

ADDIS ABABA UNIVERSITY

**THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR MA PROGRAM STUDIES DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

BY:

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**INSTRUCTIONAL LEADERSHIP EFFECTIVENESS OF PRIMARY SCHOOL
PRINCIPALS OF BECHO WOREDA**

ADDIS ABABA

2019

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**ATHESIS SUMMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF
ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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APPROVED BY BOARD EXAMINERS

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ACKNOWLEDGMENTS

I am highly grateful to my Advisor AtoHailesilassie W/gerima for his constructive criticism, and helpful corrections throughout the manuscript, enthusiastic, encouragement and assistance through the research work. I also acknowledged Tulu Bolo primary school principals and vice principals, head of departments and teachers for their kind cooperation in providing me with necessary materials and moral support. Besides, I express my sincere appreciation to Ato Tariku Fikadu and DeresseTolessa for their unreserved expertise support and encouragement. My appreciation also goes to my staff members, Wereda Educations office leaders and PTAs' chairmen who helped me to conduct interviews at their respective Office.

Finally, I would like to extend my heartfelt thanks to all my family and friends for giving me moral support.

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Acronyms and abbreviation

DCSF- Department for Children, Schools and Families

ESDP – Education Sector Development Program

MBO- Management by Objectives

MOE – Ministry of Education

PTA – Parent Teacher Association

REB – Regional Education Bureau

CRC Cluster resource center

WEO- Wereda Education Office

KETB- Kebele Education Training Board.

GEQIP-General Education Quality Improvement Program

Abstract

The purpose of this study was to investigate the instructional leadership effectiveness of school principals in primary schools of BechoWereda. Descriptive research design was used with mixed research approach. In Becho wereda there are 20 primary schools. For the purpose of this study 5 primary schools were included by using simple random sampling techniques. To collect primary data questionnaires have been administered to 100 randomly selected teachers. Interview was conducted with 16 individuals (5 school principals, 5 vice school principals, 5 PTA heads and 1 wereda education office head). In addition FGD was conducted with 17 respondents (15 department heads and 2 CRC Supervisors). To collect reliable data the researcher used purposive sampling techniques to select principals, supervisors, department heads, PTA heads and wereda education office head. Secondary data were collected through reviewing documents. The data collected through questionnaire was analyzed using tables and percentage. The qualitative results were analyzed separately. The finding of this study revealed that in Bechoweredda primary schools the current school community relationship is good. In addition school principals are actively involving teachers and school department heads in school decision making. On the contrast the finding of the research revealed that instructional leaders were subject specialists, lacks skill and training, and lacks commitment and moral to accomplish their tasks and severe shortage of finance. Based on the findings, it was concluded that: Schools were to some extent incapable of enhancing teachers' professional skill development and improving the quality of education. The stated vision and defined mission in the school did not command the ownership of its potential stakeholders since it was not supported by its potential stakeholders. Instructional leaders did not possess the required skill, knowledge and attitude through training

CHAPTER ONE

INTRODUCTION

This chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study.

1.1. Background of the Study

The concept of instructional leadership which was held in the 1970s changed during the first half of the 1990s when the notion of school-based management and facilitative leadership emerged. Due to the growth of standards-based accountability systems in the education systems of the world, instructional leadership has now surged back to the top of the leadership agenda (Lashway, 2004).

Phillips (2009:1) views instructional leadership by school leaders as a relatively new concept that emerged in the 1980s, which called for a shift in emphasis from principals as managers or administrators to instructional or academic leaders.

Among the reasons cited for the lack of instructional leadership or emphasis thereon, are the lack of in-depth training of principals for their role as instructional leaders, lack of time to execute instructional activities, increased paper work, and the community's expectation that the principal's role is that of a manager (Flath, 1989:20; Fullan, 1991:44). Another factor is the complexity of the principal's role, which involves understanding the historical context, purpose, function, personal qualities and behaviors of instructional leaders. McEwan (2002), focusing on the development of leadership in general and instructional leadership in particular, juxtaposes the development of leadership in the business world against its practice in schools.

Kellerman (2015) asserts that school leadership has become a high wire act that only the most skilled are able to perform successfully. The school principal's day is usually filled with diverse activities of administration and management – scheduling, reporting, handling relations with parents and the broader community, dealing with unexpected multiple learner and teacher crises, and extraordinary situations (Early, 2013; Bottery, 2016; Tucker & Coddling, 2002; Oumer, 2014). One of the primary tasks of principals is increasing learner achievement and maintaining teacher satisfaction (Rigby, 2014). In pursuit of the above view, and contrary to the classical

management functions associated with a principal (planning, organizing, leading and monitoring/controlling), McEwan (2002) argues that today's principals must be trained to become instructional leaders. The same view has been held by Hoy and Miskel (2005) and various other scholars, albeit at different times, have made reference to Sergiovanni (2006) who proposed one of the first models of instructional leadership. Sergiovanni identified five leadership forces, namely: technical, human, educational, symbolic and cultural.

The technical aspect of instructional leadership (IL) deals with the traditional practices of management, namely: planning, time management, leadership theory, and organizational development. The human component encompasses all the interpersonal aspects of IL which are essential to the communicating, motivating, and facilitating roles of the principal. The educational force component involves all the instructional aspects of the principal's role: teaching, learning, and implementing the curriculum.

The emergence of instructional leadership is viewed by Hoy and Miskel (2008) as a critical breakthrough for educational organizations in the sense that it is directly linked to the performance of learners. These authors contend that a principal who is an instructional leader defines goals, works with teachers, provides authentic professional development and other resources for teachers and staff, and creates new learning opportunities for staff members.

This study is focused on instructional leadership effectiveness; this type of leadership has a particular importance in educational management, because of its influential effects on the accomplishment of school programmes, objectives, and the achievement of educational goals and its key responsibility in the success or failure of school organization. School leadership as the school chief educational leader plays a most important role in shaping the nature of the school organization (Day and others, 2010).

The Ministry of Education, Government of Ethiopia (2005:16) commented that: Principals as educational leader play a pivotal role in the success of the school. In the successful school leaders; create a strong sense of vision and mission, build a strong culture of teamwork and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and have an instructional leadership quality that takes accountability for students achievement, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members: supervise students learning progress and closely work with

parents, and community members. School principals are key actors in education playing crucial roles to implement educational sector development.

Similarly, the 'Blue Print' for School Improvement Program (MoE, 1999 E.C: page 25-26) and the directive for School Management, Community Participation and Finance-Amharic version (MoE, 1994 E.C:30-34) suggest that educational managers should play the significant leadership and supervisory roles in order to ensure schools have the necessary input and are engaged in goal oriented and processes focused on positive outcomes. The effectiveness of educational leaders depends upon the professional competence of assigned leaders and the placement of efficient persons in the world of work. School leaders are regarded by many educationalists as having the center and leading role in the successful operation of teaching and learning process.

It is due to these reasons that MoE has issued school leadership as one of the major components of the Six General Education Quality Improvement Package (GEQIP) which was formulated in 2006 and has begun to be implemented in 2007. Addition to this ,MoE to maintain and produce competent school principal ;developed National Professional standard for School Principal in 2012.This implies that the school leadership is the most visible and directly accessible representative of the school and its management for the success of school functions and students' academic achievement. Research by Price Water House Coopers LLP (2007) indicates that due to the depth of roles and responsibilities of the school leadership, there are a set of key challenges at school leadership practice: ensuring consistently good teaching and learning; integrating a sound grasps of basic knowledge and skills within a broad and balanced curriculum strategically, managing resources and the environment the school professional learning community; developing partnership to encourage parental support for learning and new learning opportunities. South west shoa Zone of Bechowereda is one of the Oromia Regional states with 20 primary schools.

1.2. Statements of the Problem

In Ethiopia, the new education policy and its consecutive action plans give due attention to effective school leaders because they are considered as the cornerstones of effective schools and that the ability of schools to succeed is inevitably tied to the competency of the school leaders (MoE 2010). Effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level

(Oakland, 1993), cited in (Tashale 2007). School leadership has become a priority in education policy agendas internationally. It plays a key role in improving student outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. As New Leaders for New Schools (NLNS) (2009

Effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for change agent (MoE, 2010). Accordingly, Mortimore, 2000 and 1979; Southworth, (1995), cited in (D. Vidoni, L. Grasseti (2003), highlights that effective leaders exercise a direct or indirect but powerful influence on the school's capacity to implement reforms. This implies that the school leadership is the most visible and directly accessible representative of the school.

Leadership has significant influences on quality curriculum and teachers instruction" (Leithwood and Riehl, 2003) cited in (Bush, 2007). Different studies have been conducted in our country, on related topics. For instance; Aklilu (2011) in his assessment of "Instructional leadership practice in the primary school of Becho Woreda" found out that instructional leaders do not possess the necessary knowledge and skills that help them in leading the school community as they were all subject specialist. Alemayehu (2011) study of "Educational leadership problems of government primary school principals in South West Shoa Zone of Oromia Regional State" found out that the focus of the principals in their leadership activities were not in academic activities, as much of their time was spent on administrative tasks. Although previous both studies were confined to the role of principal, while the Purpose of this study will be assessing the effectiveness and contributions of school leaders for the improvement of students' academic achievement. The heart point of pursue is the role of school leaders, including but not only confined to school principals. According to the Pont, et al (2008) concept

of principal ships rooted in the industrial model of schooling, where one individual bears the prime responsibility for the entire organization. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school-level staff involved in leadership tasks.

The reason why the researcher wants to study on this topic are, one, From the personal experience of the researcher; serving as a teacher and school principal for about six and nine years respectively and from different trainings and workshops at the regional, zonal as well as wereda level, there are complains observed on the effectiveness of leader in school leadership in playing their role as school leader. Second, investigate and foresee the problem as well as strategies which enhance school leader performance and to determine the relative strengths of the direct and indirect influences of school leadership. From my experience knowledge no more study on this topic in the study area and the problem is serious in the Becho Wereda why because from time to time the instructional leadership achievement became decrease.

Therefore, this study is necessarily and timing, to investigate the problem of instructional leadership effectiveness and to set some strategies which support to enhance school leader ability to lead the school, to achieve good mark particularly on instructional leadership. In general, hence, in light of the above indicated gap the researcher will give the importance of school leaders in determining schools and the problems facing them in their school leadership, instructional leadership effectiveness and its determinants become key issues for study. Thus, a major purpose of the study this is to assess the overall instructional leadership effectiveness of school principals of study area as measured by their perceived performance on management, instructional leadership and moral leadership tasks. The study also intends to identify important antecedents that determine their leadership effectiveness

3.3. Research Question

1. What is the perception of stakeholders towards instructional leadership practices in the study area?
2. To what extent the school leaders are executing their instructional leadership's roles in primary schools of Bechowereda?
3. What are the major challenges of principal's instructional leadership effectiveness in primary schools of Bechowereda?

1.3.1. General Objective

The general objective of this study is to assess the instructional leadership effectiveness of primary schools principals in Bechowereda of south west shoa zone.

1.3.2. Specific Objectives

1. To investigate perception of stakeholders towards instructional leadership practices in study area
2. To know to what extent the school leaders are executing their instructional leadership's roles in primary school of BechoWereda
3. To identify the major challenges of principal's instructional leadership effectiveness in primary schools of Bechowereda

1.4. Significance of the Study

The purpose of this study is to assess instructional leadership effectiveness in primary schools of BechoWereda. Therefore, the finding of the study has the following importance:-

1. It has significant contribution for all levels of instructional leaders, (principals, vice principals department heads, teachers, education office expertise and PTAs).
2. It also contributes by giving clue for decision makers in education sector, educational materials development specialists, curriculum specialists on how to improve instructional leadership
3. The study stimulates other researchers to further investigate the possible gaps of instructional leadership.

4. Another contribution of this study is for institutions involved in the training of aspiring instructional leaders in that they could use the findings to better prepare educators for leadership positions in school administration.

