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of South West Shoa Zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used for academic purpose.

**Instruction:**-Please respond to these interview questions based on your experiences as a supervisor in your school. All the questions are about you, your education and the role and practices of secondary school principals as instructional leader:

#### I. Personal information

- 1) Name of your school\_\_\_\_\_
- 2) Sex\_\_\_\_\_
- 3) Age\_\_\_\_\_.
- 4) Level of your Education\_\_\_\_\_.
- 5) Area of Specialization\_\_\_\_\_
- 6) Total service\_\_\_\_\_
  - i. Service as teacher\_\_\_\_\_
  - ii. Service as principal or Vic principals \_\_\_\_\_
  - iii. Service as supervisors\_\_\_\_\_



### **III. Question regarding on the role of your school principal**

7. Describe the competency of your school principal in the following instructional leadership issues:-
  - a. Promoting Teachers' professional development
  - b. Providing and support for instruction
  - c. Supervise and evaluate instructional practice and monitoring student progress
  - d. Ensure conducive environment and provide necessary resources
  - e. Set and communicate schools academic goals; including academic expectation
8. In a typical 'actual' week at your school what tasks of the following take up most and the least amount of your time?( responses as Most, medium, least)
  - a. Instructional leadership,
  - b. administrative tasks,
  - c. working with students,
  - d. resource management,
  - e. personnel management,
  - f. dealing with external agencies,
  - g. conflict resolution working with parents
9. What major challenges are observed on your school leadership, to perform your 9. Leadership effectively? So that, what mechanisms to be taken by those instructional leaders to overcome such challenges

**Thank you for your cooperation!!!**

## Appendix E

Addis Ababa University

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### Interview questions for Woreda's Education Office experts

The purpose of this interview is to collect relevant data to the study entitled as "An assessment of the role and practices of secondary school principals as instructional leader: The case of South West Shoa Zone secondary schools". Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used for academic purpose.

**Instruction:**-Please respond to these interview questions based on your experiences as an educational expert. All the questions are about you, your education and the role and practices of secondary school principal as an instructional leader.

#### I. Personal information

- 1 .Name of your school\_\_\_\_\_
- 2 Sex\_\_\_\_\_
- 3 Age\_\_\_\_\_
- 4 Level of your Education\_\_\_\_\_
- 5 Area of Specialization\_\_\_\_\_
- 6 Total service\_\_\_\_\_
  - a. Service as teacher\_\_\_\_\_
  - b. Service as principal or Vic principals \_\_\_\_\_

## **II. Question regarding on the role of your school principal**

7. Describe the competency of your school principal in the following instructional leadership issues:-
  - a. Promoting Teachers' professional development
  - b. Providing and support for instruction
  - c. Supervise and evaluate instructional practice and monitoring student progress
  - d. Ensure conducive environment and provide necessary resources
  - e. Set and communicate schools academic goals; including academic expectation
8. In a typical 'actual' week at your school what tasks of the following take up most and the least amount of your time?( responses as Most, medium, least)
  - a. Instructional leadership,
  - b. administrative tasks,
  - c. working with students,
  - d. resource management,
  - e. personnel management,
  - f. dealing with external agencies,
  - g. conflict resolution working with parents
9. What major challenges are observed on your school leadership, to perform your instructional leadership effectively? So that, what mechanisms to be taken by those instructional leaders to overcome such challenges

**Thank you for your cooperation!!!**

## **Appendix F**

Addis Ababa University

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### **Focus Group Discussion by Head Departments**

**Date of discussion** \_\_\_\_\_

**Number of participants:** Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

**Started time:** \_\_\_\_\_

**Finished time:** \_\_\_\_\_

The purpose of this discussion is to collect relevant data to the study entitled as "An assessment of the role of secondary school principals as instructional leader: The case of South West shoa Zone secondary schools. Your discussion is vital for the success of the study. So you are freely discussed to all the agenda given bellow and give your genuine responses. Be sure that your discussion will be for academic purpose.

1. Effective practice of school principals in instructional leadership issues:-
  - a. Teachers' professional development
  - b. Providing and support for instruction
  - c. Supervise and evaluate instructional practice and monitoring student progress
  - d. Ensure conducive environment and provide necessary resources
  - e. Set and communicate schools academic goals; including academic expectation
2. Feeling of school principals about their role as instructional leader.
3. Major challenges to perform instructional leadership role effectively.
4. Mechanisms to be taken to overcome challenges by instructional leader.
5. Percentages of time estimate that your school principal spend on the following tasks. Rough estimates are sufficient (in percent, the sum of all responses must equals to 100%).

- a) Administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)
- b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)
- c) Responding to requests from other education officials
- d) Representing the school at meetings or in the community and networking, e) others

## **Appendix G**

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### **Guide Lines for FGD**

Once agreement forms and demographic surveys are collected and reviewed for completeness, the questioning begins. The moderator uses a prepared handwriting to welcome participants, remind them of the purpose of the group and also sets ground rules as follows:

#### **1. Focus Group Introduction**

##### **a. Welcome**

The moderator should be thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

##### **b. Introductions**

The moderator; must be introduce the introduction part of the discussion.

##### **c. Purpose of Focus groups**

We have been asked by\_\_\_\_\_ to conduct the focus groups. The reason we having these focus group is to find out\_\_\_\_\_. We need your input and want you to share your honest and open thoughts with us.

#### **2. Ground Rules.**

##### **a. We want you to do the talking.**

We would like everyone to participate. I may call on you if I haven't heard from you in a while.

##### **b. There are no right or wrong answers.**

Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.

**c. What is said in this room stays here.**

We want folks to feel comfortable sharing when sensitive issues come up.