

PRACTICE AND CONTRIBUTION OF INSTRUCTIONAL LEADERSHIP IN ENHANCING STUDENT RESULTS AND ITS CHALLENGES: THE CASE OF PRIMARY GOVERNMENT SCHOOLS OF WOREDA 12 OF NEFAS SILK SUB CITY

BY

DINA BEKELE

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

GRADUATE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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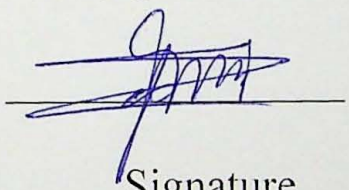
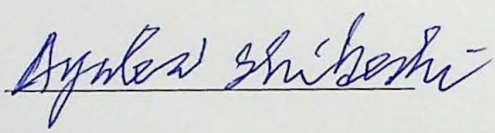
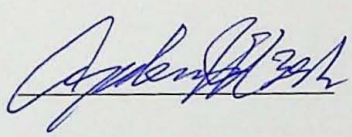
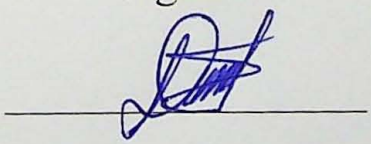
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BY

DINA BEKELE

Approved by the board of examiners

_____	
Chairman / Department	Signature
Kenenissa Dabi	
Advisor	Signature
	
Examiner (internal)	Signature
Dame Abera	
Examiner (external)	Signature

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ABBREVIATIONS

ABE Alternative basic education

CPD Continuous professional development

ECCE Early childhood care and Education

EFA Education for all

ESDP Educational Sector Developmental Program

GEQIP General Education Quality Improvement Program

HDP Higher Diploma Program

ICT Information and communications Technology

IL Instructional leadership

MOE Ministry of Education

MDG Millennium Development Goals

NGOs Non-Government Organizations

PTA Parent Teacher Association

SCRC School cluster resource center

SIP School Improvement Program

TVET Technical, Vocational Education and Training

ABSTRACT

This study was designed to examine the practice, contribution of instructional leadership in enhancing student results and its challenges in government primary schools of woreda 12 Nefas silk subcity. Thus, the fundamental objectives of the study were to, identify the current instructional leadership practices, find out the extent to which the instructional leadership practices effectiveness in the schools, to describe the challenges faced while implementing the leadership practices and to observe the extent to which the instructional leadership practices have contributed on improving students' learning outcome. A descriptive survey design was used in the study. The subjects of the study were the teachers, principals, vice principals, department heads and cluster supervisors. Quantitative method was used to collect data from both respondents and was guided by three research questions; such as, how is the instructional leadership practiced in the primary schools? To what extent do the instructional leadership practices contributed to enhance students' performance/academic results? What are the major challenges faced in the implementation of effective leadership practices? Data were collected by means of questionnaires and document analysis. Accordingly, the data obtained through questionnaires were analyzed by using mean values and standard deviations and the data collected through the open ended questions were described and analyzed. Simple random sampling technique was used to select the woreda under study. Availability sampling techniques were employed to select the principals, cluster supervisors and department heads. Stratified random sampling techniques were used to select teachers based on their rank beginner, proper/main and lead. The total population of teachers' was 160 and half was taken as a sample and the total population of leaders' was 48 and all were taken as a sample. The major findings of the study indicated that practices of leaders and challenges faced while implementing the instructional leadership have impact on students' learning outcome. The lack of finance and additional tasks given by woreda offices were among the problems hindering the principals' to conduct appropriately the instructional leadership activities. As a result, school leaders were advised to conduct self-assessment and prioritized the problems related to the instructional leadership practices

Keywords: PRACTICE, CONTRIBUTION, CHALLENGES, LEADERSHIP, INSTRUCTIONAL LEADERSHIP.

CHAPTER ONE

1. Introduction

This chapter deals with the background of the study ,statement of the problem, basic research questions ,significance of the study, objectives of the study and its delimitations and limitations as well as definition of key terms and the organization of the study.

1.1 Background of the study

According to Tedla, B.A (2012), the need of instructional leadership practice was recognized as early as the late of1970s, yet it was not well defined. As Hallinger cited in Mitchell,(2005) it was stated that the term instructional leadership has consistently changed from conceptual and practical scholars. From the above mentioned ideas, researchers and scholars acknowledge that there is no single clear definition of instructional leadership or specific guidelines as to what a principal or an instructional leader does in school. This term lacks clear definition and consistency in its concept has resulted in part of the problem.

South worth(2002),despite leadership involving a diverse number of activities and processes and although it is differentiated in its character, instructional leadership is focusing on making the schools successful. However, the roles of school principals as instructional leader and the implication for quality of teaching and learning have not yet been clearly established; a problem has emerged that needs further study. Hence, it is essential to explore the practices, the challenges and the extent to which it contributes to better students' results of principal as instructional leader in primary school since primary school is the base for secondary and tertiary levels.

Instructional leadership is often defined as a mix of lot of tasks, such as the supervision classroom instruction, staff development, and curriculum development (Smith and Andre, 1989). Recent authors and researchers, however, reframed the conceptual framework of instructional leadership into five dimensions based on Krug(1992),he classified them as defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting instruction climate.

According to Glickman (1985), he adds by including the five primary tasks of instructional leadership as direct assistance to teachers, group development, staff development, curriculum development, and action research. In addition to this Pajak (1989), he stated some of the

functions should be a part of instructional leadership a similar list of tasks as mentioned previously, but also included planning, organizing, facilitating change, and motivating staff. Instructional leadership practices play a vital role in the overall school system and can bases for better achievement of students' academic performance. According to Christie (2010), Hadley and Ward (2008), and Hallinger (2011) instructional leadership practices are linked to school improvement/ performance and that some schools thrive under instructional leadership practices whilst others struggle. When we talk about educational leadership practices, it is obvious that we need to mention about the principal's contribution in the teaching learning process in order to improve students' achievement.

Day and Sammons (2009) described that school leaders should carry the leadership activities through practicing their knowledge and the required skills to influence followers to achieve common goals. Therefore, school principals are expected to work towards achieving the school goals. Therefore, school leadership practice is one of the most complex process that help to influence people to achieve the stated objective.

It is believed that effective leadership practices of school leaders play an important role in making school effective. In relation to the tasks expected from the school leaders for effective instructional leadership. Different authors and researchers have developed different conceptual frameworks based on the characteristics of effective schools and effective principals. According to Bush (2008) it was emphasized that the quality of school principal's leadership role can have a positive effect on improving student's achievement and as a result to make school effective.

To be an effective leader, school principals need to have knowledge and the required skills of more than one leadership theory to serve the teachers and students effectively and efficiently. Snyder (1983:32) stated …conceptualized instructional leadership in terms of planning, staff and program development and evaluation activities using such organizational properties, however may not entirely capture the normative dimension of school social organization without which the instructional leadership tasks of leaders could not influence the quality of instruction as well as student achievement...

Effective instructional leadership is essential for improving quality education. The identification of improving instructional leadership in schools and raising the performance of both teachers and students will rest on the actual performers in the education system including head teachers, assistant principals, supervisors and parents.

According to Daresh (2002) effective instructional leader must actively promotes different activities to make the schools effective by facilitating the teaching and learning processes in his/her school. The key to instructional leadership is in the principal defining his/her role in terms of recognizing instructional priorities rather than by serving as a school manager. The well-defined instructional leader is the one who makes instructional practices conducive to enable teachers and students benefit from it.

An instructional leader is involved in the coordination of staff development, receiving input from all stakeholders in planning and implementing staff development programming. The well-defined instructional leader supervises and evaluates all staff members by collaborating with them to set instructional goals and objectives and by meeting with them to check their progress. He/she facilitates instruction by supporting teachers who have new ideas and by making instruction a priority in terms of time. The role of an instructional does not limit on teachers effectiveness it also focuses on handling student problems by assisting teachers with student discipline, enforcing attendance policies in order to increase instructional time, and by interacting with students daily.

From the aforementioned ideas, one can conclude that the duty of principal is the pivotal point within the school system as a whole. Among the roles and responsibilities helping teachers to master the teaching situation and enhancing student achievement can be stated as major ones. The principal's duties should also focus on making frequent observations of classroom instruction, providing clear communication to staff of expectations relative to the instructional program, involving teachers in decision making regarding instructional program, actively participating in roles like planning and evaluating the instructional program, and demonstrating high expectations for the effective instructional program.

In Ethiopia context, although an attempt has been made to make the educational administration system professional, still a lot remain to be done, particularly in the area of training and professionalizing principals. Regarding the effectiveness of principal in leadership (MOE.2005:11-12) argues that principals failed to play their roles as instructional leaders.

Ethiopia has been working towards achieving EFA Education for all goals through a number of policy initiatives. In 2005/6 a third ESDP set targets and strategies for a 5 year period aiming to access, equity, quality and relevance in education, with an emphasis on primary education in rural and disadvantages areas (Lansonen et al.2005). The government of Ethiopia has agreed besides other things to focus and work to increase access to educational

opportunities, achieve universal primary education goals by 2015 and improve the quality of education at primary level.

However, the access of education was improved through the implementation of the policy, the quality of education was not improved well (MOE, 2005).The quality education at school level is one of the priorities that requires due attention and has been given unlimited involvement by the higher officials.

Concerning school leadership, principals have been selected from subject teachers. This indicates that principals were not recognized as professionals, unstable school leadership, and workload on other duties on principals given by woreda and sub city education office can be an obstacle on the appropriate function of instructional leadership practices by school leaders.

This study focuses on identifying the practices, the extent to which those practices contributed to better students results and challenges of the instructional leadership practices of (Department heads, principals, and cluster supervisors) in selected primary schools of Nefas silk sub city by analyzing sampled data in all the government schools of the woreda.

1.2 Statement of the problem

The aim of this study was to identify practices and challenges of instructional leadership in Nefas silk sub city governmental primary schools. Primary education is the base for secondary and tertiary education sector. If the primary base is not well built and strenghtened, it will create problems on the other levels. The consequences created by the foundation can also enlarge to nationwide on producing competitive and competent citizens..Besides that citizens have the right of getting appropriate and quality education starting from the age of six. It is well understood that if students have achieved strong base in the primary education , they will add more knowledge instead of starting from scracth while enterring in the secondary section.

As the primary education is the foundation for secondary and tertiary education due attention should be given to this sector .Therefore, it is evident that there is a need for further investigation of the instructional leadership practices of school leaders of primary government schools and what challenges exist that impact their effectiveness.

It is relevant because it examines principals, teachers', supervisors and department heads observations of leadership practices and challenges. Besides that, the study is also relevant because it supports the implementation of (School improvement program) revealing the four domains: Teaching learning, Conducive environment, School leadership and community participation. One of the challenge of Ethiopian education sector that need to be addressed in

the plan of ESDP IV (2010/2011-2014/2015) is an improvement in student achievement through a consistent focus on the enhancement of the teaching and learning process and the transformation of the school into a motivational and child-friendly learning environment.