1.5. Delimitation of the study

The only primary schools as the result it may affect generalization of the findings to all schools in the BechoWereda. Other important constraints of this study maintained to incorporate school unit leaders, Parent Teacher Association and Kebele Education as data sources who are important stakeholders of education system and who are believed to have some information regarding overall process of instructional leadership.

This exclusion is due to shortage of time to collect data from this source. As the result of these above mentioned limitations. This study is delimited to the investigation of school instructional leadership effectiveness of principals in primary schools of Bechowereda of South west shoazone. In south west shoa zone there are about 11 weredas. The researcher selected Bechowereda by using purposive sampling. There are 20 primary schools in BechoWereda. The researcher selected 5 primary schools by using simple random sampling techniques. Therefore, Fetewerari H/G/A/Mechal, Tulubolo primary school, AbdiGudina primary school, Batu primary school, and Simbirochirech primary schools were included.

The study also delimited to the primary schools because of the following reasons. Nowadays, primary schools in Ethiopia are characterized by several critical educational problems including, but not limited to, low pass rate and low internal efficiency (MoE, 2010). Furthermore, the study is also delimited by geographic area to Bechowereda because of various reasons. For one thing the study has to be manageable enough within resource capacity of the researcher and the problem has to be examined exhaustively; and for another, it is less problematic to gather adequate data because, the researcher is more familiar and has more access to that wereda.

1.6 .Limitation of the study

Time constraint, uncooperativeness of respondents in filling the questionnaires and return on time were some of the problems. I have encountered while conducting this study. Instructional leadership is the backbone of education. A study covering more schools, and more stakeholders from the selected wereda would have been more valuable. This study was very difficult to carry

out. Everything had to be condensed since time was limited. The wereda in which the study was conducted was very vast, making it technically very difficult to cover all schools in different schools. The researcher, therefore, had to limit the study to only five schools of wereda.

1.7. Operational Definition of Key Terms

Leadership - the effort to influence the behavior of individuals or members of a group in order to accomplish organizational, individual or personal goals. It is a major way in which people (leaders) change the minds of others and move organizations forward to accomplish identified goals (MoE ,2013)

Instruction-It is the process of transferring learning from one person to another.

Instructional Leadership-described instructional leadership as focusing on the behaviors of teachers as they engage in activities directly affecting the growth of students (Leithwood and Duke, 1998).

Instructional Leadership Effectiveness- Frequency of leaders' engagement in the role behavior (or practices) used to represent the five instructional leadership dimensions (Hollinger and Murphy, 1987, p.98).

Instructional Leadership Dimensions:- Refers to the main pillars or frame works of responsibilities, competence and the roles that instructional leaders performs to achieve improved inputs (Krug, 1992).

Leadership Effectiveness:-The parameter or indicator which determines the outcome of a leaders' behavior when he/she attempt to influence the others to achieve certain goal(s) in given situation (Harry.T, 2004).

1.8. Organization of the Study

This study organized into five chapters. The first chapter dealt with background of the study, statement of the problem, research question, and objectives of the study, significance of the study, the delimitations of the study, limitation of the study and definition of operational terms. The second chapter presented a review of relevant literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter dealt with data presentation, analysis and interpretation. The final, chapter five related to the summary, conclusions and recommendations of the study

CHAPTER TWO

REVIEW RELATED LITERATURE

2.1. Definitions of instructional leadership

Instructional leadership is a series of behaviors that was designed to affect classroom instruction (Leithwood, 1994). On the other hand, other researchers defined instructional leadership as "the recognition that principals who operate from this frame of reference rely more on expertise and influence than on formal authority and power to achieve a positive and lasting impact on staff motivation and behavior and student learning (Kursunoglu&Tanriogen, 2009, p. 253). In addition, leaders and learner are critical resources for implementing changes in teachers' classroom practices (Kursunoglu&Tanriogen, 2009, p. 253).

On the other hand, Krug (1992) defined instructional leadership as involving the strategic application of knowledge to solve content specific problems and to achieve the purposes of schooling through others. In brief, when the principal emphasizes what students study, the "content, the methods adopted in teaching and creating different opportunities for professional development for teachers must not be conventional. In other words, they must care more about the outcomes and quality of students' learning. (Glatthorn&Jailall, 2009, p. 37)

2.1.1. Concepts of Instructional Leadership

The concepts of historical context, role, and functions of instructional leadership have been previously clarified but it was found necessary to examine the personal qualities needed for an individual to be an effective instructional leader. The survey of literature produced a list of the researchers' findings on the necessary personal qualities for principals, which included trust, perseverance, good communication, flexibility, listening skill, open-Mindedness, creativity, problem solving skill, and ability to visualize. Principals need to have high expectations of all members of the school community in order to create an atmosphere of trust and perseverance. An enabling atmosphere may be accomplished through developing positive relationships with teachers, allowing teachers to take risks without penalty, providing opportunities for professional development, giving leadership in staff development, and working collaboratively. The importance of school principal in leadership responsibilities is becoming very significant particularly in promoting students achievement (John, 2006). Often times, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to

have enough time to practice leadership as expected. In instructional leadership, the principal's role is deeply involved with setting the school's direction.

The "mission" dimension focuses on the principal's role in cooperating with staff, ensuring the school continuously runs on clear, measurable, and time-based goals that result in the academic progress of students. Principals are responsible for communicating goals, which should be widely known and supported throughout the school.

The process of goal development is not considered; its importance is less critical than meeting performance outcomes. This is a weakness in the model. The research simply accepts that goals should be set by the principal, in collaboration with staff, to achieve effectiveness.

Ensuring that the staff incorporates performance goals into their daily routines is crucial in instructional leadership. Vague, ill-defined goals must be put aside, in favor of clear a dividing line between academically focused efforts and "teaching to the test. A great example of the problems standardized testing can cause in a school was recorded in a study by Hallinger & Murphy in 2005. Teachers in "effective" California elementary schools were observed while teaching.

2.1.2. Characteristics of Instructional Leadership

Instructional leaders do have characteristics that are shared by many other leaders of other styles. But they also have some unique ones. Sergiovanni (1991) suggested that research on instructional leadership attributes and functions needed to be situation specific. Many researchers, however, seem to determine characteristics that suggest strong instructional leadership. Smith and Andrews (1989) compiled a list of characteristics from existing literature that suggest strong instructional leadership:

high energy, assertiveness, ability to assume initiatives, openness to new ideas, tolerance for ambiguity, a sense of humor, analytic ability, a practical stance toward life, referent power strong motivation, and high self-esteem.

Going through a review of related literature, Andrews, Basom and Basom (2001) found three inherent attributes common in strong instructional leaders: vision, the ability to communicate that vision, and the ability to create trust in the workplace.

2.1.3. The Concept of Effectiveness

Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things we continue to be appropriate,

particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Leithwood, et al., Silins, Mulford, & Zarins, cited in Hammond et al., 2010).

2.3.1. Effective instructional leadership:

2.3.1.1. *Defining the School's Mission:* This dimension concerns the principal's role in determining the central purposes of the school. The dimension focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of learners. It is also the principal's responsibility to communicate these goals so that these are widely known and supported throughout the school community.

2.3.1.2. *Managing the Instructional;* focuses on the coordination and control of instruction and curriculum. The school principal has to be deeply engaged in stimulating, supervising and monitoring teaching and learning. These functions demand that the principal have expertise in teaching and learning, as well as a commitment to school's improvement and school effectiveness. It is this dimension that requires the principal to be involved 'hip-deep' in the school's instructional program.

2.3.1.3. *Promoting a Positive School Learning Climate:* This dimension conforms to the notion that effective schools create an 'academic press' through the development of high standards and expectations for learners and teachers. Instructionally, effective schools develop a culture of continuous improvement in which rewards for learner and staff are aligned with purposes and practices.

2.4.2. Characteristics of Effective Instructional Leadership

Leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level.

Effective instructional leadership ensures that educational programs make the desired impact. An effective leader inspires action and takes an optimistic view of the future. A good example by being honest, having integrity and treating people fairly. Supports and appreciates subordinates and confidently inspires the team to achieve instructional goals. Additionally, good two-way Communication enables leaders to solicit ideas for improvement, make informed decisive decisions and keep an educational organization on track. Without these characteristics, an instructional leader tends to fail.

2.4.2.1. Creating a Vision:

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu, 2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision.

2.4.2.2. Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment

2.4.2.3. Building the Capacity of Leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction. Katz (in Wossenu, 2006) asserted that quality school leaders understand teaching and respect by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal.

2.4.2.4. Educational Leadership Models

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a „vision“ for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). Sergiovanni (cited in Bush, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others.

The principal is highly visible on the school premises and even in classrooms. The principal models values and practices that create a climate to support the continuous improvement of teaching and learning. In closing, it can be inferred that principals as instructional leaders are goal oriented. They take the lead in defining a clear direction for their schools and personally coordinate efforts to increase learner achievement.

They are required to manage the curriculum, and monitor and evaluate the quality of teaching and learning (Bush, 2007; Copeland, 2003; Yu, 2009; Hallinger, 2009). Principals should at all times strive for an excellent teaching and learning environment that emphasizes high learner achievement. They are required to provide the necessary resources for learning, and create new learning opportunities for learners and teachers.

Instructional leaders should forge partnerships with teachers as colleagues by spending more time in classrooms and engaging teachers in conversations about learning and teaching. Professional conversations and professional development should revolve around the improvement of instruction, how learners learn, and appropriate teaching strategies for different contexts (Hoy & Hoy, 2009). It is not expected that principals have proficiency in each subject content but that they become knowledgeable about the latest trends in education, innovative teaching methods, state-of-the-art resources, and cutting-edge assessment methods.

PERCEPTIONS OF STAKEHOLDERS ABOUT PRINCIPAL AS A LEADER

The role of principal has been seen as crucial to the success of an educational institution and its effectiveness as per Cheng and Townsend (2000). The challenge for a principal is to create a school culture which values quality and which permeates to the each and every system, element and process of the school.

It has been commonly observed that a school running with the same set of procedures and guidelines, and same teaching staff and students, just because of presence or absence of a good

school leader or principal, maintains status quo or reprobates or performs exceedingly well. This stark difference has been noticed and recorded by a number of research studies on change management in education and schooling (Mukhaopadhyay , 2001; Sallis, 2002). This shows that there is a relationship between school leadership and school performance.

School leadership is the second most important parameter after classroom instruction among various other school related factors which contribute to student's learning at school as per Anderson, Leithwood, Louis, and Wahlstrom (2004).

Different researchers have construed school leadership in a variety of ways. The importance of school leadership in accomplishment of school objectives, programs and educational goal attainment was highlighted by Peretomode (1991). Cheng (1994) theorized that school leadership constitutes of five main dimensions, viz. cultural leadership, human leadership, political leadership, structural leadership and educational leadership. These five key dimensions delineate the roles and functions of the principal as a school leader. Mestry and Grobler (2004) showed that the multiplicity of duties performed by a principal puts on him under a diversity of burdens and challenges.

Cranston (2002) tried to lay down various criteria in order to explain the qualities of a proficient principal. He lay down and explained various skills and capacities which principals should have. According to him, a principal's competencies can be measured on various dimensions from the perceptions of various stakeholders' like students, teachers, parents, communities etc. As an illustration, Scotti and William (1997) showed that one of the variables which impacts school's productivity is teacher's perception of school principal's leadership qualities. Moreover, Hunter-Boykin and Evans (1995) showed that there is a positive correlation between teacher's perception of principal as a school leader and teacher's self-confidence.

It was further argued by Luo (2004) that school teacher's perception about principals as a school leader is a very important dimension for the evaluation of principal as a school leader. He contended that an understanding of teacher's perceptions about the requirements of various leadership qualities in their principal can provide important insights for improvement in school leadership.