It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships).The General Education Quality Improvement Package (GEQIP), which was launched a few years ago, has started this process.

In order to achieve the goal of education and better learning outcome, the school principals are expected to work on implementing the curriculum, developing the staff, coordinating and working with the community toward school improvement and creating conducive teaching and learning environment in the school.

The importance of teaching and learning process does not rely only on teachers but also on school leaders to achieve the common school objectify set by the school. The objective of school improvement program is to achieve better learning outcome after practicing and exercising elements on teaching learning domain, create conducive environment domain, school leadership and community participation.

According to Workineh (2012), school management and organization were not given due attention in education policy formulation, education practice and academic research in Ethiopia. Instead policy documents tend to focus mainly on access and equity. Therefore, a lot should be done on school leadership if wanted to achieve better students result.

According to research, instructional leadership is adding the new image to the work of the principals. Instructional leadership is a kind of leadership that is based on the concept of supporting teachers, giving them the opportunity to learn and encouraging them to meet and handle the different needs of students. The role of the principal as an instructional leader should be considered as someone who engages in instructional process as observing teachers in classrooms and working with them to improve teaching and learning.

The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more of instructional tasks related activities, democratic and participatory leadership (Marks and Printy, 2003). The pressure of globalization and social expectation is directing principals take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teachers' performance.

According to Lashway (2003), the role of principal is rapidly changing from simply encouraging teachers' efforts to leading teachers to produce tangible results. Presently, there is an abundance of research that supports the notion that leadership is one of the most important factors for better improvement of student's results.

To summarize the above mentioned ideas on the role of the principal, the traditional way of school leadership process and responsibilities cannot help the students to achieve quality education. A school leaders' role is not simply limited to accomplish administrative tasks, budgeting and so forth rather to lead and getting highly involved in the teaching and learning process to accomplish the school goal by improving students' achievement.

This paper focuses with the identification of practices, the contribution of the practices and challenges of the schools instructional practices that can commonly appear as major problems of the learning environment. It investigated when and how the instructional leadership provides support for teachers and how adequately has been conducted to enhance students learning achievement.

Based on these, the study was expected to give answers to the following basic question:

- How is the instructional leadership practiced in primary schools?
- To what extent do the instructional leadership practices contribute to enhance students' performance / Academic results?
- What are the major challenges faced in the implementation of effective leadership practices?

1.3 General Objective

The general objective of this study was to identify instructional leadership practices and challenges in the government Primary Schools of woreda 12 Nefas Silk Lafto Sub City and to examine the extent to which the practices have contributed to better students results'.

1.4 Specific Objectives

In order to fulfill the above mentioned broad aim, some specific objectives are needed to be addressed. Therefore, the research will address the following points:

- To identify the current instructional leadership practices in the schools
- To find out the extent to which the instructional leadership practices effectiveness in the schools.
- To describe the challenges faced while implementing the leadership practices.
- To observe the extent to which the instructional leadership practices have contributed on improving students' learning outcome.

1.5 Significance of the study

The relevance of this study focuses on principal's, supervisors' and teachers' observations of leadership practices and challenges and estimates the extent to which measures can be used to predict the levels of student achievement. It is important because it helps principals and supervisors to recognize and identify the best practices that could help teachers in their classroom instructions.

The instructional leadership practice is intended to create opportunity for teacher's professional knowledge and skill development and thereby resulting in the advancement of student learning. Hence this study is intended to identify the basic role of instructional leaders' practices in Lafto Sub City, "Woreda twelve" government primary schools and the extent to which their activities have made changes or not in the student's results.

The findings of this study will help primary school principals, teachers and other bodies in the woreda to get some inputs about the practices and to overcome the challenges of instructional leadership applied on teachers' cognitive effect and as a result better student learning outcomes. This paper is intended to identify the basic role of instructional leader's inNefa Silk Lafto kifle ketema primary government schools thus it has greater importance to enhance the instructional leadership performance. Teachers and supervisors will be able to identify how the practices and challenges of their instructional leadership role can affect and be improved by delivering appropriate observations and evaluation for the progress of instruction.

Moreover, this study has greater importance to enhance the instructional leadership performance and can be used at schools level for efficient delivery of educational policy issues. Teachers, supervisors and principals will be able to realize how they are practicing their instructional leadership activities and the extent to which the challenges can have an impact on the improvement of learning process. Thereby, the researcher believes that leaders should develop positive attitude and utilize the necessary model of instructional leadership.

It is believed that the school administration staff will attempt to utilize their skills and potentials in solving instructional problems by providing the necessary facilities, allocation of instructional resources, and learning environment, meetings and workshops for instructional purpose at the school level for the success of educational goals.

It is also believed that, the education officials at higher level consider the values and impact of instructional leadership practices to enhance students' results and teachers' job satisfaction

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and take the necessary measures such as facilitating continuous follow up to develop the capacity of the pupils'. The study findings can be used to improve the instructional leadership practice of primary schools for the improvement students learning outcome and it can help other researchers to conduct detailed researches on its aspects or challenges in another region.

1.6 Delimitations/ Scope of the study

Although educational leadership at school level encompasses many issues, this study focuses on instructional leadership practices of the primary school leaders. That is this study is particularly delimited to principals' and school leaders'instructional leadership roles and factors related to organizational characteristics, role diversity and professional norm because it is believed that instructional leadership practices effects are related to these elements.

The study was carried out in Nefas Silk Lafto KifleKetema government primary schools. Even though, the need of studying the practices and challenges of instructional leadership in all schools is essential, to make it manageable the study was bounded only to assess the conditions of government primary schools of woreda twelve. Total numbers of primary government schools in the Woreda twelve are three, and the schools are assembled in one cluster and included in the study. It would have been more preferable if the study embraces some other Woredas, and even privately owned schools to make the finding more complete. However, only these schools were used to be sources of data to find out relevant information.

1.7 Limitation of the study

Guidelines of roles, duties and responsibilities of principals (instructional leaders) were difficult to identify as there were no written documents. As a result the researcher depended on the responses given by respondents. Hard documents specifying their tasks been there, more could be found into. As a result the scope and depth of the information were limited. On the other hand, participants responses to the survey questions in an honest and unbiased manner were impossible to control.

1.8 Operational Definitions of terms

Primary Education: is a grade level from 1-8 sub-divided in to sections of basic/first cycle primary (1-4) and general/second cycle primary (5-8) education where eligible age group is from 7-14 (TGE, 1994:16).

Government Schools: Primary schools which are under financial and administrative control of the Ministry of National and Regional Education.

Leadership: Establish a sense of mission, and a responsibility rather than a rank and to earn and keep the trust of others.

Instructional leadership : Refers to role behavior (or practices) of school principals in defining the school goals, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting school learning, monitoring student progress and evaluating teachers (krug,1992,p.56).

Instructional leadership Effectiveness : frequency of principal's engagement in the role behavior (or practices) used to represent the five instructional leadership dimensions (Hallinger and murphy, 1987:98).

Challenges to Instructional Leadership: situational and/or behaviour factors that have been identified as serving to inhibit principals' instructional leadership performance (Malishan, 1990).

School leaders : principals, vice principals, department heads and cluster supervisors of primary schools.

1.9 Organization of the Study

The study comprises five chapters. The first chapter is the introductory part which includes the background information of the study, statement of the problem, objectives of the study, significance, delimitations and limitations of the study.

The second chapter presents literature review relevant to the area of the instructional leadership; the concept of leadership, models of instructional leadership, different approaches of effective instructional leadership, models of instructional leadership practices of different countries, the Ethiopian education policy framework and at last the Ethiopian school improvement package and their connection with the students learning outcome.

The third chapter deals with the research design and methodology employed in the study. Analysis and interpretation of the research findings are presented in the fourth chapter. And finally, summaries, conclusions and recommendations are presented in chapter five.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with a brief overview of leadership and instructional leadership practices and strategies needed for implementing effective practices to enhance students' results. Moreover, the Ethiopian education policy, school improvement program and instructional leadership practices of other countries were included.

2.1Concept of leadership

Leadership can be termed as the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers (Weber,1990).

The concept of leadership has been modified through time as there is a range of variety of definitions on leadership. The literature review states that leadership concept has been changing in time, and it used to be considered as a personal quality, but it is now understood that leadership has much more than trait quality since it is a phenomenon which involves the followers and leaders.

According to Burns,this assumption stating this initial focus on physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only variances exist between followers and leaders (Burns, 2003).

However, in recent years the concept of leadership has been changed from personal trait to a process of influencing upon others. In this regard, Stogdill (1950) defined leadership as the process or act of influencing the activities of an organized group in its efforts toward goal setting and goal achievement. In parallel to this, leadership can be defined as the interpersonal influence exercised in a situation, and directed through the communication process, toward the attainment of a specified goal or goals (Stogdill, Tannenbaum,Weschler and Massarik ,1961).

Leadership is defined by many authors Terry (1996) defined it as the activity of influencing other people to strive willingly for group goals. This definition explains that the knowledge, values, structure, and skills are necessary functions for a principal as a leader to inspire all members of the school community to work together toward the goal of an excellent education for all students.

Some scholars added on the above definition a new point on leadership concept emphasizing on group or follower based. According to Kotter(1988) instructional leadership can be defined as the process of moving a group or groups in some directions through mostly non-coercive means.In regard to this Bass (1990) defined leadership as an interaction between two or more structuring or restructuring of the situation and the perceptions and expectations of members.

Leadership occurs when one group member modifies the motivation or competencies of others in the group. Several other authors also stressed follower's contribution and roles in the leadership process. Although most contemporary thinkers defined leadership process was mainly the influence of the leader upon followers, others anticipated and added the importance of the context in parallel with the leader and followers. Javidan,et al (2010), and Kellerman (2014) are some of the authors that have recently insisted in the influence of the context in the leadership process. As Kellerman explained that the importance of the leader, as has been done for centuries, but states that the followers are as important as the leader, as was suggested by Bass(1990) and most interestingly the context as an equally important component of the leadership process.

From the aforementioned ideas, concepts of leadership varied and modified during time by different scholars. Leadership is an evolving concept, and defined as: the process of interactive process that occurs in a given context with an involvement of followers accepting to have someone as their leaders to achieve common goals. This definition seems to fit and relate to the modern concept of leadership that emphasizes the leader, the followers and the context altogether play a very important role in the leadership process.

2.2 Historical background of instructional leadership

The historical context of instructional leadership includes the emergence of this concept in the educational field, and how it has impacted on the changing role of the principal from being a manager and school administrator, to being an instructional leader and ultimately sharing this role with all educators in a school. Mitchell and Castle (2005) contend that the concept of instructional leadership emerged during the 1970s as a factor to improve school effectiveness, an issue with appeared around the same time. Lashway (2004) indicates that in the 1980s instructional leadership became the dominant paradigm for school leaders after researchers noticed that effective schools usually had principals who maintained a high focus on curriculum and instruction.

The conception 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, including South Africa, instructional leadership has now surged back to the top of the leadership agenda (Lashway, 2004).Phillips (2009) views instructional leadership by school leaders as a relatively innovative concept that emerged in the 1980s, which called for a shift in emphasis from principals as managers or administrators to instructional or academic leaders. While a sizeable number of scholars and researchers in the school leadership field have emphasized the importance of instructional leadership on learner performance in the matriculation examination, Phillips (*ibid.*) argues that instructional leadership is seldom used or practiced.

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).

2.3 Defining and conceptualizing Instructional leadership

According to Leithwood (1994) Instructional leadership is a combination of behaviors that was designed to affect classroom instruction Instructional leadership is defined by De Bevoise (1984) as those actions that are taken by a school leader or allocated to others that facilitate student learning. Calabrese (1991) defines instructional leadership as promoting the school's mission, establishing parameters and goals for the school's instructional program. This shows that there is no single definition of instructional leadership. According to Calabrese (1991) defines that there are several indicators that can be used to identify instructional leaders within schools. The indicators include: visibility, problem solving, and community awareness, support of staff, vision communication, and use of school resources, teacher in-service, school schedule and promoting a positive school climate.

Krug (1992) defined instructional leadership as the process of involving the strategic application of knowledge to solve content related problems and to achieve the purposes of schooling through others. This is to explain that with the help of the principal on all issues of teaching and learning process to achieve one common school goal, students learning outcomes. The more leaders focus their influence, their learning and their relationships with

teachers on the core business of teaching and learning context, the greater their influence on student outcomes will be. (Robinson; Hohepa and Lloyd, 2009).

In this regard, Smith and Andrews (1989) emphasized the need of implementing principal's instructional leadership will result to improve the quality of school. To improve quality of schools, the government needs to improve the professional practice of school principals by understanding the meaning of instructional leadership, develop some programs designated to select and educate the principals, assist school districts to develop the principal's selection process, implement superintendence to monitor the principals' performances.

Instructional leadership has been conceptualized in many different ways by various scholars and researchers. Mullan (2007:23) refers to curriculum leadership and conceptualizes it as "the jurisdiction of the principal who, as the head of the organization, must be a master generalist, one who knows curriculum management and the change processes for the whole school". In the school effectiveness literature there is a distinction between instructional leadership and administrative leadership; although Hallinger and Heck (1996) argue that the concepts of instruction and leadership cannot be separated. It is appropriate to analyze this construct by separating the two terms apart, namely instruction and leadership, in order to gain a better understanding of what each of the two concepts implies.

Instruction, according to Calitz, cited by Kruger (1995:43), concerns itself with" the selection and arrangement of learning content, setting goals and objectives, the unfolding of knowledge, the transfer of skills and attitudes, and the provision of feedback to pupils in terms of their learning achievements". Laska (1984:9) viewed "instruction as referring to formal education which occurs in a school or comparably structured setting". It comprises those elements of an instructional activity that represent the delivery system for the curricular content.

Leadership, according to Yukl (2002), is the process of influencing others to understand and agree about what needs to be done and how to do it effectively, and facilitating individual and collective efforts to accomplish common objectives. From this definition and concept of leadership, it follows that there must be one person who guides the power and ability to influence others, and in this case it is the school leader. Egwuonwu (2000) sees leadership as the moral and intellectual potential to see things and work for the benefit of the company and its employees.Ade (2003), on the other hand, defines leadership as a social influence process in which the leader strives the participation of subordinates without forcing in an effort to

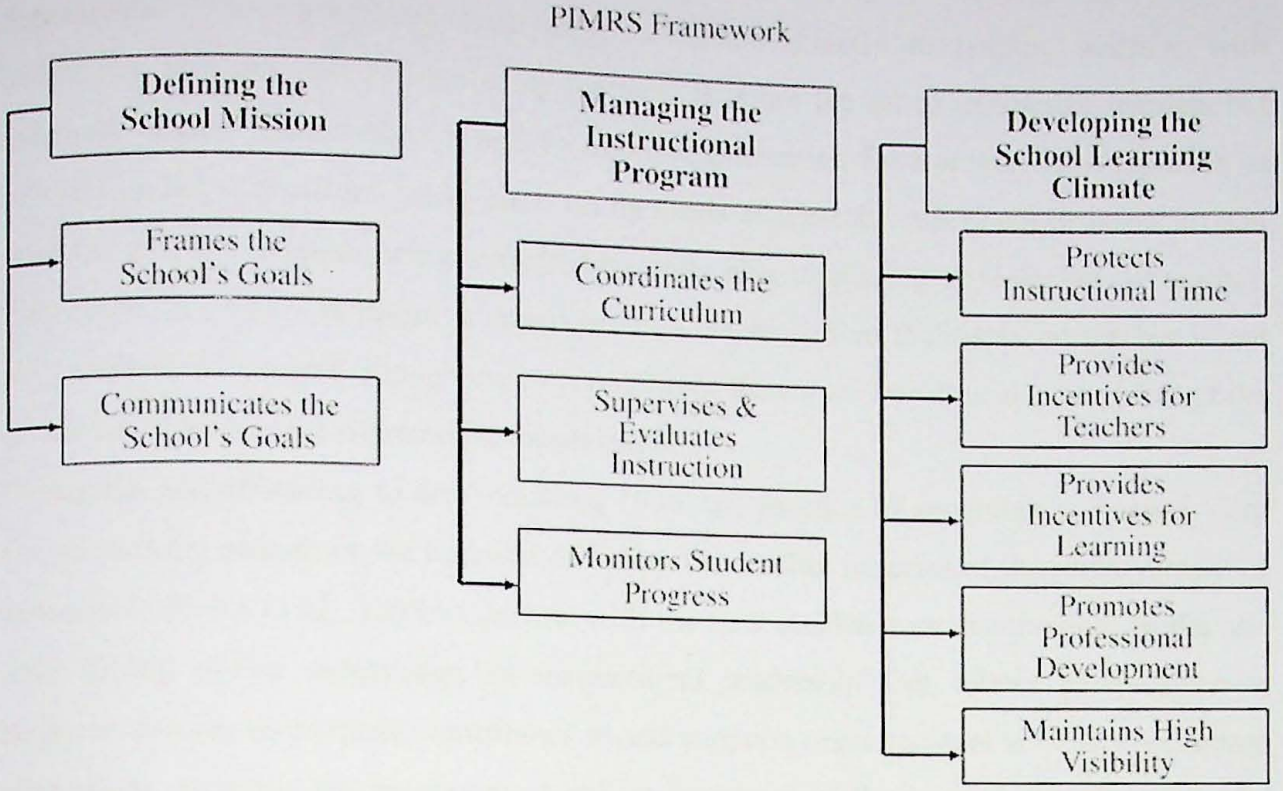
reach organizational goals. Successful leaders need to back up any authority and power vested in them with personal attributes and social skills (Asonibare, 1996).

Hopkins (2001) stated that instructional leadership focuses on creating learning opportunities for both learners and teachers. This definition puts the development of both teachers and learners at the same time, and further proposes that developmental programs for educators should be put in place. Weller (1999:36) adds more dimensions into the definition by referring to instructional leadership as "the high visibility and involvement of the principal in every phase of the school program."

Mullan (2007:18) indicates that "curriculum leaders and curriculum leadership refer to active participation in moving schools forward to provide a learning program that is vigorous and relevant in preparing learners for a successful future, and that demonstrates results over time". Curriculum leaders, according to Glatthorn (2000:18), "rise above routine tasks, with the ultimate goal of maximizing student learning by providing quality in terms of learning content". This view reiterates the question of whether principals are supposed to manage and lead, or to lead and manage schools. Drawing on the definitions of leadership, routine has no place in leadership. Leadership calls for initiative, creativity and innovation on the part of the leader.

2.4 Models of instructional leadership

An early attempt to provide a clear framework of instructional leadership was represented in the work of Hallinger and Murphy (Hallinger et al.1983; Hallinger and Murphy 1985; Murphy et al. 1983). According to tthem instructional leadership involves; defining the schools mission, managing the instruction program, and at last developing a positive school learning climate



PIMRS conceptual framework (Hallinger1983; Hallinger and Murphy 1985, p. 221)

2.5 Instructional leadership and supervision

This section of the study is concerned with explaining instructional leadership and supervision as two related concepts that have been developed differently by education leaders to achieve the same purpose of influencing teacher behavior to ensure improved teaching and learning for better learner performance. Supervision (instructional supervision) has been assigned various definitions by different scholars at different times. Glickman, Gordon and Ross-Gordon (2001) noticed the concept of supervision as identical to instructional leadership for the improvement of instruction. Drawing on this view, instructional leadership can be viewed as a function and process rather than a role or position.

This implies that educators throughout the school system, from the top to the bottom of the organization, can engage in the function and process of supervision. In concert with this view and the fact that many studies have emphasized and isolated principals as instructional leaders, Glickman *et al.* (2001:10) argue that "what is crucial is not the person's title, but rather his or her responsibilities". This is based on the assumption that typical supervisors are principals, assistant principals, instructional lead teachers, department heads, master teachers and teachers.

Supervision, like instructional leadership, is related directly to helping teachers with instruction, and indirectly to instructing learners. It is not the act of instructing learners but rather the actions that enable teachers to improve instruction for learners. This approach to supervision led to decisions being made on the basis of what the supervisor or inspector had observed and the situation being remedied by, inter alia, displacing or replacing the teacher. This could be viewed as negative supervision in the sense that the displaced teacher is not professionally developed through the intervention of the supervisor. It is also untypical of the perceived influence that characterizes leadership.

During the period leading to and including 1936, the practice of supervision changed, with emphasis being placed on the function of aiding the teacher in terms of the improvement of instruction (Burke *et al.*, 2005:9). In line with the new emphasis on supervision, Burke and Krey (2005) define supervision as instructional leadership that relates perspectives to behavior, focuses on purpose, contributes to and supports organizational actions, coordinates interactions, provides for improvement and maintenance of the instructional program, and assesses goal achievement. This definition is based on the following specific point of view:

> Personal perspectives influence behavioral choices; definition, identification, and participation are essential to the understanding and acceptance of purposes; supervision is both a contributory and a supportive action; human interactions need to be facilitated and coordinated; improvements and maintenance accomplishments are based on analysis and appraisal; and determination of goal development, progress, and achievement is essential to a productive enterprise (Burke &Krey, 2005:21).

2.6 Krug's Dimensions of Effective Instructional Leadership

Instructional leadership involves the strategic application of knowledge to solve context specific problems and to achieve the purposes of schooling through others. Although the problems that face instructional leaders are numerous and the contexts in which instructional leaders operate diverse, Krug (1992) has made the argument that instructional leadership can be essentially described in terms of five broad dimensions: defining a mission; managing curriculum and instruction; supervising and supporting teaching; monitoring student progress; and promoting an instructional climate.

Defining a Mission

The first role of superintendents and principals is to explicitly frame school system and school goals, purposes, and mission. A school district or school that has not fully considered

how it will go about the process of education has no criteria for judging whether it is successfully engaging in that process.