It has also been shown by various researchers that teacher's perception of their principal's abilities determine the very culture and organizational climate of the school. Moreover such perceptions also have a direct impact on school performance and effectiveness. Hunter-Boykin &

Evans (1995), in an America based study, showed that the teachers rated most of their principals as ineffective and it was also argued that this perception had an impact on school effectiveness.

MODELS OF INSTRUCTIONAL LEADERSHIP

Some researchers define instructional leadership through the traits, behaviors and processes a person needs to lead a school effectively. Thus, a multitude of conceptual models that demonstrate instructional leadership exist. The three major functions of instructional leadership were defining mission, managing the instructional program and promoting a positive school climate (Hallinger, 2005:10).

Mission focuses on framing school goals, communicating school goals; instruction was elaborated in terms of supervising and evaluating instruction, coordinating curriculum and monitoring student progress. Maintaining high visibility, providing incentives for teachers, enforcing academic standards and providing incentives for students. The principal's functions consist of mostly indirect activities that help create a positive learning environment. These include creating a positive school culture, engaging in activities like making a point to visit each teacher before his or her class begins, greeting students as they enter the building, and providing common planning time for teachers who in turn develop both the students' capacity for learning and success

THE ROLE OF INSTRUCTIONAL LEADERS

Principals should understand that contemporary theories of learning are directed to learner-centred learning and therefore, should be able to utilize this knowledge in playing their instructional leadership role. This does not mean that principals will become "all knowing", but that they will have to understand key educational ideas and be able to apply such knowledge appropriately to their school community.

The contemporary ideas promoted these days are learning behaviorism, constructivism, as well as the following learning theories: multiple intelligences, activity theory, learning styles, learning as a process of active engagement, learning as individual and social activity; and learner differences as resources to be used (Hill, 2006:64).

Today, principals should spend more time establishing appropriate preconditions and following through with interventions aimed at improving teaching and learning. The interventions instructional principal stages to improve teaching and learning should include communicating school goals focused on student achievement; working with teaching staff to analyze state assessment results; and curriculum mastery.

Principals should determine time on task by analyzing absences, tardiness and other behavioral problems. Current educational processes and strategies that are being used need to be evaluated. Time should be provided for examining student achievement on a regular basis during the school year.

Principals should also ensure that teachers analyze results of formative assessment and monitor student performance based on curriculum standards. Principals should provide professional development that assists teachers and paraprofessionals in, analyzing data, the use of effective teaching strategies, identifying additional methods for collecting data to determine if learning is occurring, and in using a systematic step by step approach to ensure change occurs.

Principals should perform less administrative duties and operate more as educational leaders in the sense of being experts in teaching and learning and in creating an environment that facilitates learning. New conditions and expectations in education can create new challenges and perspectives for the principal.

Principals' interventions will usually impact their students' performance, particularly in the most challenging schools.

A highly effective principal can increase his or her students' achievement. Effective principals can reduce students' disciplinary problems such as student absences and suspensions; but improve pass or graduation rates. It was found that principals of low-achieving, poverty-stricken, and minority schools tend to make greater impact on student performance than principals of less challenging schools.

For effective principals in the ever changing educational dispensation, the challenge is to redefine the functions of leadership, since this is crucial for change to occur and to build democratic schools. This means creating schools where more people participate in decision-making. In order to ensure success, it is important to develop the necessary democratic knowledge and skills on how to manage and lead democratically.

With the trend moving toward school self-management as described in the previous section, principals are also expected to be more accountable and more responsive to community expectations, in order to be able to lead a complex and substantial organization successfully. The role of principals is important; with the increasing autonomy given to schools, it is crucial that principals should not only be experts in learning and teaching, but also have leadership skills to utilize this knowledge to influence good performance in their entire schools.

Instructional leadership expects educational leaders to set clear expectations maintain discipline and implement high standards, with the aim to improving teaching and learning at school. The principal is described as a visionary, leading the school community in its development to use more effective teaching and curricular strategies, and supporting educators' efforts to implement new programs and processes.

Instructional leaders perform, according to Parker and Day (2007:87), the following functions: defining and communicating a clear mission, goals, and objectives; formulating guidelines for collaboration of staff members, mission, goals, and objectives to realize effective teaching and learning. A clear sense of mission is particularly important when schools are undergoing a number of changes; and for managing the curriculum and instruction. Managing and coordinating the curriculum in such a way that teaching time can be used optimally, and teachers can be supervised.

Ensuring that educators receive guidance and support to enable them to teach and monitor learning programs effectively. Monitoring and evaluating the learners' progress by means of tests and examinations. The results are used to provide support to both learners and educators to improve, and to help parents understand where and why improvement is needed. Creating a positive school climate in which teaching and learning can take place. In a situation where learning is made exciting, where educators and learners are supported and where there is a shared sense of purpose, learning will not be difficult. More recently, however, as a result of the changes and reforms highlighted in the previous section, principals have been encouraged to motivate, inspire and unite educators around common goals. They have the ability to persuade their followers to join their vision and share their ideals.

They also have the ability to achieve productivity through other people. The actions of transformational leaders convey the message about the beliefs and commitments they stand for. In researching principal leadership, principals had an important role to play in connecting

schools with the external world and bringing into schools a variety of knowledge. Principals are the persons in schools who have the greatest capacity to network with the wider community and ensure that schools keep abreast of current initiatives and anticipate future trends. This role takes up more of the principal's time who is more often doing office work, supervising employees, supervising students, dealing with student discipline, attending decision-making committee meetings and other relevant meetings such as parents meetings and meetings with external officials.

Explicit in the above statement, particularly in relation to ideas such as empowerment, vision, planning, evaluation and improvement is the concept of shared leadership, from which synergy might result through the genuine use of everyone's abilities. Perhaps the ultimate shared leadership was best portrayed by Kidman (2001:132) in asserting that the first and most important quality of a leader is that of being a servant of the staff members by encouraging, enabling, supporting and empowering them. This school principal, clearly saw servant leadership as a means of managing today's pressures from schools.

Instructional leaders have an understanding of the "real issues" or values of life (i.e. Power, justice, responsibilities, influence, the nature of the future, etc.), and are not only clear in their personal views, but are also open to the views of others. They are prepared to stand up and do what is right. Apart from these values, effective school principals in the modern age should also possess certain qualities of leadership that distinguish them from their peers. Qualities such as reflection, vision, commitment, courage, power, and empowerment come immediately to mind when one thinks about excellence in principal ship.

2.5. Leadership styles of school principal in school

Different leadership styles are adopted by different school leaders to influence student success in a number of ways. A variety of leadership styles have been highlighted, but most of them can be categorized into four broad styles (Yusuf, 2008).

2.5.2. Autocratic Leadership style

Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him or herself and makes decisions with a view to ensuring that the staff implements it. He or she is not bothered about attitudes of the staff towards a decision. He or she

is rather concerned about getting the task done. He or she tells the staff what to do and how to do; it asserts him or herself and serves as an example for the staff. This style is viewed as task oriented (Dubrin, 1998).

In the case of secondary schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. The effect has always been dissatisfaction with work on the part of the employees

2.5.3. Democratic Leadership Style

As Oyetunyi (in Yusuf, 2008) points out the major point of focus is sharing of authority. The manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He or she coaches subordinates and negotiates their demands (Dubrin, 1998). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. David (2007) argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. David (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in school.

2.5.4. Laissez-Faire or Free-Rein Leadership Style

The laissez-faire leadership style is sometimes called the free rein or individual-centered leadership style. This style makes the presence of the leader felt but gives workers freedom to make individual or group decisions. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager.

2.7. Instructional leadership in enhancing learning

An instructional leader is a person and a notion, the notion that learning should be given top priority while everything else revolves around the enhancement of learning. Principals need to

work closely with students, developing teaching techniques and Methods as a means for understanding teacher perspectives and for establishing base on which to make curricular decisions. Hence, to have credibility as an instructional leader, the principal should also be a practicing teacher. Instructional leaders need to know what is going on in the classroom. Many principals are not in touch with what is going on at the classroom level and are unable to the problems teachers and students encounter.

The tendency is to address instructional issues in terms of the usually outdated information, which the principal obtained when he or she was still a class teacher. Whitaker (2007:89) identified the following four skills essential for instructional leadership: They need to be resource providers. It is not enough for instructional leaders to know the strengths and weaknesses of their school, they should also recognize that teachers desire to be acknowledged and appreciated for a job well done.

On the other hand, they need to be instructional resources. Teachers count on their instructional leaders as resources of information on current trends and effective instructional practices. Instructional leaders are tuned-in to issues relating to curriculum, effective pedagogical strategies and assessment. They also need to be good communicators. Effective instructional leaders need to communicate essential beliefs regarding learning such as the conviction that all children can learn and no child should be left behind.

Finally they need to create a visible presence. Leading the instructional program of a school means a commitment to living and breathing a vision of success in teaching and learning. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities for instruction.

2.8. Factors Affecting Instructional Leadership Effectiveness

Studies on leadership indicate that there are some factors that influence effectiveness of school leaders. Such factors may be classified to a principal characteristics, organizational and district/Wereda education department characteristics.

2.8.1. Leaders Educational Background

An effective leaders needs to have knowledge on series of specific technical, human and educational skills. In line with this idea Sergiovanni, (1984:67) explained this skills in to a

serious of behavioral forces described as technical forces: being a good manager and applying good planning, organizing, coordinating, and controlling techniques to ensure optimum effectiveness of the organization; the human forces: emphasize human relations' skills, implementing good motivational techniques, and building good moral within the organization. The appropriate use of participatory management is an integral part of this behavior; and the educational forces: focus on the conceptual knowledge of education - it indicate the ability to diagnose educational problems carry out the functions of clinical supervision, evaluate educational programs, and help curriculum, implement staff development activities, and develop good individual educational programs for individual children.

2.8.2. Leaders' Work Experience

The ability to learn from experience is one that that leader needs to develop and foster. School leaders obviously should work for a few years as a teacher before he/she assumes a leadership so that he/she could gain a number of understandings about students, the role of the community, the problems and teaching, and some of the school administrative problems. Because the leader works with a wide variety of people, it is valuable if his work experience includes some practical experience outside of the field of professional education that he/she could gain through panel discussion, conference, seminar or workshops, in light of this point (Corbally, 1961:289; Douglas, 1964:24) pointed out that through such experience, the prospective leader can gain understanding and skills in working with people, if he recognizes the opportunity for learning from experience.

2.8.3. Availability of Educational Resource

The first factor is the availability of educational resources, which include human, material and financial resources. The availability of essential resources like teachers, textbooks, machineries, supplies and finance are crucial to the success of effective leadership role. The availability of educational resources may constrain or facilitate the leadership function. Gorton (1993:263) indicated that lacks of resources are serious obstacle to effective leadership.

2.8.4. Role Diversity

The second organizational factor is the role diversity about which most school leaders complain. Exercising leadership takes time and energy over and over that which must be spent on

administering a school or school district (Gorton, 1983:283). Responsibilities other than instructional leadership will frequently press for the principal's time and drain his/her energy, leaving him/her with the feeling that she is spread too thin.

2.8.5. Professional Norm

Professional norm is another organizational factor that influences leadership effectiveness of the principals. Corbally and others (1965:90) indicate that teachers in secondary schools are sensitive, intelligent people who feel that their professional preparation and experience have equipped them to do a job skillfully. Such educational norms may enforce the principals to leave the instructional matter and educational decisions to teachers which limit the frequency and depth of principals classroom observation as well as their initiatives of consulting teacher about instructional matter Hallinger and Murphy (in Hoy, 2002:5)

2.8.6. District/Wereda Educational Office Characteristics

District or Wereda educational office is one of the factors that influence the leadership activities of the school. It is the basic administrative unit in the education hierarchy, which starts at federal level and works its way to the state and then to local level (Luneburg and Ornstein, 1991:303). According to Hussein and Postethwore (cited in Jemal, 2013) Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the Size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school improvement programs face.

2.9. The major Challenges of Instructional Leadership Effectiveness

Principals may look with different problems in playing their leadership practice or role. The problems may be emanated from principals, from school community and parent related limited school resources. According to the stated above the litmus test for leadership in this stream is whether the relationships among staff are trusting open and affirmative enough to support Commitment, to point and sustain action in common that strengthens the schools performance (Go leman and others, 2003). In the context of the changing role of the school leadership, Gamage (2006) points out that the foremost challenge, that school leaders faces is to understand the changing context and improve their inter personal and communication skills with the

understanding that they are no longer the authority figure but a partnership with others stakeholders. Unlike In past they would not be. In a position to issues instructions and expect the staff and students to obey. The altered role of the school leaders requires them to articulate their views of shared vision. While expressing the views on policy issues to convince the other members of the partnership arriving at decision before instruction could be issued.

The scholars such as Moore and others, (2002.),Gamage,2009 and Catano and stronge ,(2007) too have reported that trends based on decentralization and devolution have dramatically affected the roles of school leaders. The school leader 'role especially in the area of school leadership, management, in resource acquisition and accountability has undergoing significant changes. Similarly, catano and strong, (2007) belief that the political pressure of high accountability requires school leaders to improve instruction and, student achievements, while maintaining facilities, supervising professional development student conduct and managing budgets. In response to the changing role of leaders Cadwell ,(2004) believes that training professional development of the school leaders are significant in contributing to the quality of schooling. Lack of district support; although there are note worthy exception ,principals are seldom appropriately supported in their leader ship role by school districts which have previously expected them to do little more than follow dears over see staff, keep the buses running ,and contain problems and "principals were not provided with technical assistance, adjustments of role expectations ,or polices planned to support new knowledge about leader ship"(Hollinger as cited in Tucker,2002).

The responsibility without appropriate authority leaders many principles to increased frustration, increased stress, and diminished job satisfaction ,principles in Victoria ,Australia ,cite the incapacity to select teachers who match priorities for the learning needs of the school (Caldwell,1998). Schools are structured to maximize teachers contact with students and to make interactions among teachers and students as efficient as possible.

Leaders working in cultures so inhospitable to valuing working relationships face a major challenge simply to make the relationships among teachers and between teachers, students, and parents apriority (Golemanandothers,2002).Many of the major challenges facing educational leaders involve leadership in situations where values and ethics are contested (Duignan& Collins, 2003). Some of these challenges constitute what wildly and others, (2001) call 'contestable values dualities', or ethical dilemmas. 'The key challenges for educational leaders,

especially principals, involved complex and often conflicting human relationships and interactions (Duigna, 2006) describes the major school leadership challenges as follows:

2.9.1. Provide a value Driven Vision.

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work .In this way they help to inject meaning into the daily grind of the work done ,thereby providing a sense of purpose and direction.

The articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of school community, and establishing, the foundations of an organizational culture that supports the aspiration of all stake holders. Linking vision to practice seems to be a vital component in relationship of the leader and those led. Educational leaders are challenged to engage with their staff in ways that the whole group for ward, rather than plugging gaps and responding primarily to perceived emergencies, clear purpose, and inspirational communication, and an appeal to agreed values and belief systems, would point clearly to the road for ward.

2.9.2. Managing Staff Relationships

A dominant theme in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership. A principal stated that valuing others is the key to the development of authentic relationships: It could be said that valuing others is a common thread in these elements and provides an authentic bond between the leader and those in the group. Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader–staff relationships in ways that link strategic purpose to everyday practices. Acknowledging the emotional realities of others’ work naturally builds caring relationships and creates a level of authenticity that strengthens the group’s capacity to respond to challenges. In this respect, leadership relationships emerge from individual efforts to honor the personal feelings intertwining the busy and very human work of teachers, principals, counselors, and other staff in schools.

Developing relationships for their own sake, or conversely for instrumental purposes, is not what authentic leaders do. They regard relationship-building as one of the core ways that value-driven organizations value all those who work in and for the organization. It is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization. Building relationships is not just a matter of managing the people in the organization but of providing the leadership necessary to marshal the most valuable resources, the people.

Knowing one another well enough to establish basic trust, openness, and affirmation is a precondition for forming the relationships that can mobilize people for professional improvement and personal support. In fostering connections among others, the leader's daily actions convey to others the belief that "we are in this together; your challenges and successes are ours and ours are yours.

The promotion of staff morale, keeping staff motivated, cultivating teamwork and providing opportunities for staff development are some of the greatest challenges for leaders of educational organizations. At the simplest level, school leader's challenge is to maximize opportunities for staff to come together for positive purposes, whether they are personal Rejuvenation or professional problem solving and growth.

2.9.3. Leading People

Many educational leaders find it a challenge to determine how 'relational' relationship building should be. Those who have been apprenticed in a hierarchical, control-type model of leadership are often unsure of how close relationships should be, especially with those who are accountable to them.

It is important to distinguish here between personal and Professional relationships in an organization. Professional relationships must, of course, have a personal dimension, but it is equally important to develop personal relationships within professional frame work. The issue is not how friendly formal leaders should be with those who work with them, but how all organizational members can work closely and professionally together to achieve the goals and objectives of the organization. Professional relationships must always be predicated on the core values espoused in the organization. Being honest, trusting and trustworthy, respectful, tolerant, empathetic, open to critique, and willing to be a team person are as essential to professional relationships as they are to the development and maintenance of personal relationships. In a

school setting, core values also include valuing students and the educational processes that best serve their needs. The bottom line in a school community setting is how well relationships serve the needs of students and their parents.

2.9.4. Effective communication

Good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication.

If communication is not regular and meaningful, someone or some group will even a version of events, and rumors will spread to fill the void. This is especially true when leaders are attempting to bring about changes in their organizations. Change usually threatens some organizational stake holders and fears can be exacerbated if the facts of the change are distorted or manipulated by those who are resistant to the change.

2.9.5. Leading continuous change

We live in time of rapid change and transition. In such periods, it is necessary to realize that there may be causatives in any change process. Part of leadership is recognizing that not everyone is going to come on board immediately, or even in the short -term. With new ways of thinking and doing leaders need tube sensitive to the fears and anxieties of those involved in a change process. Principals have to have a set plan on how they are going to deal with that change.

They have to be caring and have a plan that maintains their self-esteem. They cannot dump people. It is an important aspect of leadership. Leaders of change need to remind themselves that changes cause transitions, which cause losses and its losses, not the changes that they are reacting to and that it's piece of their word that is being lost. Leaders who are trying to manage a top-down change may be reluctant ,according to Bridge (1995) to talk openly about the change arguing that it was “stir up trouble” to acknowledge people’s feelings. But leaders of change must engage openly with those who will be affected by the change, and they must be acknowledge and address positively the losses and psychological transitions being experienced

by these people.

2.9.6. Dealing with poor performance.

The issue of dealing with poor performance in a responsible and professional manner that consider the interest of all concerned emerged as one of the most serious accountability challenges for educational leaders .Often ,however educational leaders face the problem of dealing with poor performance and balancing the professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately Many leaders feel frustrated by supervisors’ reluctance to deal with poor performance , often due to the perceived difficulty of the legal and industrial issues involved.

2.9.7. Care and Rules

Educational leaders continually face challenges and decisions that involves tensions between a concern for either :care or rule s; Care encompasses compassion, looking at the I individual circus tances and ma king a decision that puts care and concern for the individual above rule s and policies. Rules or policies provide guide lines for leaders on how to make decisions .Some leaders , however ,argue that by complying with rules, they are also fulfilling their duty of care to the community and therefore ,do not recognize any real tension in this area (Duignan ,2006).

2.2.2. Principals as Instructional Leaders

School principals are key elements in promoting effective leadership to enhance rapid change in their schools. A principal is the pivotal point within the school that affects quality of individual teachers’ instruction, the height of student’s achievement and the degree of efficiency in school functioning.

Findley and Findley (1992) state that If a school is to be an effective one, it is because of the instructional leadership of the principal. The instructional leadership model also attempts to draw principals’ attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals time. Instructional leadership includes: defining the school’s mission; managing the instructional programs; and promoting positive school learning. In defining these statements, Leithwood (2004) stated that:

Practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly too all members of the school community. The practices centred to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum and monitoring students' progress. At the heart of this model, however, is the final category of practice, promoting a positive school learning climate which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers and incentives for learning (Leithwood, 2004). Furthermore, Harry (1987) forwarded two skills for principals to be effective instructional leaders: the technical and interpersonal skills.

Technical skills include goal setting, assessment, planning, instructional observation, research and evaluation, whereas interpersonal skills are those of communication, motivation, decision, making, problem solving and conflict management. In this regard, effective principals are expected to be effective instructional leaders and must be knowledgeable. Therefore, instructional improvement is an important goal worth seeking, when implemented that allows both students and teachers to control their own destiny in making a more meaningful learning environment.

The school leaders are considered as a link within the school to all stakeholders. So there should be a dynamic interaction among the stakeholders. Canbera (2004) describes that the main purpose of the school is student learning and achievement. This requires making all school activities contribute for raising students' broad outcomes. The broad outcomes of learning encompass: academic, social, emotional, cultural and environmental.

2.2.3. 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 activity implemented and evaluated, Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by curricular activities and other educational activities, Has to prepare a program which will enable educational materials,

laboratories, rooms 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 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.

2.6. Duties and responsibilities of school leaders

The roles and responsibilities of school leaders are changing frequently due to reforms which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may actually be considered leadership, it is difficult to sketch the boundaries of leaders' work (Mayrowetz, 2008).

Planning: among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre thinking, predication and forecasting the future expectations in administration.

Organizing: this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people in order to attain stated goals in the organization.

Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. **Coordinating:** this is referred to as the ability of a leader to advice a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved.

Controlling: this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

Staffing: this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty

of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.

Reporting (Communication):the principal must realize that he or she must be excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the students. Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must able to gain acceptance and articulate the vision to willing followers.

Motivation: The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws.

Evaluation:Among the major indispensable functions of an educational manager is the program evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report.

2.2. Instructional Leadership Role of Principals in school

In instructional leadership, the principal's role is deeply involved with setting the school's direction. The "mission" dimension focuses on the principal's role in cooperating with staff, ensuring the school continuously runs on clear, measurable, and time-based goals that result is the academic progress of students.

Principals are responsible for communicating goals, which should be widely known and supported throughout the school. The process of goal development is not considered; its importance is less critical than meeting performance outcomes. This is a weakness in the model.

The research simply accepts that goals should be set by the principal, in collaboration with staff, to achieve effectiveness.

Ensuring that the staff incorporates performance goals into their daily routines is crucial in instructional leadership. Vague, ill-defined goals must be put aside, in favor of clear a dividing line between academically focused efforts and "teaching to the test. A great example of the problems standardized testing can cause in a school was recorded in a study by Hallinger& Murphy in 2005.

Teachers in “effective” California elementary schools were observed while teaching. One teacher had a unique activity center located at the back of the class, but researchers observed that students were not working at the center during the class period.

2.10. Summary of the Chapter

Over all, this chapter was a presentation of the review of the literature relating to the instructional leadership effectiveness of school principal. In this review, the researcher traced the concept of instructional leadership, characteristics of effective school leadership, instructional leadership and teaching learning, influence of leader to school community and leadership style in school.

Although there are many ways of examining leadership styles, for the purposes of this study the focus was on the styles of: autocratic, democratic and laissez-fair. It is also very important to note that the theories of leadership have built up around themselves a series of assumptions and bases. This chapter also focused on the role and commitment of school leaders as the administrative and managerial heads of schools and the leadership styles employed by them for improvement of the school. Finally, the possible factors that hinder school leadership effectiveness from leaders’ characteristics were presented and discussed.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis.