Managing Curriculum and Instruction

Effective leaders provide information that teachers need to plan their classes effectively and they actively support curriculum understanding. Although they usually do not teach, superintendents and principals need to be aware of the special needs of each instructional area. Without a broad knowledge, superintendents and principals cannot provide the resources teachers and staff need to carry out their mission effectively.

Supervising and Supporting Teachers

Although mandates and traditional hierarchical structures have usually assigned principals and superintendents a narrow, evaluative role with respect to teachers, the effective instructional leader is more broadly oriented to staff development. That is, the effective instructional leader is proactive rather than retrospective regarding teachers and focused on what can be, not what was. Superintendents and principals focusing on supervising and supporting teachers spend time encouraging them to try their best and they coach and counsel teachers in a supportive manner.

Monitoring Student Progress

The school district's primary product is a population of graduates who have the technical and life skills they need to cope in an increasingly competitive world. Good instructional leaders need to be aware of the variety of ways in which student progress can and should be assessed. Even more importantly, instructional leaders need to use assessment results in ways that help teachers and students improve and that help parents understand where and why improvement is needed. Instructional leaders regularly review performance data with teachers and use this information to gauge progress toward educational goals. They provide teachers with timely access to student assessment information.

Promoting an Instructional Climate

Those who survive for very long in leadership positions soon learn that their primary objective is to motivate people to do what needs to be done. When the atmosphere of the school district or school is one that makes learning exciting, when teachers and students are both supported for their achievements, and when there is a shared sense of purpose, it is difficult not to learn, particularly in the critical first years of school when lifelong attitudes toward education are forming. Effective instructional leaders create that atmosphere.

2.7 Effective Instructional Leadership Practices

Leadership practices refer to all those actions and tasks that the principal undertakes at school in order to promote teaching and learning. Jekins (2006) proposes that 'leadership practices' have a dual approach since practices of leadership should not only focus on physical practices i.e. a means of doing things, practices also include understanding. This understanding requires leaders to have 'knowledge of practices and inquiry' within institutions. Here leadership practices also include the art of knowing how to undertake tasks. In this study leadership practices is understood as the activities both in theory and practice that the principal undertakes to ensure teaching and learning.

Effective instructional leadership breeds effective schools which, in turn, produce successful learners. It is important at this point to briefly indicate the characteristics of effective schools, as this will assist in providing a broader scope of what instructional leaders do to make schools effective.

2.8 Organization of effective school leadership and administration in Ethiopia

The school leadership and administration shall give special attention to the following core points and ensure their implementation (SIP, 2011).The major points that enable school leadership effective are; Creating a favorable school environment where students can learn in a stable condition and gain high satisfaction whereby effectuating the learning-teaching activity, guiding teachers and staff to positive school vision so that students would be able to acquire the future bright hope and develop their potential, effective use (control) of school resources to enhance the performance of schools, proper administration (control) of school teachers and staff to achieve results in line with the goal set by the school, undertaking of appropriate measures in the recruitment, hiring and assignment of teachers and staff ,developing the professional development of all teachers and staff, identifying the training needs of the management and the school community, taking part in management and other training programs, increasing the full participation of the leadership organs and the school community in the process of the school improvement and developing the participation of parents, the community and NGOs for the success of school improvement.

2.9 Instructional Leadership in different countries

This section explores the practice of instructional leadership (IL) in five different countries. namely: two African countries (Ethiopia and South Africa), one European country (the

United Kingdom) and at last the United States of America. The discussion of the practice of IL in these countries provides an overview of the standard requirements for appointment as a principal, the procedures followed in the recruitment of individuals for appointment as principals, and the general functions of the principal in each country.

UNITED STATES OF AMERICA (USA)

Hallinger (2005) regards instructional leadership as one lasting legacy of the effective schools movement, which has been integrated into the vocabulary of educational administration. He further indicates that the global emphasis on accountability since the turn of the 21st century seems to have re-ignited interest in instructional leadership. This suggests that instructional leadership is a 20th century construct that has begun to enjoy more prominence in the 21st century.

The practice of instructional leadership in the USA was highly conservative, conceived as a role carried out by the principal with little reference made to teachers, department heads, or even to assistant principals as instructional leaders (Hallinger,2005). There was little discussion of instructional leadership as a distributed characteristic or function to be shared.

During the 1980s, policymakers in the USA realized that principals in instructionally effective schools exercised strong instructional leadership and this prompted them to encourage all principals to assume this role in order to make their schools more effective.

Instructional leaders in the USA led with a combination of charisma and expertise. According to Hallinger (2005:4), these were hands on principals, hip deep in curriculum and instruction, not afraid of working directly with teachers on the improvement of teaching and learning.

UNITED KINGDOM (UK)

In the United Kingdom, according to Tjeldvoll, Wales and Welle-Strand (2005), the concepts of leadership and management were changed and rechanged in the 1990s. McBeath (2003) argues that leadership is a term which creates ambiguities and has a range of interpretations that mean different assumptions. Leadership has been exalted above management, thereby creating a gap between leadership and management, and in the process management is seen as a more limited concept and too closely associated with management.

According to Hopkins (2001), instructional leadership is an approach that emphasizes the behaviors of teachers as they engage in activities directly affecting the growth of students. The focus of instructional leadership needs to be on two key skill clusters, namely, strategies for effective teaching and learning, and the conditions that support implementation, in particular staff development and planning.

SOUTH AFRICA

Hoadley, Christie, Jacklin and Ward (2007) conducted a study in some South African secondary schools with the primary purpose of gaining an understanding of the issue of growing prominence in policy and research discussions as to how school management might contribute to improved student achievement outcomes. The study demonstrated that most leadership studies in South Africa indicate that most of their principals have not received adequate instructional leadership training. Bush and Oduro (2006), in their review of research on leadership and management, argue that most of the research conducted on leadership were not rich, and necessitates the need for a theory of leadership relevant to the South African context.

Hoadley*et al.* (2007) indicated that principals do not have knowledge to manage the curriculum in schools in South Africa. They further argue that while there is growing consensus in South African research that school principals play a crucial role in creating the conditions for improved instruction, what is less understood is how they contribute towards this cause. Hallinger and Heck (1998) contend that the principal's influence on schooling outcomes is in shaping the direction of the school, the setting of visions, missions and goals. This implies that principals need to create conditions of possibility for teaching and learning and establish a form of organizational containment which enables teaching and learning and sets a climate of expectations.

ETHIOPIA

The school leadership and administration play an important role in the coordinating and managing phases due to its vitality for the improvement of student result in schools. The school's leadership needs to provide leadership along the direction toward the realization of the vision thereby drawing clean vision and developing implementation procedures in collaboration with school community. Realization of the vision requires student centered and teacher focused continuous improvement. Leadership and administration calls for shared responsibility (Sip framework 2011).

The leadership and administration include the following: Director and Deputy Director, school leadership committees (drawn from teachers, students, parents and the local community) and professionals and officials of education outside of the school.Principalship in schools is one of the influential administrative positions in the success of school plans with respect to the historical background of principal ship. authorities give their own argument. School improvement program in Ethiopia. since the formulation of new education and Training policy (1994). Ethiopian Government has made different educational reforms

Similarly, Ethiopian has been found implementing the newly launched school improvement program. It is one of the components of the General Education Quality Improvement Program (MOE, 2007).

The current school improvement program framework was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MOE, 2007). The main objective of the program is to maximize students learning outcomes by improving the conditions might have impact on it. As it was mentioned before, the program focuses on four major domains of the school namely improving the teaching and learning, creating conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership (MOE, 2007).

The Ethiopian education and training policy (1994; p.29-30) states that educational management should be democratic, professional, coordinated efficient and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle.

2.10 Ethiopian Education policy Framework

During the period of implementation of ESDP III, the overall goal of the education sector was to achieve the MDGs and meet the objective of National Development Plan through supplying qualified trained work force with the necessary quantity and quality at all levels" (as mentioned in the PASDEP document). The specific objectives of ESDP III were to:

Increase access to and participation in education and training and ensure equity, Ensure education and training quality and relevance, lower education inefficiency, Prevent HIV/AIDS, Increase the participation of stakeholders. (MOE, 2010)

Under ESDP III, Ethiopia made significant progress in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. The situation of the disadvantaged and deprived groups and of the emerging regions advanced more rapidly than the average and, as a result, disparities became less sharp, though they remain of concern. Important policy documents were developed and a comprehensive quality improvement program was launched. Woreda education offices and communities

have strengthened their involvement in education planning, management and delivery. (MOE, 2010)

The focus of education policies under ESDP IV will shift towards priority programs which address: Quality and internal efficiency: ensuring student completion and Achievement, equity in access: reaching the marginalized and unreached, Adult Education (with specific attention to Functional Adult Literacy), Strengthen the focus on sciences and TVET, Improving management capacities. ESDPIV focuses on priority programs which help realize these improvements. These programs are organized partly by sub-sector (general education, TVET and higher education) and partly by priority themes (quality, equity and improved management).This paper focuses on the first priority under general education program stated by ESDP IV programs which is related to quality education and linked to school leadership packages.

The first sub sector under general education focused by the Ethiopian education policy is on improving quality education. This package is split into two, firstly, it focuses on improving quality on early childhood care and education and secondly, it works on quality primary and secondary education. Among the focus of ESDP IV this thesis will deal on issues related to strengthening school leaders, teachers and the school improvement program.

Quality of Primary and Secondary education (including ABE)

The objectives and strategies for the quality improvement of general education during the forthcoming years have been clearly spelled out by the MOE in the General Education Quality Improvement Package (GEQIP). The package is composed of a number of components and subcomponents which are complementary to each other and form part of an integrated school effectiveness model. The presentation hereafter is structured around several components of the package, namely, the development of teachers and leaders, Curriculum, textbooks and assessment, planning of school improvement and of resource use by schools, the use of Information and Communications Technology (ICT). (MOE,2010)

Strengthening teachers and leaders development

Capacity development of school staff will focus on two groups: practicing and prospective school leaders and practicing and prospective teachers. The important role of school leaders in quality improvement is well known. To allow them to play their role more effectively, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training.Short-term training programs, such as foreseen under LAMP, and

support by school supervisors to aspiring principals are some of the strategies that can be used.

To strengthen teacher effectiveness, activities will relate to both pre-service training and in-service training. For pre-service trainings, selection of academically qualified, motivated and ethically fit teacher candidates satisfying gender & regional equity will be strongly observed. Moreover, sequential modality of training (add on modality) will be provided to secondary school subject specialist teacher candidates.(MOE,2010)

Several activities will be undertaken to enhance the capacity and relevance of pre-service training centers, with special focus on science, mathematics and English teaching. All colleges of teacher education will train candidates based on the revised curriculum and the training standard while the existing practicum approach will also be strengthened for pre-service candidates of primary schools. (MOE,2010)

Moreover, the higher diploma program /HDP will be strengthened for teacher educators.