3.1 Research Design

This study used a descriptive research design. Descriptive research is used when researchers want to explain events as they happen and report the facts on the ground and make judgment as to what ought to be done. The appropriateness of this design for the study was noted by many scholars. For example: Koul, (1996) states that descriptive design becomes useful particularly where one needs to understand some particular information. Best and Khan, (1989) have noted that a descriptive research design involves a clearly defined problem and definite objectives. According to Creswell, (2003) descriptive method is used to generate views and opinions of relatively large number of respondents and to indicate a clear picture of the situation. It is also a method that enables us to obtain pertinent and precise information about the issues. A mixed method approach was employed in the study because of the advantages it offers to collect both quantitative and qualitative data and analyze them using both quantitative techniques and qualitatively triangulate the data obtained.

3.2 Sources of Data

Both primary and secondary sources of data were employed for this study. The primary sources of data were teachers, principals, vice principals, Department heads, PTAs, and education office experts in the Wereda.

The woreda level educational expertise, principals, and vice principals were included in this study for their direct involvement in the practice of schools leadership; teachers, department heads and PTAs are also taken as source of information for their direct participation of the daily activities.

Secondary sources of the study were collected from document concerning the school and instructional leadership support in the primary 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 supports 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.

3.3. Sample Size and Sampling Techniques

The sample must be of an optimum size i.e. it should neither be excessively large nor too small. This is because it should be large enough to be representative of the population and small enough to be economical in terms of time, money and complexity of analysis, (Best and Khan, 1989). Sampling as it relates to research refers to the selection of individual, units and/or settings from the population to be studied.

Sampling is required because it is impossible to collect data from the entire population. So, having the right sampling technique is indispensable to conduct research that is valid and acceptable.

The population of the study was all primary schools in BechoWereda of South West shoa Zone Oromia Region. There are 20 primary schools in BechoWereda. Out of 20 primary schools, 5 (20%) were taken using simple random sampling technique / using the lottery method/ since the method employed to select sample units out of large population area added to manage the study. After selecting the sample schools, principals, vice principals, department heads, teachers were identified among primary schools.

In sampled five schools there are about 184 teachers. The researcher selected the number of teachers in selected sampling schools regarding to their sizes using simple random sample method. Therefore, from five sample primary schools 20 teachers from each were selected by simple random sampling techniques.

Therefore, the numbers of teachers included in this study were 100. In each sample schools there are 5 department heads. Therefore, 15 of department heads. Selected by using simple random sampling. In line with this, 5 school principals, 5 vice principals, 2 School supervisors, 5 parent teachers association heads and wereda education office head were involved by using purposive

sampling techniques, due to their positions and their high attachments with resource management.

Consequently, from a total of 62 male and 38 female teachers divided into subgroups in the Five sampled schools, 62 (33%) male 38 (17%) female totally 100 (32%) proportionally in size participated as sample using stratified random sampling followed by simple random sampling to get the representative population particularly using the lottery method with the assumption that all teachers had equal chance of being selected and to the representative sample. This was done on the step zero and one number written on paper rolled as a ticket and picked up randomly until the required number of sample obtained.

The school principals and vice principals are responsible to exercise leadership practice and facilitate the work of teachers and the other school committee members. So, 5(100%) principals and 5(100%) vice principals all sample population were included in the study 19(100%) all department heads of five schools each five and schools each five department heads and totally nineteen department heads were selected by purposive sampling.

Furthermore, 1 (100%) Wereda education office head under the sample primary schools involved in the study employing purposive sampling because they were concerning with the success of leadership practice of the schools.

Regarding respondents, 100 (30%) out of 184 teachers was selected using random sampling technique.

However, all (100%) principals and vice principals, 5(100%) 100%out 5 of 5 parent teacher association (PTA) selected by using purposive sampling technique. This is because it gave the researcher a chance to get more relevant and resourceful individuals.

The total population, sample, amount of the sample and sampling techniques are described in below.

Table 1. Distribution of target population and sample size

No	Respondents	Population	Sample	sampling techniques
1	Teachers	184	100	Simple random
2	Vice principals	10	5	Purposive sample
2	School Principals	10	5	Purposive sample
3	Department heads	25	15	Simple random

4	PTA	5?	5	Purposive sample
5	Supervisor	3	2	Purposive sample
6	Wereda heads	1	1	Purposive sample
Total population		238	133	

Table 2 Population and Sample size is used

R. N o	Name of primary Schools	Types of respondent											
		Teachers		department heads		v/principal		PTAs		Principal		Cluster sup	
		No	%	No	%	No	%	No	%	No	%	No	%
	F/H/A/Mechal	70	20	5	1	1	1	5	1	1	1	3	2
	Tulu Bolo	30	20	5	1	1	1	5	1	1	1	0	0
3	A/Gudina	30	20	5	1	1	1	5	1	1	1	0	0
4	B/chirecha	26	20	5	1	1	1	5	1	1	1	0	0
5	Simbirochirec ha	28	20	5	1	1	1	5	1	1	1	0	0

3.4. Instruments and Procedures of Data Collection

This part presents the instruments and procedures that employed to collect data required by the study.

3.4. Data Collection Instruments

To collect data from sampled schools the researcher employed different data collection instruments. Questionnaires, interviews, Focus Group Discussion and document analysis were included as data collection tools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study.

A. Questionnaires

Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaire more appropriate for this study. Two the items prepared in accordance with the designed objectives and basic questions to be answered in the study concerning leadership effectiveness. To collect data from teacher's questionnaires containing both open-ended and closed ended types were designed and distributed.

Questionnaires were developed by the researcher for it was used in order to collect data from a relatively larger size of the population under study. The reason why a questionnaire was used is easily to handle and is simpler for the respondents to answer within a short period of time (Koul, 2008).

Therefore, for structured question items, Likert scales were employed, because Likert scale mostly used in research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

B. Interview

Semi-structured interview were designed to gather data from Bechowereda education office head, school principal, Vice principals and head of school PTA'S members. The interview was conducted in Afanoromo to make communication easier. It was used in order to collect data from those who would provide information needed for the study.

The reason why semi- structured interview was employed was that the procedure to be used is standardized and determined in advance as well as to obtain answers to carefully phrased questions (Koul, 2008). Finally, interview notes were taken; summarized and translated into English.

C. Focus Group Discussion

The researcher collected data from department heads and cluster supervisors by conducting FGD. The Focus Group Discussions was used because it is used to collect large amount of data from respondents suggested. The method also increases the quality and richness of the data as group members were simulated by the perception and ideas of others within the social

environment in which the group situated (Daymon and Hollowoy 2002, in McMillan and Schumacher, 1997, p. 453).

D. Document Analyses.

Documents are very crucial to assess the current status instructional leadership and its challenges in the study area. Therefore, the researcher checked plans and reports of the sample schools, monitoring and evaluation Check lists, feed backs from external bodies and minutes of meetings. Supporting this Best and Khan, (1989) have noted that document analyses are important and relevant sources of data, useful in yielding information and exploring.

3.4.2. Procedures of Data Collection

Questionnaires were distributed for the participants of the study by the researcher. The respondents were asked to gather at convenient places and made to fill out the questionnaires. Interview was made after obtaining the consent of the participants.

As regards documents, the researcher made rapport with school principals to get access into the documents and review them in the light of the objectives of the study. The pilot tests were employed for 10 department heads and 10 teachers.

The respondents from pilot study group were consulted about how best to revise these questions. And all correction was made and the questionnaires distributed to main study directly by the researcher in all sampled schools.

3.5. Methods and Procedures of Data Analysis and Interpretation

Qualitative data types were analyzed by using narrative statements whereas; appropriate statistical tests were employed in the analysis of quantitative data. Quantitative data obtained using questionnaires were analyzed using descriptive statistics including using tables, figures, graphs, and percentages.

Besides, for suitability of analysis the five point Likert Scale responses of the questionnaires were made to be categorized in the five scales (5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree).

Qualitative data obtained through interviews was analyzed using narration and interpreted in the light of literature. Qualitative data collected from interview questions, FGD and document

review were presented in the form of narrative statements and interpreted in the light of literature.

3.6 Ethical Considerations

The purpose of the study was explained to the participants and the researcher asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided will only for the study purpose.

Accordingly, the researcher was use the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher was ensured confidentiality by making the participants unnamed.

3.8. Validity and Reliability Check Checking:

The validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments developed under close guidance of the advice.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter of the research paper has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. Questionnaire was distributed to 100 respondents. The return rate of questionnaire was 91 copies from teachers. In addition, One Wereda education office head, 5 school principals, 5 vice principals and 5 PTA chairmen were interviewed successfully. FGD was conducted successfully with 2 cluster resource center and 15 department heads. The major purpose of this study was to assess the instructional leadership effectiveness of school principals in Bechowereda primary Schools.

Table 3. Characteristics of the Respondents

NO	Items		Respondents											
			Teachers		Dept heads		PTA		vice principal		Principal		Cluster sup.	
			N	%	N	%	No	%	No	%	No	%	No	%
1	Sex of Respondents	Male	53	58.2	9	60	5	100	4	80	3	60	2	66.
		Female	38	41.7	6	40	0	0	1	20	2	40	0	0
		Total	91	100	1	100	5	100	5	100	5	100	2	100
2	Age	25-30	40	43.9	5	33.3	0	0	1	20	0	0	0	0
		31-35	31	34.0	4	26.6	2	40	3	60	0	0	2	66.
		36-40	11	12.0	3	20	1	20	1	20	3	60	0	0
		41-45	5	5.5	2	13.3	2	40	0	0	2	40	0	0
		Above	4	4.4	1	6.6	0	0	0	0	0	0	0	0
		Total	91	100	1	100	5	100	5	100	5	100	2	100
3	Work	1-5	15	16.4	0	0	3	60	2	40	3	60	0	0
		6-10	27	29.6	3	20	2	40	2	40	2	40	0	0

	experiences	11-15	17	18.6	4	26.6	0	0	1	20	0	0	2	100	
		16-20	14	15.4	5	33.3	0	0	0	0	0	0	0	0	0
		Above	18	19.8	3	20	0	0	0	0	0	0	0	0	0
			91	100	1	100	5	100	5	100	5	100	2	100	100
4	Educationa l backgroun d	Diplom	48	52.7	8	53.	0	0	2	40	0	0	0	0	
		BA/BE	27	29.7	5	33.3	0	0	3	60	5	100	2	100	
		MA/M	16	17.5	2	13.3	0	0	0	0	0	0	0	0	
		Others	0	0	0	0	5	100	0	0	0	0	0	0	
		Total	91	100	1	100	5	100	5	100	5	100	2	100	

As can be observed from the above table, 58.2% of teachers, 60% of department heads, 100% of PTAs, 80% of vice principals, 60% of school principals and 66.6% of cluster supervisors were males. On the other hand 41.7% of teachers, 40% of department heads, 0% of PTAs, 20% of vice principal, 40% of school principals and 0% of cluster supervisors were females. From this, it is possible to conclude that the supervisory position, vice principals and school principals was dominated by males. Similar with this, (Farquhar, 1991:160) cited in (Carron and De Grauwe, 1997:30) indicated that, the supervision staff is still dominated by the male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females not apply for this position because of " long distance to travel" and "being away from family for long period. Age distribute of respondents indicate 43.9% of Teacher, 33.3% of department, 20% of vice principals are found in ranges of 25-30 ages. 34.0% of teachers 26.6% of department heads, 40% of PTAs and 60% of vice principal are between 31-35 ranges and 12.0% of teachers, 20% of department heads, 20% of vice principals, 60% of school principals and 66.6% of cluster supervisors are 36-40 age ranges.

This indicates that the majority of teachers and department heads were found in the young age.

Regarding the experience of teachers, the majority 16.4% (1-5 years), 29.6% (6-10), 18.6% (of teachers had work experience between 10 and 15 years, 15%) of teacher respondents and 19.8% had work experience of 16-20 years' experience respectively.