Similar activities will support the improvement of in-service training, while work will be undertaken on the career structure and implementation of licensing and re-licensing of teachers. With regard to sustaining continuous professional development, all schools will implement a school and need based CPD program (specific to content and subject matter methodology), while all teachers at all levels will be required to fully implement active learning and continuous assessment. Needs assessment and skill gaps for mother tongue teachers will be conducted as well.

To add additional resources for strengthening teacher effectiveness, teachers and leaders will be given more support for the utilization of the School cluster resource centers (SCRCs). The resource centers will also be strengthened. Special attention will also be given to increasing the share of women among teachers. In emerging regions, more teachers will be recruited from among the population in these areas. (MOE,2010)

2.11 School improvement Program

For schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by the experts and supervisors in the administration and they need to receive some basic funds. (SIP 2011)

The strategies on which ESDP IV will focus will therefore consist of the following. Firstly, guidelines and instruments on how to prepare a school improvement plan will be prepared and distributed to schools. In each woreda and regional bureau a few experts will be trained

so that they can give the necessary support to schools and communities. Training will also be extended to stakeholders at the school level, in particular principals, teachers and members of parents' associations and school management committees. As a result, school leadership and management and competency of teachers at all levels will be improved. (SIP 2011)

For schools to be able to implement their strategic plans, most will need to receive some financial resources. Under GEQIP therefore, a "school grants" program has started which will be an integral part of ESDP IV. The disbursement of school grants will be accompanied by a public information campaign about the purpose and use of school grants to be dedicated to education quality improvement activities like teaching aids, science & math laboratories, libraries established in line with the revised curriculum, and provision of ICT, etc. Training will be organized for school staff and for staff in regional and woreda offices in some basic financial management and in the use of the school grant. (SIP 2011)

Continuous assessment accompanied with action research, strengthening co-curricular activities and school-parent-community relations as well as scaling up best practices in SIP will also be strategies of maximizing student achievement in ESDP IV.

Definition of School Improvement Program

School Improvement is a current and important concept focusing on the review of the overall status of schools in terms of different school domains and conduct self-evaluation to improve the educational inputs and process whereby enabling students to score excellent results.

The main focus of School Improvement lies on student learning and the learning outcome. To this effect, schools should primarily identify their weakness and strength and prioritize each school domain and set goals; similarly, it is a continuous process wherein all members of the school community and other stakeholders contribute for the student learning and improvement of their results. The school domains are grouped into four having different elements within each group. The relationship between these essentials influencing the student learning and learning outcomes is presented as follows :(SIP 2011)

Objectives of the School Improvement Program

The School Improvement Program will have the following objectives:

A. To increase significantly the learning acceptance, results and discipline of students:
B. To ensure good governance and democratic practice in schools accountably and responsibly for its ultimate success:

C. To build the school leadership and administration on decentralization whereby enabling schools to have broader administrative autonomy.

The Ethiopian School Improvement Program which was revised on comprises four domains, 12 elements, 29 standards and 150 indicators; all of them targeting on improving students learning outcome under general education sub-sector.

Source. School domains and elements (SIP, 2011)

Learning & Teaching	**Favorable Learning Condition and Environment**
• Act of teaching • Learning & evaluation • Curriculum	• School facility • Empowerment of students • Support for students
Student Outcome	
School Leadership	**Community Participation**
• Strategic vision • Leadership behavior • School management	• Cooperation with parents • Community Participation • Promoting education

2.12 Summary of literature

The literature part focused on the overall instructional leadership stated by different experts. The first part dealt on the nature of leadership concept, under these part different writers gave their definitions based on their observation .The concept of leadership has changed through time. Earlier, it used to be considered as a personal quality. The Great man theory defined leadership as exceptional persons or heroes that use their own intelligence, wisdom and political skill. The modern leadership concept changed its direction from being considered as a personal trait to a process of influencing others without forcing them. The process of leadership focuses on influencing others to get the job done involving all members of the organization towards achieving common goals. In order to exercise the leadership activity, there must be leaders, subordinates & the context.

The second part deals with models of leadership .Models of leadership differ from one to another. There are two major types: transactional and transformational models of leadership. The former focuses on leaders assigning subordinates on task completion and giving rewards

for well performed tasks and punishments for under practiced activities. And the later focuses on transforming people and organizations. It associated with vision; setting directions; restructuring and realigning the organization.

The next discussion focused on explaining the instructional leadership definition. As seen from the literature, a lot has been said about instructional leadership. Instructional leadership has been defined using different terms but all focusing on the contribution to make on students learning. It has been explained that leaders comprising a series of behaviors, such as defining the school goals, supporting the staff ,vision communication, use of school resources and give training to teachers, being visionary and promoting positive school climate are functions listed that can have positive impacts on students learning outcomes. The next point deals with different models of instructional leadership.

The literature showed that there is a link between instructional leadership and supervision. As Glickman (2001) stated that supervision and instructional leadership are two related concepts both focusing to achieve the same purpose of influencing teacher behavior to ensure improved teaching and learning for better learner performance .Supervision is a concept which promotes improved of instruction and instructional leadership is also a function that facilitate the environment for learners involving learners and teachers in its process.

Then the review focuses on dimensions of effective Instructional leadership practices Krug(1992) demonstrated five steps to follow;1)Defining a mission 2) Managing curriculum and instruction 3)Supervising and supporting teaching 4) Monitoring student progress and 5) promoting an instructional climate. Next to krugs' dimension the paper has reviewed on effective school leadership and administration in Ethiopia. Around ten activities are listed to be performed by school leaders focusing on facilitating and effectuating the environment for the teaching learning.

Following the guidelines stating effective school leadership, the literature revealed different models of different countries like USA, UK, South Africa and Ethiopia. Then Ethiopia's instructional leadership practices and the Ethiopian Education policy framework (ESDP IV) has strived to work more on quality and internal efficiency of student completion and achievement. The ESDP IV package is divided into two and focuses on priority on improving quality on early child care and education and secondly, on ensuring quality primary and secondary education.

The last issue which was included in the literature was on the school improvement program stated by Ministry of Education of Ethiopia. The program comprises four major domains all focusing on student learning and the learning outcome. The domains are; learning and teaching, favorable learning condition and environment, school leadership and community participation. Under each domain, there are elements and performances indicators which guide schools to identify their weakness and strength to start working by giving priority.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with the research design, source of data, sample of population, sampling techniques, data gathering instruments and the data analysis methods will be discussed.

3.1Research design

The research design employed for this study is a descriptive survey design. The descriptive survey design enables to secure information as the existing situation. Descriptive research design is selected in order to synthesize emerging patterns and trends of instructional leadership practices and challenges on selected three primary government schools. According to (Ezeani 1998) the purpose of descriptive surveys is to collect detailed and factual information that describes an existing phenomenon. Survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population.

3.2 Sources of data

For the purpose of this study the data gathered from different respondent's sources that may have adequate exposure to the instructional leadership of primary schools in woreda twelve. Accordingly, the primary sources include: primary school teachers, principals, vice principals, department heads and cluster supervisors.

On top of this, to substantiate the data obtained from primary sources, documents such as past three years grade eight examination results, first semester results, annual strategic plan and procedures were reviewed and used as secondary sources of data.

The research employed both primary and secondary data sources.

3.3 Sampling and sampling techniques

In Nefas silk lafto sub city there are 13 woredas, with a total of 21 primary government schools 1,113 and 336 leaders team. It would be impractical and unmanageable to include all the school population in the sub city in the study, the refore, it was necessary to determine and identify the number of schools that could serve as representatives sample to generalize the findings of the study. Therefore, woreda twelve was taken from Laf to sub city as a sample using simple random sampling technique. There are three primary schools in woreda 12 and all were included in the study.The school's name are: 1) Tehadeso Primary School, 2)

Lafto primary school and 3) Megabit 28 primary school. In Tehadiso primary school there were 40 teachers ranging from beginner to lead, 11 department heads, 4 principals and 1 supervisor. And in Lafto primary school there were 62 teachers ranging from beginner to lead, 11 department heads, 4 principals and 1 supervisor. And at last, in Megabit 28 there were 58 teachers ranging from beginner to lead, 11 department heads,4 principals and 1 supervisor. The teachers groups were divided into three, the first is beginner teachers' group, the second represents the main /proper teachers and the last one is lead teachers. The sample population from teachers' side is 80 which is 50% of the total population that represents 160 teachers of the three schools.

This paper studied on the identification of the practices, contribution and challenges of instructional leadership. This study includes probability sampling techniques and includes all the principals, supervisors and department heads. Stratified random sampling was applied to include the beginner teachers, main teachers and the lead teachers. The stratified random sampling technique gives an equal chance of being selected for every member of population concerning the teachers. The total population of teachers represents 160 and among the overall number 80 were included in the study. Regarding, the sampling techniques used to select the number of respondents concerning the leadership group the researcher used availability sampling techniques where all 48 (principals, supervisors and all department heads) were included the study. The sample was taken from all government primary schools in the woreda by considering the homogeneity of the work title of teachers and leadership team. Respondents teachers' were grouped into three: beginners, proper and lead teachers, hence stratified simple random sampling technique were used.

In Tehadiso primary school the total population of teachers is 40, the researcher took 50% which is 20 teachers. Among the sample representing teachers in Tehadiso School 4 are beginner, 10 are main and 6 are lead teachers. The total number of teachers that are found in Lafto primary school is 62. Half of the total population which is 31 teachers is involved in this paper. Among the 31 teachers,8 are beginners,14 teachers and the other 9 are lead teachers. And Megabit 28 primary school has 58 teachers in total. About 50% of the total teachers which is 29 were included in the study. Among the 29 teachers, 7 are beginner, 12 are teachers and 10 are lead teachers.

To summarize the above stated teacher's data, the researcher used stratified sampling techniques to include 19 beginner teachers, 36 main teachers and 25 lead teachers to obtain

data from the three classified groups and which enables the data to be unbiased. Questionnaire were distributed to 80 population and all filled and returned the questionnaire.

The leadership team comprised the department heads, the main and vice principals and the supervisors from the three schools. In Lafto primary school, there were 11 department heads, 4 principals and one supervisor. Tehadiso School has 11 department heads, 4 principals and 1 supervisor. And Megabit 28 School has also 11 department heads, 4 principals and 1 supervisor. The researcher took 100% of sample from leaders' category which is 48.

To summarize the above number concerning the leadership team all the 48 respondents from a total number of 48 leaders were given the questionnaire. Among the 48 total population only 33 have filled and returned the data thus the researcher used availability sampling technique to include available respondents.

Table 3.1: Distribution of Teachers respondents in the three primary schools (by rank)

Participants	Population	Sample	% of sample population
Beginner teachers	38	19	50%
Main teachers	72	36	50%
Lead teachers	50	25	50%
Total	160	80	50%

In table 3.1 it has been shown that half population from each category were taken as a sample. As indicated above, the total number of respondents was 80 out of 160 total populations. The stratified random sampling was to consider an equal chance of being selected for every member of the population.