In addition, regarding to department heads 0% (1-5) years, 20% between (6-10) work experience, 26.6% of department heads 16-20 had work experience, 33.3% was 16-20 had work experience and 20% of department heads above twenty work experience. As PTAs 60% (1-5) had work experience, 60% of PTAs 6-10 they have work experience and 0% (11_20) of PTAs. This implies as the rule of schools the PTA services included between 1-3/3-6 years must. It means the boundary services of one PTAs three or six in schools. 40%) and 60%) of vice principals and

school principals between 1-5 work experience. 40% of vice principals and 40% of school principals 6-10 had work experience. In addition to that 20% of vice principals 11-15 years' work experience. 0% of supervisors 1-5 years to have experience. 66.6% of supervisor 16-20 years work experience and no above 20 years' experience.

From this, one can conclude that, school principals were relatively less experienced than both teachers, vice principals and cluster supervisors in sampled schools of Bechowereda. Regarding the educational background of the respondents, 52.7% of teachers were Diploma holder, 53.3% of vice principals Diploma and 40% of vice principals also diploma holders. 29.7% of Teacher's and 33.3% of department heads have first degree holder. 100% of school principals and cluster supervisor of were first degree holder.

The remaining 17.5% of teachers and 13.3% department heads MA holders. In case of school principals half of them, 5(50%) were first degree holders while almost all 31(32%) of instructional supervisors are first degree holders. Moreover, all 1(100%) interviewee Woreda education officers had first degree.

Regarding the education level of teachers, department heads and, vice principals they had first degree. But more respondents had the diploma. This may alarm to the government officials who work for quality education. Since leadership requires knowledge and skill of the field, this may imply that the qualification does not fit the level of training for primary schools. It requires more attention to be done in the sample of the study area has taken.

With respect to experience level of the interviewees, all of the principals and vice-principals reported to have served not more than five years as educational leadership. Moreover the PTA coordinators were also served for only three years as member of the PTA coordinators.

Furthermore, all principals and vice principals were assigned from the subject specialist so that they are not qualified in educational leadership.

This shows the majority of interviewees were found inexperienced as educational leaders in sampled schools. From the analysis made so far, it is safe to conclude that the majority of principals, vice principals, PTA coordinators in the sample schools were seemed to have less experienced to perform their responsibility effectively.

Concerning the educational level of the interviewees, all the principals, vice principals Woreda educational leaders all of them were degree holders. But all PTA coordinators are no graduates.

This may imply that all the principals as well as the PTA coordinators are not fit for the level of training needed to lead the schools

4.2. Stakeholders Perception towards instructional leadership in Behowereda primary schools.

The quality and capacity of leadership towards school improvement vary as to the situation and capacity of the leaders. The principals' skills Knowledge about the field of leadership can create the ability in developing different performances which lead to success. In this study an attempt was made to examine the principal's instructional leadership skills to promote school culture. **Table: 4. Teachers view on stakeholders Perception towards instructional leadership**

	Item	Scales					
		SDA	DA	UD	A	SA	
1	School leaders facilitate collaborative efforts among teachers	N	16	56	5	6	8
		%	17.5	61.5	5.4	6.5	21.9
2	School leaders facilitating group activity	N	5	41	14	15	16
		%	5.4	45.0	15.3	16.4	17.5
3	The leaders facilitate collaboration and build inspired teams.	N	35	13	15	14	13
		%	38.4	14.2	16.4	15.3	14.2
4	School leaders have the skill in developing different programs and monitoring.	N	11	31	17	10	20
		%	12.0	34.0	18.6	10.9	21.9
5	School principals motivate teachers for the best performance.	N	14	10	9	20	38
		%	15.3	10.9	9.8	21.9	41.7
6	School leaders provide support in building collaborative cultures among teachers	N	23	27	13	19	9
		%	25.2	29.6	14.2	20.8	9.8

Regarding to Item 1 of Table 4: (17.5%) out of teachers strongly disagree, 61.5% out of teachers respond disagree and 5.4% out of teachers undecided of School leaders not facilitate collaborative efforts among teachers. It implies leadership requires knowledge and skill of the field. 6(6.5%) of teachers respond agree and 20(21.9%) of teachers respond strongly agree. On the other hand, the interview was held with the principals, vice principals and PTA coordinators, indicates that school leaders had lack of leadership facilitate collaborative efforts among teachers. And skills to improve new strategic direction of the school culture. Similarly, during the interview conducted with them, One of the respondents said that: the school principals, vice principals, and that school leaders in the school are selected the subject teachers and were not trained in educational leadership.

As it can be observed from Table 4. In response to the second item of Table 4, (45.0 %) of teachers strongly disagree and 5.4% of teachers disagree on the School principals facilitating group activity, 15.3% out of teachers undecided. The majority of the teachers on the School principals facilitating group activity is less, and 16.3% of respondents agree and 17.5% of teachers strongly agree.

Regarding Item 3 Table 4: 35(38.4%) out of teachers strongly disagree, 13(14.2%) of teachers disagree 15(16.4%) of teachers undecided, 14(15.3%) of teachers and 13(14.2%) of teachers strongly agree. As the respondent's majority the leaders facilitate collaboration and build inspired teams have gap between teachers and school principals of primary school in Becho Wereda.

Table 3 of Item 4: shows 11(12.0%) of teachers strongly disagree, 31(34.0%) of respondents disagree, 17(18.6%) out of the teachers undecided, 10(10.9%) of the teachers agree and 20(21.9%) strongly agree. The majority of teachers indicates school leaders haven't enough skill in developing different programs and monitoring.

Table 4 of Item 5: 14(15.3%) out of teachers strongly disagree, 10(10.9%) of teachers disagree, 9(9.8%) of teachers are undecided, 20(21.9%) of the teachers agree and 38(41.7%) of teachers strongly agree. This majority of respondents school principals motivate teachers for the best performance. This result shows in the study area of school principals they motivate stakeholders for the best performance in their jobs.

Regarding table 4 of Item 6: 23(25.2%) of teachers strongly disagree, 27(29.6%) out of teachers are disagree, 13(14.2%) of teachers undecided, 19(20.8%) out of teachers agree on it and 9(9.8%)

of teachers strongly agree. From this, majority of respondents describe School principals bechowereda primary school no enough provide support in building collaborative cultures among teachers or stakeholders.

4.3. Respondents view on to what extent the principals are executing their instructional leadership's roles in primary school of BechoWereda

Table 5: Respondents view on principals instructional leadership's roles

N	Items	Scales				
		DA	SDA	UD	A	SA
1	The school principals monitors and evaluates the effectiveness of curriculum, instruction and assessments	10	58	9	15	8
		10.9	63.7	9.8	16.4	8.7
2	Your school principals supports the decisions of the followers	11	54	6	8	12
		12	59.3	15.3	8.7	13.1
3	In your school principals encourages the use of innovative teaching methods	4	46	6	8	32
		4.3	52.7		10.9	35.1
4	Your school principals delegate some of his instructional leadership tasks to teachers.	25	18	6	32	10
		27.4	19.7	6.5	35.1	10.9
5	Your school principal Discusses instructional related policies and issues with staff	52	15	10	4	9
		57.1	16.4	10.9	4.3	9.8
6	School principals develop vision based strategic direction of the school.	17	28	6	23	17
		18.6	30.7	6.5	25.2	18.6
7	school Leadership initiating experience sharing inside the schools or not	No	22	26	9	14
		%	24.1	28.5	9.8	15.3

The data in Table 5. Item 1 with regard to the school principals monitors and evaluates the effectiveness of curriculum, instruction and assessments 10(10.9%) of the teachers disagree, 58(63.7%) of teachers strongly disagree, 9(9.8%) of respondents undecided, 15(16.4%) of teacher and 8(8.7%) of the teachers strongly agree. This may imply that school principals low roles the study area of participate in school.

The majority of teacher respondents expressed their feelings that the principals' encouragement and support the staff to participate in school planning was not active. This result implies that principals encourage the development of school culture directly to changes unsatisfactory. Regarding table 5 Item 2 18(19.7%) of the teachers disagree, 29(31.8%) of the respondents strongly disagree, 14(15.3%) of teachers undecided, 17(18.6%) of the teachers agree and 15(16.4%) of the respondents strongly agree. As can be observed from the majority of the respondents the school principals of the Becho Wereda primary schools support the decisions of the followers low. This result shows the school principals Becho Wereda capacities to support followers not sufficient. Whereas table 5 Item 3, 4(4.3%) of teachers disagree, 46(52.7%) of teachers strongly disagree, 15(16.4%) undecided, 10(10.9%) agree and 25(27.4%) out of teachers strongly agree on school principals encourages the use of innovative teaching methods. This result indicates the Becho Wereda school principals they support or encourages as stakeholders participate in the innovation in teaching methods.

Table 5. item 4, respondents were asked Your school principals delegates some of his instructional leadership tasks to teachers. From respondents 25(27.4%) of teachers disagree, 25(27.4%) strongly agree, 6(6.5%) of the teachers undecided, 18(19.7%) agree and 10(10.9%) out of teachers strongly agree. The majority of the respondents school principals not delegate some of his instructional leadership tasks to teachers.

Regarding to table 5. Item 5: 52(57.4%) of the respondents disagree, 15(16.4%) of teachers strongly disagree, 4(4.3%) of respondents undecided, 24(26.3%) agree and 18(19.7%) out of teachers strongly agree. This indicates school principals of the study area not positive to Discusses on instructional related policies and issues with staff.

Table 5. Item 6: Indicates whether asked respondents 51(56.0%) of teachers the primary school principals of the area was study the ability to develop vision based strategic direction of the school is low. On the hand 40(41%) respondents school principals of Becho Wereda they based on strategic direction. The majority of respondents the school principals are not develop the visionary of school. Regarding table 5. Item 7: 57(62.6%) out of the teacher the school principals of Becho Wereda primary schools they no initiated to sharing experience in the schools. 34(37%) of teachers agree and strongly agree. This result shows no experience sharing between staff.

4.4. Respondents view on major challenges of instructional leadership effectiveness in primary schools of BechoWereda

Even if, planning starts with clearly identifying vision or goals to work towards and to induce enthusiasm and commitment as well, as per the result of planning, evaluation and improve disciplinary problem, is one of the challenges of Bechowereda primary school. Proper assessment of the required changes and how to go about making those changes is not related in properly. This implies that the school leadership is the most visible and directly accessible representative of the school for the success of instructional leadership in school.

Table 6. Major challenges of instructional leadership effectiveness

N	Items		Scales				
			SD	DA	UD	A	SA
1	unable to plan, evaluate and make fair judgments	N	12	21	8	20	30
		N%	13.1	23.0	8.7	21.9	32.9
2	Your school principals have the ability to translate the vision into action	N	3	25	4	27	32
		N%	3.2	27.4	4.3	29.6	35.1
3	School leadership works to improve disciplinary problems of students	N	10	32	15	28	6
		N%	10.9	35.1	16.4	30.7	6.5
4	School leaders make the best use of available budget to provide resources	N	34	26	14	9	8
		N%	37.3	28.5	15.3	9.8	8.7
5	Fail to work with the staff for words students' achievements and trusted to others	N	16	34	6	18	17
		N%	17.5	37.3	6.5	19.7	18.6
6	Fail to works to make school community members more active participate in problem solving and academic activities	N	17	24	2	33	15
		N%	18.6	26.3	2.1	36.2	16.4
7	Lack of qualified instructional leaders in primary schools	No	30	24	10	9	18
		%	32.9	26.3	10.9	9.8	19.7

8	Lack of instructional leadership training for principals	No	28	39	11	7	16
		%	30.7	42.8	12.0	7.6	17.5

Regarding to table 6, of item 1, unable to plan, evaluate and make fair judgments 12(13.1%) of teachers strongly disagree, 21(23.0%), out of teachers disagree and 8(8.7%) of teachers undecided, 20(21.9%) out of teachers agree and 30(32.9%) of teachers strongly agree. Majority of teachers agree and strongly agree.