Table 3.2: Distribution of leadership group respondents in the three schools

Participants	Population	Sample	% of population
Principals	12	12	100% -- availability
Cluster supervisors	3	3	100% -- availability
Department heads	33	33	100%-- availability
Total	48	48	100% -- availability

In table 3.2 it has been shown that 100% of the population from principals and supervisors and above 50% from department heads were included in the data. Regarding the leaders, availability sampling was used to involve all the principals, supervisors and department heads.

3.4 Instruments of data collection

In this study, questionnaires and four open ended questions were employed as tools for data collection instruments. The researcher believed that the combination of different instruments were useful to obtain adequate information for assessing the practices and challenges of instructional leadership of the three primary schools. The questionnaires and the open ended questions were developed based on the manual received from the schools in relation to SIP.

3.5 Questionnaire

The questionnaire with open ended and close ended were designed to collect data from the two groups (school leaders and teachers).The questionnaire was used for data collection because it offered considerable advantages while conducting the study. It constitutes both closed and open ended questions. Moreover, the questionnaire can be very detailed , help to cover many subject or issues and can be easily and quickly analyzed once field data gathering work completed.

Both question type and statements are taken from the school's strategic plan manual. The manual was developed based on the school improvement program package given by the Ministry of Education. (Gay, 1992) claims that questionnaires give respondents freedom to express their views or opinion and also make suggestions. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. The questionnaires were constructed by the researcher to access the required information from teachers and leadership bodies on the basis of theoretical ground about practices and challenges that schools encountered while implementing the leadership aspect of school improvement program.

Questionnaire comprised both open ended and closed ended .A set of questionnaire with 5-point Likert Scale was employed to identify the practice and challenges of instructional leadership in the woreda. The categories of the first set of questionnaire related to practices were 5 point. The first rating scale is 5 for " practice almost always" which was represented by "Always": 4 was for frequent practices which was represented by " Frequently":3 was for

the items performed occasionally "Sometimes";2 was for the school performing the task rarely "Rarely"; and 1 is "Never".

The researcher developed some personal information questions in part I, and in part II there are 73 closed type questionnaire that deals on teaching learning, learning evaluation, teaching process, conducive learning environment, empowerment of students, student support, school leadership, leadership behavior and community participation. Four open ended questions were also included to support the findings on challenges to instructional leadership practices.

In developing the question, in the case of close ended item the most popular scale item which is likert scale were widely used in the questionnaire. This approach was preferred for the reason that the likert scale can provide more flexibility to the respondents and affords greater accuracy in recording their views on a given subject (Wilkinson and Birmingham,2003).Accordingly ,a set of questionnaire was used for school leaders and teachers. Based on the feedback obtained from pilot tests three major content were modified and added 10 more questions to identify the third research question on challenges. Four open ended questions were also added to support the challenges in relation to the four domains of school improvement program.

3.6 Pilot test

It is recognized that pilot testing will give first chance to the researcher to comment on sustainability and clarity of the questionnaire. Accordingly, the designed questionnaire were piloted at one of the government school Ginbot 20 primary school found in Nefas silk sub city, which was not included in the sample schools. A total of 25 randomly selected respondents were participated in the process of the pilot study(12 school leaders and 13 teachers).The reliability test was estimated and the test result was 0.945 for school leaders and 0.823 for teachers. Although the test is reliable in both cases it appears that the teachers result is slightly less compared to the school leaders. As a result, some basic changes and arrangements were made. The sequence of questions were corrected and some vague and long sentences were restated in short forms.

3.7 Document analysis

Concerning the document, the researcher consulted grade eight leaving examination results of the three schools of the past three years. The student's first semester results were also recorded and included in the study in order to address one of the research question. The

results were from grade one to eight of students scoring above 50%.Other documents like annual plan of year 2010.E.C of each school were also consulted.

3.8Data analysis

Questionnaires were distributed for 80 teachers and 48 leaders in order to address the two research questions and first term student exam reports and the past three years grade eight results addressed the research question related to contribution of instructional leadership practices. The responses obtained from the questionnaire items was analyzed using the Statistical Package for the Social Sciences in short known as SPSS, which is a computer program that can calculate many of descriptive statistics (frequency, mean, percentage, standard deviation). The data collected through questionnaires were tabulated and analyzed by using percent, mean, and standard deviation. The percentage was used to interpret the characteristics of the respondents. Mean and standard deviations were used for organizing and summarizing sets of numerical data collected by Likert type scales in the questionnaires. To this end, descriptions were made based on the results of the tables. The results that were obtained from the open ended questions of the principals were all stated, analyzed and elaborated. The document of students first semester scores were used for the purpose of strengthening the analysis made on the questionnaires.

3.9 Ethical consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the purpose of the study i.e., that is purely for academic. The researcher introduced its purpose in the introduction part of the questionnaire to the respondents and has been confirmed that subjects, confidentiality will be protected. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This study examined primary government schools of Woreda 12 of Nefas Silk sub city principals', supervisors, department heads and teachers practices and challenges and the extent to which the instructional leadership practices contributed in enhancing students' results. This chapter is organized into two general parts. The first section will report the demographics of the sample population used in the

study. The second section of this chapter is separated into three sub-sections that examine and correspond with the research questions.

The second section begins with reporting the instructional leadership practices. And the third part will present documented data related to student's first semester results of the three schools and past years grade eight examination reports.

This study used a descriptive survey research design. Data were collected via a questionnaire and consisted of three parts. The first part of the survey asked seven demographic questions that requested information on sex, age, highest degree earned, number of years as a teacher and total years of service The second section comprises of the73 questions that were presented in likert choice scale of five categories with response items that ranged from "1= I never do this task" to "5= I do this task always."And the last part of the questionnaire includes four open-ended questions to be completed.

Table 4: Likert scale, coding, & Interpretation Scale

Coding & interpretation scale Coding		Mean	Interpretation
Never	1	1.00-1.49	Never perform this task
Rarely	2	1.50-2.49	Perform this task rarely
Sometimes	3	2.50-3.49	Perform/Practice this task sometimes
Frequently	4	3.50-4.49	Perform this task frequently
Always	5	4.50-5.00	Perform this task always

4.1 Respondents' characteristics

Table 4.1: Sex, age, educational background and years of service

			Respondents			
			N=80		N=33	
No	Description		Teachers		Principals	
			Frequency	Percentage	Frequency	Percentage
1	Sex	Male	35	43.8%	19	57.6%
		Female	45	56.3%	14	42.4%
		Total	80	100.0%	33	100.0%
2	Age	25 and below	12	15.0%	-----	------
		26-35 years	52	65.0%	22	66.7%
		36-45years	7	8.8%	6	18.2%
		46 and above	9	11.2%	5	15.1%
		Total	80	100.0%	33	100.0%
3	Educational Background	Diploma	33	41.3%	12	36.4%
		BA/BSc	47	58.8%	21	63.6%
		Total	80	100.0%	33	100.0%
4	Total years of service	5 and below	15	18.8%	5	15.2%
		6-10 years	29	36.3%	9	27.3%
		11-15 years	19	23.8%	10	30.3%
		16-20 years	6	7.5%	3	9.1%
		21 and above	11	13.8%	6	18.2%
		Total	80	100.0%	33	100.0%

As shown on table 4.1,the sex of respondents indicates that 56.3% of teachers were females and 43.8% were males. This shows that females teachers represent more than half of the total teachers. Female teachers are more frequent in primary schools. Males are occupying more the leadership category than females. In same item, out of the total respondents of principals 57.6% were male. This shows that males are occupying more leadership position than females which females represent 42.4%. According to the data, females participation in the leadership role is less as compared to males.

Regarding the age distribution 65% of teachers were between 26-35,15% were 25 years and below,11.2% were 46 and above and 8.8% were between 36-45 years. The principal's age group from with the range between 26-35 years and represents 66.7% ,18.2% were between 36-45 years and 15.1% were 46 years and above. This can be explained that from the total number of teacher which is 80, 52 teachers are between 26-35, this shows that teachers are becoming teachers after completion their tertiary education and from the total population of principals which is 33, 22 are also between 26-35 years .This indicates that principals are occupying the position after certain experience in other related fields.

Concerning educational background of respondents, the data of the teacher's revealed that most of teachers about (58.8%) are bachelor degree holders which represent more than half 41.2% were diploma holder. On the principals' side the data stated that majority of principals (63.6%) are bachelor degree holders, 36.4% are diploma holders. According to MOE (1996) it is indicated that primary teachers should hold diploma from grade1-4 and from 5-8 degree, and principals and supervisors should hold first degree.

Respondents indicated the number of years they have served on their work, teachers who have experience between 6-10 are 36.3% ,23.8% are between 11-15 years,18.8% are 5 years and below,13.8% are 21 years and above,7.5% have worked between 16-20 years. In the same item, principal's experience data shows that 30.0% are between 11-15 years,27.3% are between 6-10 years,18.2% are 21 and above years and 15.2% have 5 years and above .This can be explained that from 100% of total respondents 36.3% which is the majority of teachers have experience between 6-10 years which stated that they are already familiar with the teaching profession . The leadership team who has total experience between 11-15 years are 30.0% of the total population which shows that principals have worked more than a decade on school administration and teaching area and that they are well experienced.

Table 4.2: Characteristics of respondents by occupation and rank

Description	Teachers		Description	School leaders	
	Frequency	Percent		Frequency	Percent
Beginner	19	23.8%	Principals	3	9.1%
			Vice principals	9	27.3%
Proper	36	45.0%	Department heads	18	54.5%
Lead	25	31.3%	Supervisor	3	9.1
Total	80	100.0%	Total	33	100.0

Concerning their work title of teachers, there are 19 beginners, 36 proper and 25 lead with a total of 80 teachers involved in the data. The biggest data were find from the proper teacher's category. On the same item, there were 3 main principals, one from each school, 9 vice principals, three vice per school and 18 department heads totally from the three schools and at last the three cluster supervisors were also involved in the sample. From the above table, we can see that all leadership team have participated and majority number of department heads have completed the data out of total number of 48 leaders the questionnaires were distributed to all and 33 filled and returned the data and only 15 respondents did not responded.

Table 4.3: Principals work experience in teaching

	Principals	
	Frequency	Percent
5 years and below	5	15.2%
6-10 years	11	33.3%
11-15 years	9	27.3%
15 years and above	8	24.2%
Total	33	100.0%

The principal's work experience ranging 5 years and below is 15.2%, from 6-10 years is 33.3%.from 11-15 years is 27.3%.15 years and above is 24.2%.Majority of principal's

experience in teaching is between 6-10 years which means that principals have experience in teaching before reaching on the principal ship position.

The purpose of this study was to investigate the practices and challenges of instructional leadership of three primary government schools and to see the extent to which the practices contributed to better learner's performance. Each research question and corresponding analysis are reported in this section. Participants in the study were asked to indicate how often they performed the tasks mentioned in the survey. The 63 questions were presented using a Likert-type scale ranging from, I never do this task, to I do this task always. And the other 10questions were presented the level of agreement of the respondents from I strongly disagree to I agree.

4.2. Instructional leadership practices

Teaching and learning domain

Teachers and school leaders were asked the extent to which school principals practice instructional leadership with respect to the four domains: Teaching learning, conducive learning environment, school leadership and community participation.

Table 4.4: instructional leadership practices in teaching-learning context

No	Items	Respondents			
		Teachers		School leaders	
		N=80		N=33	
		Mean	Std	Mean	Std
1	Provide support and respect of especially female students	3.89	0.941	4.30	0.728
2	Enhance student centered teaching methods	3.88	0.933	4.58	0.614
3	Conduct continuous assessment on stude	3.90	0.821	4.42	0.614
4	Identify students need use of suitable teaching methods	3.62	0.862	4.21	0.650

As depicted on Table 4.4 of item 1 the extent to which they provide support and respect to all students' especially female students. the calculated mean of teacher is 3.89 and principals' is 4.30.This number indicates that they perform this task frequently and the instructional

leadership practice concerning this item has met the goal. There is no problem to point out because both teachers and principals mean are close. The standard deviation of teachers is 0.941 and of principals are 0.728 .The teachers' responses as well as the principals emphasized on providing support and respect of all students.

The second item asked participants on the extent to which they enhance student centered teaching methods in their schools. The score indicates 3.88 from teachers' side and 4.58 from principals. These two mean explain that this item is frequently performed. Based on both responses, it has been shown that they are using student centered teaching methods to enhance students. The standard deviation of teachers is 0.933 and of principals is 0.614.

Respondents were asked on the extent to which they conduct continuous assessment to students; data showed that the mean of teachers is 3.90 and of principals is 4.42.The two numbers shows that this item is performed frequently and there is no such problem on its practice. This is to say that the teacher's as well as the principals are frequently following and assessing their students' progress.

The last item concerning the learning-teaching context stated that the extent to which they identify students' needs through the use of appropriate teaching methods. Data revealed that Teacher's mean is 3.62 and of principal's is 4.21.This can be explained that they use suitable and appropriate teaching methods and tools frequently based on their student's needs. The standard deviation of teachers is 0.862 and the principal is 0.650.Teachers as well as principals agree on using appropriate and suitable teaching materials.

The majority of responses indicate that school principals engage frequently in leading the teaching learning process by providing support to female students, enhancing student-centered teaching, conducting continuous assessment and by identifying student's needs.

Table 4.5: Learning and Evaluation

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Prepare annual strategic plan	4.07	0.952	4.42	0.751
2	Work on improving students results	3.89	0.981	4.58	0.561
3	Conduct research on school improvement	3.14	0.910	3.52	1.064
4	Evaluate term plan and objectives of school	3.33	0.911	4.12	0.960
5	Contribute to the improvement of students results	3.69	0.949	4.52	0.566

The first item of learning and evaluation item asked the principals and teachers the extent to which they prepare annual strategic plan based on the previous results .The data found on this question showed the teachers mean as 4.07and the principals as 4.42.This number explained that the practice of instructional leadership on preparing annual strategic plan is frequently performed by the schools. Thus the instructional leaders are practicing well this item based on the data. The standard deviation is 0.952 and 0.751.

Item 2 focused on the extent to which they work on improving students results and found that the teachers scored 3.89 whereas the principals is 4.58.The findings of this data fell on two different coding scale .Based on the coding scale, it has been shown that the mean of the teachers indicated that the item is performed frequently and the leaders mean revealed that it is performed always. Teachers responded that the leaders frequently worked on improving their student's results and principals stated that they do this activity always.

The third item under the learning-evaluation category asked the teachers and principals the extent to which they conduct research on informing parents and the community towards working on school improvement .The data showed that the teachers' mean is 3.14 and the leaders is 3.52.According to the teachers data, this item is practiced sometimes and the

principals score projected that it is performed frequently. Here it can be stated that there is a difference between the two group responses. The standard deviation is 0.910 and 1.064.

As shown in item 4 of Table 7 the calculated mean of teacher is 3.33 and principals is 4.12 on the extent to which they evaluate quarterly term plan and objectives to improve the overall school work. This can explain that, the teachers result showed that this item is practiced sometimes whereas the principals said that it is done frequently. There is a gap between the two responses on the instructional leadership practice concerning evaluating the term plan and objectives.

As indicated in item 5, respondents were asked to rate the extent to which they contribute to the improvement of student's results as one of instructional leadership activity, and the mean of teacher showed that 3.69 and the principals is 4.52.This can be explained that based on the teachers score this item is performed frequently and the principals data revealed that it is always practiced.

Among the five items, the majority of responses indicate that school principals engaged frequently and even always in preparing annual plan, improving students results and contributing to the improvement of students results. And on the other hand they involve sometimes on conducting research and evaluating term plan of the school.

Table 4.6: Teaching process

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Revise the curriculum instruments, student's books….	3.43	0.938	3.67	1.291
2	Assess the student's textbooks nature and free from discrimination ….	3.44	0.912	3.94	0.864
3	Distribute fairly textbooks to students	3.94	0.998	4.36	1.025
4	Inform students to use their text books properly.	3.66	1.078	4.27	1.180

Respondents were asked on the extent to which they revise the curriculum instruments. i.e. the student's textbooks, teacher's manuals in terms of compatibility with the developmental

growth and needs of students. As depicted in item 1,the teachers mean showed 3.43 and the principal's is 3.67.This can be elaborated as the teacher's stated that the principals are revising textbooks with the needs of students occasionally. But the principals are stating that they review frequently teachers and students' text books. According to teachers responses this item is performed sometimes and the principal's insisted on revising the curriculum instruments frequently. The standard deviation is 0.938 and 1.291.

Question number two of the third variable asked principals and teachers the extent to which they assess textbooks appropriateness, participatory nature and free from discrimination and consistent with local context. Data showed that the mean of teachers is 3.44 and principals are 3.94.Here again, from teachers perspective it is performed occasionally which means that principals assess sometimes student's books in order to involve students to participate and avoid discrimination related issues and include local context .The principals have responded differently by saying that they frequently evaluate students text books nature.

The third item asked respondents the extent to which they distribute textbooks fairly to students. The data on table 7 give indication that the mean of teachers is 3.94 and the principals is 4.36.Based on the two responses this item is performed frequently by leaders. Students are receiving textbooks fairly .The standard deviation is 0.998 and 1.025.

The last item asked to find out the extent to which they inform students on the use of their text books properly. The calculated mean is 3.66 of teachers and 4.27 of principals. Thus this can explain that principals inform their students frequently on the appropriateness of using their text books. The standard deviation of teachers' is 1.078 and of principals' 1.180.

Among the total four items listed under teaching process, data showed that leaders were highly involved especially items like distributing textbooks to students and informing students to use their textbooks and the remaining other items were not interpreted the same from the two respondents because principals agreed that they frequently revise curriculum instruments and assess the student's textbooks nature free from discrimination and teachers rated less as sometimes performed.

Conducive learning environment domain

Table 4.7: Student focused practice

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Create favorable classroom contexts …	3.85	0.982	4.27	0.977
2	Inform students about personal hygiene	3.68	0.854	4.27	0.674
3	Encourage students by giving tutorial class.	3.51	0.941	3.76	1.091
4	Reduce the number of students who are coming late.	3.56	0.939	4.33	0.777
5	Work on civical and ethical education related to student behavior.	3.43	1.100	4.18	0.950
6	Create good r/ships among students and teachers.	3.52	1.136	4.45	0.666
7	Give advice and support to misbehaving students.	3.70	0.892	4.42	0.708

Item 1 of table 4.7 asked respondents on the extent to which it creates favorable and inspiring classroom contexts to enhance students learning motivation and the calculated mean is 3.85 of teachers and 4.27 of principals. Based on the coding scale, both mean were interpreted as the item is performed frequently. This is to say that principals are creating favorable and inspiring classroom frequently .The standard deviation of teachers' is 0.982 and of principals' is 0.977.

As shown in item 2 the mean of teachers is 3.68 and of principals is 4.27 on informing students about personal and school hygiene. This item is performed frequently as seen from

both principals and teachers. Students are informed frequently about cleanness and taking care of school hygiene. The standard deviation of teachers is 0.854 and of principals is 0.674.

As depicted on table 4.7 item 3 asked principals and teachers on the extent to which they encourage female students by giving tutorial class and the mean of teachers is 3.51 and of principal's is 3.76.This explains that the item is frequently performed by principals as seen from leaders and principals view. Leaders give due attention to female students frequently by giving additional classes. The standard deviation of teachers is 0.941and of principals is 1.091.

Item 4 of table 4.7 asked respondents on the extent to which they reduce the number of students who are coming late to school. The data showed that the mean of teachers is 3.56 and the principal is 4.33. This item is frequently practiced as seen from both respondents. Students are aware of not coming to school late by school leaders. The standard deviation of teachers is 0.939 and of principals is 0.777.

The fifth item of Table 4.7 asked leaders and teachers the extent to which they work on civical and ethical education related to student's behaviors. The calculated mean of teachers is 3.43 and of principals is 4.18.Based on the teacher's response this item is performed occasionally and principal's answer shows that the item is practiced frequently. The standard deviation of teachers is 1.100 and of principals is 0.950.

Item 6 asked the respondents on the extent to which they create good relationships among students and teachers and the calculated teachers mean revealed 3.52 and of principals are 4.45.This can be explained from both respondents that the item is performed frequently. This is to show that principal's works towards creating good relationships among students and teachers mostly.

Item 7 asked the respondents on the extent to which they give advice and support to misbehaving students; the mean of teachers showed 3.70 and principals is 4.42.This can be explained that the item is performed frequently from both participants. The standard deviation is 3.70 of teachers and is 4.42 of principals.

As seen from the data under conducive learning environment, the subscale was on student focused practice .It can be shown that almost all responses indicate that school principals were highly engaged on creating conducive environment by creating favorable classrooms, informing students about hygiene, encouraging students by giving tutorial class, reducing the number of students coming late to school, creating good r/ships among students and teachers and giving advice and support to misbehaving students.

Table 4.8: Empowerment of students

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Facilitate to work with students representatives	3.80	0.786	4.06	0.933
2	Give awareness about cheating on examination.	3.68	1.003	4.55	0.617
3	Encourage students to actively participate in extracurricular.	3.54	1.018	4.24	0.792
4	Teach on how to use the school materials	3.55	1.066	4.42	0.751
5	Target on improving students results.	3.64	1.094	4.70	0.467
6	Encourage students to use libraries and laboratories ...	3.41	0.977	4.15	0.906

Item 1 of table 4.8 asked respondents the extent to which they facilitate to work with students representatives to solve problems in teaching learning process. The mean of teachers showed 3.80 and the principals was 4.06 .This finding showed that this item is frequently performed by the leaders. The standard deviation of teacher is 0.786 and of principals' is 0.933.

As depicted in item 2 the mean value of teachers is 3.68 and of principal's is 4.55.This can be explained that from the teachers perspectives the extent to which principals give awareness about cheating is frequently performed and the principals score shows that it is always practiced. There is a difference between the two responses on this item. The standard deviation of teachers is 1.003 and of principals is 0.617.