This implies that principals have sufficient contribution towards plan, evaluate and make fair judgments under the study area. In connection to this view, (Day et al 2000) expressed that leadership was more effective where subject leaders and departmental heads more strongly involved in evaluation.

According to Table 6, Item 2, Your school principals have the ability to translate the vision into action 3(3.2%) of teachers strongly agree, 25(27.4%) of teachers disagree, 4(4.3%) out of teachers undecided, 27(29.6%) of teachers agree and 32(35.1%) of teachers strongly agree. As it is illustrated in table above, the response of respondents the principals that study area they have the ability of translate vision to action. As the result of the respondents in Becho Weredapriincipalsof primary schools same of they have the ability to translate in to action.

Concerning Table 6, Item 3, 10(10.9%) of teachers strongly disagree, 32(35.1%) of teachers disagree, 15(16.4%) out of teachers undecided, 28(30.7%) of respondents agree and 6(6.5%) of teachers strongly agree were asked whether school leadership works improve disciplinary problems or not, majority of teachers school principals the contributions of stakeholders to improve the disciplinary problems is low.

Regarding to Table 6, Item 4, 9(9.8%) out of teachers strongly agree, 26(28.5%) of teachers disagree, 14(15.3%) undecided 34(37.3%) of teachers agree and 8(8.7%) of teachers strongly agree. Majority of school principal they do not use available budget to provide resources.

This implies on the study area the crisis of the budget was appears. Table 6, Item 5, As describe 16(17.5%) of teachers strongly disagree, 20(21.9%) 32(35.1%) of teachers disagree, 6(6.5%) of respondents undecided, 20(21.9%) of teachers agree and 17(18.6%) of respondents strongly agree. Majority of respondents school principals of primary schools in

Becho Wereda they not take more attention on fail work with the staff and trusted to others. This implies gaps on following the school conditions in the study area were appeared.

Table 6, Item 6, Fail to works to make school community members more active participate in problem solving and academic activities 33(36%) out of teachers strongly disagree, 24(26.3%) of teachers disagree, 2(2.1%) of respondents undecided, 17(18.6%) out of the respondents agree and 15(16.4%) of the teachers strongly agree. Majority of respondents in the study area were in Becho Wereda school principals do not make active participate with community members to solve the problem. It show gap between school principals and community members.

Table 6, Item 7, Lack of qualified instructional leaders in primary schools 30(32.9%) out of teachers strongly disagree, 24(26.3%) of teachers disagree, 10(10.9%) of respondents undecided, 9(9.8%) of teachers agree and 18(19.7%) out of teachers strongly agree. As observe from table 5, Item 7 in Becho Wereda school principal's lack of qualified instructional leaders in primary school was presented. This indicates without qualified instructional leadership no quality of teaching and learning process.

Table 6, Item 8, 28(30.7%) out of teachers strongly disagree, 39(42.8%) of respondents disagree, 11(12.0%) of teachers undecided, 7(7.6%) of agree and 16(17.5%) of teachers strongly agree. This indicates in Becho Wereda instructional leadership training for principals insufficient. This implies instructional leadership for school principal's important. So before selected for school principal school leadership training is very necessary to achieve the goal and plan of school on teaching and learning practices.

4.2 Analysis and presentation of Interview and Focus Group Discussion Result

For the purpose of this study qualitative type of data collection method was applied. Therefore, 1 wereda education office head, 5 school principals, 5 vice principals and 5 PTA heads were participated in interview. On the other hand, 2 Cluster resource centre supervisors and 15 school department heads were involved in FGD.

The reports from FGD the problems faced were; the programs of evaluation are, absence of instructional leadership in school principals of the Becho Wereda to perform monitoring and evaluation; Similarly, during the interview conducted with them, One of the respondents said that: the school principals, vice principals, and that school leaders in the school are selected from the subject teachers and were not trained in educational leadership.

Due to well leadership system and less school community participation and weak teamwork activities students' disciplinary problems are not improved in our school (Urgessa, 2019). The interview with school principals and vice principals indicates that, the participation of parent-students are weak and due to the difference of socio economic status and external influence from outside of the school has great impact on student discipline.

The school principals put their major effort for improving the internal environment and processes to achieve the planned objectives. Internal leadership has been considered as a basis for community of practice because it enables leaders to pay attention to help the community develop (Gronn, 2003). It is a fact that, School principals are key actors in education playing crucial roles to implement educational sector development.

But for success of each primary school, in addition, instructional leadership is a goal which, when implemented, enables both teachers and students to be in control of their own fate in creating a learning environment that is more meaningful. (Cheng, 2003). The author further elaborates that the practices of principals need changes in order to meet the challenges of globalization, localization and individualization.

The undertaking involved in becoming an effective instructional leader is both multidimensional and complex. School principals who view the position of instructional leader as a significant one will have to relinquish certain bureaucratic tasks and concentrate their efforts towards enhancing teaching and learning.

The analysis of the responses of the interview from principals, PTA and WEO participated in the interview express that: school principals and Wereda education office head leadership have the responsibilities to provide directions and guidance. However the majority of the school principals and WEO leadership have lack of training and professional skills in the area of educational leadership. (Principals, WEO, 2019). This implies that the sample school leaders have no professional skills to implement various programs of school practice. With regard to forecast the expected future of providing vision based strategic direction for the school. On the other hand the interview held with the principals, vice principals and PTA coordinators, express that: school leaders were not using different mechanisms to provide vision based strategic direction (Principals, PTA, 2019).

This shows that school leaders provide vision based strategic direction to the majority of department heads and department heads were not provided with vision based strategic direction. This implies that the school leaders are weak to set clear goals to be implemented. Furthermore, the information obtained from the interview held that the school revealed the implementation of school vision through strategic planning is very weak. The reason they mentioned are lack of budget, lack of instructional leadership training skill and knowledge by the school leaders and concerned bodies. Therefore, as indicated by results obtained from questionnaire and from the data gained through interview, it is possible to conclude that sets and implementation of vision through strategic planning by the school leaders under the study is low. The result of interview indicates that school leaders were weak.

School principals competent in planning school vision respondents were requested whether the school leaders take an active role to achieve this task or not. School principals do not play active role in facilitating professional competent of planning school community.

Furthermore, the information obtained from school principals, vice principals and wereda educational leaders and PTA revealed that the implementation of school vision through strategic planning is very weak. The reason they mentioned are lack of budget, skill and knowledge by the school leaders and concerned bodies. Therefore, as indicated by results obtained from questionnaire and from the data gained through interview, it is possible to conclude that limitation of school leaders in implementation of vision through strategic planning under the study.

The group agreed that the role is challenging for the principals because of the school principal's 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 principals. The school should be run and led by a principal who believes in himself.

Due to poor leadership system and less school community participation and weak teamwork activities students' disciplinary problems are not improved in our school (Urgessa, 2019). The interview with school principals and vice principals indicates that, the participation of parent-

students are weak and due to the difference of socio economic status and external influence from outside of the school has great impact on student discipline.

The school principals put their major effort for improving the internal environment and processes to achieve the planned objectives. Internal leadership has been considered as a basis for community of practice because it enables leaders to pay attention to help the community develop (Gronn, 2003). It is a fact that, School principals are key actors in education playing crucial roles to implement educational sector development. But for success of each primary school, in addition, instructional leadership is a goal which, when implemented, enables both teachers and students to be in control of their own fate in creating a learning environment that is more meaningful. (Cheng2003). The author further elaborates that the practices of principals need changes in order to meet the challenges of globalization, localization and individualization. The undertaking involved in becoming an effective instructional leader is both multidimensional and complex. School principals who view the position of instructional leader as a significant one will have to relinquish certain bureaucratic tasks and concentrate their efforts towards enhancing teaching and learning.

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. Since where the respondents asked 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: This implies that, School principal should be empathetic, sympathetic and have a sense of humor 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 depends on a good approachable nature of the school principals.

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. 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 to provide support in his/her Schools are a critical role of 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 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.

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

five selected primary schools said: To be effective in practicing leader's 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 school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to investigate principal's instructional leadership effectiveness in primary schools of the Bechowereda. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. SUMMARY OF MAJOR FINDINGS

The study was conducted to investigate principal's instructional leadership effectiveness in primary schools of the Bechowereda. The main objective of the study was to assess the perception of stakeholders towards instructional leadership practices, the extent of school principals are executing their instructional leadership's roles, major challenges of principal's instructional leadership effectiveness in primary schools of Bechowereda to suggest ways to improve the instructional leadership effectiveness of principals. The collected data was analyzed using descriptive approach by charts and tables. To this effect, the study was conducted in 5 randomly selected government primary schools of BechoWereda. Then 100 teachers and 15 department heads were selected by using random sampling techniques. 1 wereda education office head, 5 school principals, 5 vice principals, and 5 parent teacher association chairperson were taken as sample through purposive sampling method.

Data was collected from both secondary and primary sources using document review, interview, FGD and questionnaires. Accordingly, 100 copies of questionnaires were prepared and distributed for teachers. From the distributed questionnaires, 91 questionnaires were returned; the returned rates were 91%. The researcher distributed questionnaires for teachers. An interview was conducted with principals, vice- principals and PTA heads. On the other hand FGD was also conducted with CRC Supervisor and school department heads. The data collected from the close ended questionnaires was analyzed using tables and percentages. The data gathered through interview and FGD were analyzed qualitatively using narration.

The study also tried to answer the following basic research questions;

1. What is the perception of stakeholders towards instructional leadership practices in the study area?
2. To what extent the school leaders are executing their instructional leadership's roles in primary schools of Bechowereda?
3. What are the major challenges of principal's instructional leadership effectiveness in primary schools of Bechowereda?

The major aspects of research in this study dealt with 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:

- The result was found that the number of female teachers in primary schools were less than male teachers. In addition none number of department heads are females. This indicated that the participation of female teachers in leading department needs attention. The principal, vice principal, wereda education office head and PTA chair persons position were also dominated by males.
- Regarding the perception of stakeholders towards instructional leadership practices in Bechowereda primary schools, the participants of the study were asked different questions. Majority of the respondents clearly indicated that (37.3%) school principals facilitate collaborative efforts among teachers
- On the other hand school principals, are not playing active role in facilitating teacher's professional development, in providing a workshop that helps parents work with their children, there is no staff training to create a spirit of cooperative working atmosphere and no adequate time for professional development at school level.
- In addition majority of respondents school principals do not encourage teacher to conduct experience sharing with surrounding schools, do not review individual professional growth goals consistent with school goals and do not create awareness on teachers about the importance of engaging in professional learning.

- 38(41.7%) that school principals motivate teachers for the best performance. And they also provide constructive feedback that helps the teachers to solve the challenges they face in their daily teaching learning process.
- Concerning the school principals have the skill in developing different programs and monitoring 31(34.0%) of respondents showed that there is no shared belief and cooperation between the school and wider community and communities are not well mobilized to extend their contribution to build the capacity of school.
- Regarding the School principals provide support in building collaborative cultures among teachers the majority of teachers (29.6%) said that the school principals do not provide in school collaborative culture. The collected data also revealed that there is communication problem among the school principals and teachers. Therefore, therefore there is a gap in providing the latest information.
- Large proportion of the respondent also confirmed that there is complain about teachers performance evaluation. Since there is less monitoring mechanisms they did not provide feedback, and thus, it is safe to say that there is inadequate performance evaluation system in schools under study.
- Concerning the school principals monitors and evaluates the effectiveness of curriculum, instruction and assessments (48.3%)of the respondents assured that the school principals does not give attention in the area of studying on the evaluates of the curriculum.
- Regarding the school principals supports the decisions of the followers (38.1%) of the respondent's school principals to solve the problem he/she good performance with the school stakeholders.
- Concerning the school principals encourages the use of innovative teaching methods the majority of the respondents (35.1%) in school the participate of parent teacher associations it's a good ways of school principals. Respondents (35.1%) confirmed that school principals delegate some of their instructional leadership tasks to teachers.
- Concerning the school principal discusses instructional related policies and issues with staff (32.9%) respondents no school leadership was explain on the policies of instructional others communicate with staff.

- The finding revealed that school leadership initiating experience sharing inside the schools or not majority of teachers (28.5%) experience sharing between the teachers does not appreciate by the school principals of BechoWereda Primary schools.
- Regarding the school principals skill to plan, evaluate and make fair judgments, (32.9%) of the respondents confirmed that the school principals are in good progress in planning, evaluating and making fair judgements.
- Majority of teachers (35.1%) indicated that school principals have the ability to translate the vision into action in BechoWereda primary schools. On the other hand, (37.3%) of the respondents indicated that school principals faced challenges in managing students disciplinary problems.
- Large number of respondents (35.2%) revealed that school principals failed to work with teachers towards students' achievements. In addition to this, majority of respondents (42.8%)believed that lack of instructional leadership training for principals resulted in poor instructional leadership in the Bechoweredda primary school. Regarding the selection of the school principals majority of the respondents (50%) clearly indicated that in BechoWereda the selection process of primary school principals is not fully merit based. The selection criteria set by ministry of education is not implemented well.
- Large proportion of the respondents.....()clearly indicated thatlack of sufficient budget and support from Wereda 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 were the main challenges of principal's instructional leadership effectiveness in primary schools of Bechoweredda.

5.2 CONCLUSION

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 too sick to it, do his administrative work after contact time, and also attend to parents after school Unless if 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 are measure to be taken for the challenges faced school leaders in practicing his/her instructional leadership role as analyzed from the data

5.3. RECOMMENDATIONS

The goal of the study was to assess the instructional leadership effectiveness of school principals of BechoWereda. 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 primary schools of BechoWereda. 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 wereda. Therefore, based on the findings, the following possible recommendations were made:

1. The Wereda education offices should facilitate and allow formal scheduled forums for experience share among the school leaders, works to improve disciplinary problems of students with school principals.
2. It is also recommended that the Wereda 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.
3. Wereda Education office should base on educational background of school principals when select and depend on their experience monitors and evaluates the effectiveness of curriculum, instruction and assessments.
4. School principals in Bechowereda should 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 with in schools. When all school community is united it becomes very easy for the principals to exercise his instructional leadership role within the school.
5. For the improvement of instruction and development of curricular materials, the principal's leadership should be democratic. The principal should allow active participation of the educators in planning instructional improvements. School principals should have the ability to translate the vision into action in the schools of BechoWereda,

Should delegate some of his instructional leadership tasks to stake holders .Provide support in building collaborative cultures among teachers, should evaluate and m monitoring arrange teachers in classroom.

6. School principals should build consensus in their schools for academic improvement school, Principals and teachers should operate under a theme of working to gather. Should reward teachers for things done correctly, and for things done incorrectly; there must be corrective measures. School Principals should work to improve the disciplinary problems of students with the stakeholders and school principals should monitors and evaluate the effectiveness of curriculum, instruction and assessments with the stakeholders. School principal should have discusses instructional related policies and issues with staff
7. The principals must be capable and influential in the schools to bring common and shared values among the stakeholders through regular discussion, motivating and developing collaborative activities. Finally to address the problems, it can be suggested that further studies need to be conducted in this area with regard to the practice of school leaders in developing capacities, motivating good performance, developing collaborative work decision making. Besides school leadership needs have qualities and skills of leader ship as instructional leader, and active formulator and best achiever.
8. cluster center resource supervisors should facilitate the implementation of their school mission through creating effective communication channels such as sending letters to school principals, arranging meetings, seminars and workshops, and displaying the mission of the school in a visible place on the school compound, building collaborative cultures among teachers and school principals.
9. Should give feedback for school principals whether positive or negative in order to support the teachers, motivate teachers and school principals for the best performance. It should support or encourage in school principals and school departments, works to improve disciplinary problems of students, observe in class room teachers during teaching and learning process with school principals and department heads. Follow up the school principals plans, evaluate and compare and contrast with other school principals.
10. School department heads should evaluate the teacher performance rewarding to teaching and learning process by the classroom observation and in the school compound. Should

work with school principal and stakeholders to improve the disciplinary problems of students. They should solve problems with school principals by active participate in groups and on the school meeting, motivate teachers for the best performance.

11. PTA members they should have active participant in school and they can solve where problems appears in the school may be when create between teachers and teachers, students and teachers, community and schools by meeting and by piece method, should works to improve the disciplinary problems of students with school stakeholders.
12. Teachers should active participant in teaching and learning process during the class room, should have good communicate with school stake holders. Should follow up the student activities, school principal's problem, communicate with the school principals and evaluate the student discipline.

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DECLARATION

I, the under signed, declared that this thesis my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name: Adugn Chemedda

Signature: _____

Year 2019

This thesis has been submitted for examination with my approval.

Advisor Name: Ato Hailesilassie W/Gerima

Signature _____

Date _____

DECLARATION

This is to certify that this thesis is my original work done under the guidance of Ato Hailesilassie W/Gerima and that it has not been presented for a degree in any other university. All sources of information used in this thesis have been accordingly acknowledged.

Name of the student: Adugna Chemedda

Signature _____

Date _____

This thesis has been submitted for examination with my approval.

Advisor Name: Ato Hailesilassie W/Gerima

Signature: _____

APPENDIX A-1

ADDIS ABABA UNIVERSITY

College of EDUCATION AND Behavioral SCIENCES DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

Questionnaire to be filled by teachers

DEAR RESPONDANTS.

The purpose of these questionnaires is to collect relevant data to the entitled. The practices and challenges of leadership in primary school. Your participation is crucial for the success of the study .so you are kindly requested to read all questions and fill the questionnaires with genuine study. Be sure that your responses will not be used for other purpose rather than academic purpose.

General instruction. Please! Note the following points before you start filling the questionnaires:

You do not need to write your name on the questionnaires.

Thank you for your genuine response!

Part one: General information and personal data's indicate your response by using a mark(X) in the space provided.

1. Name of the school-----2.Woreda-----

3. Sex: Male----female-----

4. Your age in years: A.25—30--- B.31-35--- C.36-- 40 ---- D. 41—45----- E.46—50---- F.50& above-----

5 .Work experience: 1-5 years-- 6-10 years___ 11-15years__ 16__20 years__ 21—25 years--- 26---30years ---- 31and above years -----

6. Educational back ground: BA/BED-----.MA/MSC -----.Others (specify)_____

7. *CURRENT work position: vice principal----Department head----Super visor---- Teacher-----*

Part two:

About the basic Questionnaires;-

- This questionnaire asks for information about the practice and challenges of school leadership.
- This questionnaire has two sections with open and closed items. Each table contains five responses. Choose only one response from the given alternatives and put " X" sign in the space provided .Also give a brief description of your opinions for open ended questions. Every response is given based on your school context.
- The person who completes this questionnaire should be the teacher of this school.

If you don't have the information to answer a particular question, please consult other teachers in this school.

The Closed questions for teachers, D/heads and super visors please use one of the following Likert scales to indicate your response.

Key. SA=Strong agree (5) A=Agree (4) UD=undecided (3) DA=Disagree (2) SAD = Strongly Disagree (1)

Use '√' mark to write in the box corresponding to an action given.

TABLE –4: Teachers view on stakeholders Perception towards instructional leadership

No	Item	SDA	DA	U	A	SA
1	School leaders facilitate collaborative efforts among teachers					
2	School leaders facilitating group activity					
3	Theleadersfacilitate collaboration and build inspired teams.					
4	School leaders have the skill in developing different programs and monitoring.					
5	School principals motivate teachers for the best performance.					
6	School leaders provide support in building collaborative cultures among teachers					

What are the challenges school leaders that face practice teachers and others involving collaboratively in school organization?-----

Key: - SA=Strong agree (5) A=Agree (4) UD=undecided (3) DA=Disagree (2) SAD=Strongly Disagree (1)

Use ‘√’ mark to write in the box corresponding to an action given.

TABLE- 5. Respondents view on principals instructional leadership’s roles

No	Item	SDA	DA	U	A	SA
1	The school principals monitors and evaluates the effectiveness of curriculum, instruction and assessments					
2	Your school principals supports the decisions of the followers					
3	In your school principals encourages the use of innovative teaching methods					
4	Your school principals delegate some of his instructional leadership tasks to teachers.					
5	Your school principal Discusses instructional related policies and issues with staff					
6	School principals develop vision based strategic direction of the school.					
7	school Leadership initiating experience sharing inside the schools or not					

Please use one of the following rating scales to indicate your response.

Key. Very high = 5, High = 4 Medium = 3, Low= 2 very low=1

Use '√' mark to write in the box corresponding to an action given.

TABLE –Table 6. Major challenges of instructional leadership effectiveness

No	Item	SDA	DA	U	A	SA
1	unable to plan, evaluate and make fair judgments					
2	Your school principals have the ability to translate the vision into action					
3	School leadership works to improve disciplinary problems of students					
4	School leaders make the best use of available budget to provide resources					
5	Fail to work with the staff for words students' achievements and trusted to others					
6	Fail to works to make school community members more active participate in problem solving and academic activities					
7	Lack of qualified instructional leaders in primary schools					
8	Lack of instructional leadership training for principals					

APPENDIX A-2

ADDIS ABABA UNIVERSITY

College of EDUCATION AND Behavioral SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT DEAR RESPONDANTS.

The purpose of these questionnaires is to collect relevant data to the entitled. The practice and challenges of leadership in primary school. Your participation is crucial for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine study. The successes of this study directly depend up on your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you for your genuine response! **Interview question for school principal and vice principals.**

Part one: General information and personal data's

1. Name of the school-----2. Woreda-----3. Sex: Male----female----- 4. Your age in years: ----- 5. Work experience: ----- 6. Educational background: -----

7. CURRENT work position: vice principal---- Department head-----Super visor---- Teacher---

1. Do you have a training of school leadership? If not what the impact does it has on your work in the school?

2. DOES the school strategic plan? Who are participating to develop this strategic plan?

3. What mechanism is created and used in order to implement the plan?

4. How do you motivate the school community?

5. What practical activities are done in teacher's involvement of decision making school culture?

6. What professional development activities are provided to the teacher in your school?

7. What are the major challenges that principals face during their leadership?

8. What do you think the solution for the problem?

APPNDIX A-3

ADDIS ABABA UNIVERSITY College of EDUCATION AND Behavioral SCIENCES DEPARTMENT OF EDUCATIONA PLANNING AND MANAGEMENT

INTERVIEW questions for, WOREDA EDUCATION MANAGERS AND PTA

DEAR RESPONDANTS

The purpose of this questionnaire is to gather related data to the entitled “The practices and challenges of leadership in primary school”. Your contribution is crucial for the success of the study .Therefore you are kindly requested to read all questions and fill the questionnaires with genuine study. The successes of this study openly depend up on your honest and real response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study . Your response will keep confidential and used for academic purpose only.

Thank you for your genuine response!

Part one: General information and personal data’s

1. Name of the school-----2.Woreda-----3. Sex: Male----female----- 4. Your age in years:----
- 5 .Work experience:----- 6. Educational back ground: -----7. *CURRENT work position:*
vice principal----- Department head----- Super visor---- Teacher-----

Part one: General information and personal data’s

1. Name of the school-----2.Woreda-----3. Sex: Male----female----- 4. Your age in years:---
- 5 .Work experience:----- 6. Educational back ground: -----
7. *CURRENT work position: vice principal----- Department head----- Super visor---- Teacher----*

1. What is interrelationship between educational office and the school strategic plan?

How it managed and monitored?

2. What are the educational office contributions in your school for student performance success?

3. What is done to build the school principals qualified capacity and improve their skill?

4. What is your office supporting to build successful leadership practice in primary schools?

5. What criteria are used to choose the school principal? How do you evaluate its efficiency?

6. What are the key challenges of leadership practice in primary school?