As revealed in item 3, respondents were rated the extent to which they encourage students to actively participate in extra curricular activities. The calculated mean of teachers is 3.54 and of principals was 4.24.This item is frequently performed as seen from the two respondents.

Principals initiate and encourage students to participate in extra curricular activities. The standard deviation of teachers is 1.018 and of principals is 0.792.

Item 4 asked respondents the extent to which they teach on the appropriate use of school materials and the calculated mean of teachers is 3.55 and of principals is 4.42.The finding indicates that this item is frequently performed by leaders .

As depicted in item 5, principals and teachers are asked to rate the extent to which they target on improving students' results and the mean of teachers indicate 3.64 and of principals was 4.70.Based on the teachers' response the item is performed frequently and from the principals view it is practiced always. This showed that there is difference between the two responses as seen from the data. The standard deviation of teachers is 1.094 and of principals is 0.467.

The last item on empowerment of students, respondents were asked the extent to which they encourage students to use libraries and laboratories the calculated mean of teachers is 3.41 and of principals is 4.15.The finding explained that from teachers score the item is performed occasionally whereas the principals' number showed that it is practiced frequently. Principals agreed that they frequently encourage and initiate students to use libraries and laboratories. The standard deviation of teachers is 0.977 and of principals is 0.906.

Based on the data revealing on the second subscale under conducive learning environment domain empowering students were rated high and showed that the majority of responses demonstrated that leaders engaged frequently on all items listed above. School leaders were highly involved on empowering students by facilitating to work with students representatives, encouraging students to actively participate, targeting on improving students results and encouraging students to use libraries and laboratories.

Table 4.9: Student support

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Identify students who need special support	3.65	0.956	4.15	0.870
2	Facilitate and equip with materials the physical education department and organize competition	3.31	1.051	3.91	1.071
3	Identify students who are gifted and talented and organize competition	3.37	1.084	4.09	0.980
4	Strive to reduce the number of students who fail on grade eight exam	3.36	1.034	4.21	1.083
5	Incorporate differentiation teaching methods in classroom	3.51	0.981	4.30	0.918

The first item on identifying students who needs special education principals and teachers were asked to rate and the calculated mean is 3.65 of teachers and 4.15 of principals. Both teachers and principals scores are interpreted as the item is frequently performed .Based on the data, principals were giving support to students who needs special needs.

As depicted on Table 4.9 item 2 asked respondents on the extent to which they equip and facilitate the physical education Department and the mean of teachers is 3.31 and of principals is 3.91.According to teachers data principals involvement on physical education department is less than other items in the same table.

Item 3 stated that the extent to which they identify students who are gifted and organize school based competition. The finding showed that teachers and principal's data are not the same. The teachers mean is 3.37 and of principals is 4.09. As seen from teachers' findings principals' perform this task sometimes and from principals' data it is practiced frequently.

The fourth task of table 4.9 asked respondents on the extent to which they strive to reduce the number of students who fail on grade eight exams. The score showed that teacher's mean is 3.36 and of principal is 4.21.The mean indicated that there is a gap between the two scores as seen on the table. The item is performed sometimes based on the teacher's data and is practiced frequently based on principal's aspect.

The fifth and last item of the above table revealed data on the extent to which they try to incorporate differentiation teaching methods .The teachers mean showed 3.51 and principals was 4.30.Both teachers and principals scores showed that the item is performed frequently.

According to the above data, the majority of responses indicate that principals were not supporting students frequently because from the total five items three were rated sometimes. School leaders were not giving due attention to, facilitate and equip with materials the physical education department, identify students who are gifted and talented and organize competition and strive to reduce the number of students who fail on grade eight exam.

School leadership domain

Table 4.10: School's attention

No	Items	Respondents Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Clearly set goals and expected outcomes in respect of actual outcomes	3.87	0.753	4.24	0.708
2	Monitor if the school's plan is well conducted	3.80	0.906	3.94	0.827
3	Control the implementation of the school's plan and objectives	3.76	0.860	4.15	0.755
4	Inform teachers and school community about the school's organizational values....	3.60	0.821	3.97	0.951
5	Set tools to clearly communicate the school's overall strategic plan	3.56	1.017	4.30	0.847
6	Implement the school's goals and plan	3.68	0.965	4.24	0.792
7	Evaluate and analyze the SIP	3.36	0.860	4.06	0.704
8	Report the SIP implementation results.	3.31	1.001	3.94	1.029
9	Organize student's groupings (1to 5) mechanisms to enable and reinforce their learning.	3.59	1.122	4.42	0.663

Under Table 4.10 nine items were listed and rated by principals and teachers. As depicted in item 1, respondents were asked the extent to which they clearly set goals and expected outcomes in respect of actual improvement outcomes and the scores of teacher is 3.87 and of principals is 4.24 and interpreted as the item is performed frequently by leaders. School leaders clearly set goals and expected outcomes in respect of actual improvement outcomes.

Item 2 asked participants on the extent to which they monitor if the school's plan is well conducted and the calculated mean of teachers is 3.80 and of principals is 3.94.Both respondents mean is the same and is interpreted as it is frequently performed by principals.

As explained on item 3 teachers and principals were asked the extent to which they control the implementation of the school's plan and objectives. The calculated mean of teachers is 3.76 and of principals are 4.15. Both respondents' data revealed that the item is performed frequently.

The next item rated respondents on the extent to which they inform teachers and school community about the school's organizational values, internal rules and procedures and the mean of teachers is 3.60 and of principals is 3.97.Based on the two data the item is practiced frequently by principals.

As portrayed in item5 the teachers mean is 3.56 and principals is 4.30. This can be interpreted as the task is frequently practiced from both respondents view. School leaders are clearly communicating the school's overall strategic plan most of the time. The standard deviation of teachers is 1.017 and of principals is 0.847.

As figured out in item 6, the calculated mean of teachers' is 3.68 and of principals is 4.24.The item is performed frequently by principals as seen from the findings.

As expressed in item 7 respondents were asked the extent to which they evaluate and analyze the SIP and the calculated mean of teachers is 3.36 and of principals' is 4.06 .As seen from teachers' mean the item is practiced sometimes and principals' explained that they frequently evaluate and analyze Sip .

As described in item 8, principals and teachers were rated on the extent to which they report the SIP implementation results. The score of teachers is 3.31 and of principals is 3.94. The respondents mean are not the same, teachers' mean indicate that the item is performed occasionally and principals' agreed that it is practiced frequently.

As demonstrated on item 9 of Table 4.10 respondents were asked and the calculated mean of teachers was 3.59 and of principals was 4.42.Both respondents mean fall under the same interpretation .The task is performed frequently as seen from both data. Principals organize

frequently students into (1 to 5) grouping to enable and reinforce their learning outcome. The standard deviation of teachers is 1.122 and of principals is 0.663.

Almost all of the responses indicated that school leaders engaged frequently in the school leadership domain. They were involved frequently in leading the school by setting goals and expected outcomes, monitoring if the school's plan is well conducted, controling the implementation of the school's plan and objectives, informing teachers and school community about the school's, setting tools to clearly communicate the school's overall strategic plan and implementing the school's goals. On the other hand, evaluating and analyzing the sip, reporting the sip implementation and organizing student's groupings (1to 5) mechanisms to enable and reinforce learning are the items occasionally performed by leaders.

Table 4.11.Leadership behavior

No	Items	Respondents Teachers N=80		Principals N=33	
		Mean	Std	Mean	Std
	Communicate the SIP plan to students, parents, teachers and staff.	3.63	0.960	4.00	1.090
2	Participate students, teachers ,parents in developing its plan	3.63	0.862	4.06	0.747
3	Involve stakeholders in the decision of the plan	3.29	0.970	4.18	0.846
4	Facilitate teachers mentoring and coaching system by engaging experienced teachers in support of beginner teachers.	3.46	0.993	4.21	0.696
5	Allocate materials to support the learning teaching process.	3.58	0.925	4.15	0.972
6	Create healthy relations with the school personnel and stakeholders while implementing the SIP.	3.49	1.006	4.36	0.699
7	Facilitate active participation of parent teacher association (PTA), school teachers and employees… in the school activities.	3.46	0.885	4.15	0.939
8	Use the schools' budget to improve students' learning outcome.	3.55	1.030	4.12	0.927
9	Observe if the cluster resource center contributes to the improvement of the learning teaching process.	3.58	0.868	4.03	1.075
10	Inform the school's goals, rules and procedures to the staff.	3.60	1.001	4.30	0.770
11	Organize seminars stakeholders on month, mid-term and annual basis concerning.	3.55	0.992	4.18	0.635
12	Increase the full participation of the leadership team.... of the school improvement program.	3.46	0.967	4.12	0.857

As indicated on table 4.11, respondents were asked the extent to which they communicate the sip plan to students, parents, teachers and staff. The calculated mean of teachers is 3.63 and of principals is 4.00. The data will be interpreted as the item is frequently performed from both responses. The leadership team communicate the sip plan to students and others.

Item 2 of table 4.11 rated respondents on the extent to which they participate students, teachers, parents and other staff in developing its strategic plan for the school and the mean indicated 3.63 for teachers and 4.06 for principals. This is interpreted as the task is practiced frequently seen from two respondents. The standard deviation of teachers is 0.862 and of principals is 0.747.

The next item asked respondents the extent to which they involve stakeholders in the decision making of the strategic plan.The data revealed that the mean is 3.29 and of principals is 4.18.The teachers mean can be interpreted as the item is performed occasionally and according to principals it is analyzed as the task is practiced frequently. The standard deviation of teachers is 0.90 and of principals is 0.846.

As described on task 4 of table 4.11 asked teachers and principals the extent to which they facilitate teachers mentoring and coaching system by engaging experienced teachers in support of beginner teachers. The data found demonstrate that the teachers' mean is 3.46 and of principals' is 4.21. The teacher's number showed that the leaders facilitate conditions for teachers to learn from one another occasionally .Whereas the principal's data indicate that they frequently perform this activity by engaging experienced teachers with less experienced ones. The standard deviation is 0.993 of teachers and of principals is 0.696.

As registered on item 5 respondents were asked the extent to which they allocate materials to support the learning teaching process. The calculated mean of teachers is 3.58 and of teachers is 4.15 and this indicates that the task is practiced frequently as seen from both participants .Leaders allocate materials to support the teaching learning process frequently to facilitate the teaching learning process. The standard deviation of teachers is 0.925 and of principals is 0.972.

Question number 6 asked principals and teachers the extent to which they create healthy relations with the school personnel and stakeholders while implementing sip. The calculated mean of teachers is 3.49 and of principals is 4.36.This can be interpreted as the task is performed sometimes seen from teacher's side and practiced frequently from principals sides. Teachers thought that school leaders do not create healthy relations with the school all the time, they do this activity occasionally and principals agreed that they create healthy relations most of the time. The standard deviation of teachers is 1.006 and of principals is 0.699.

Item 7of table 4.11 examined respondents the extent to which they facilitate active participation of parent, teacher association, school teachers and employees and student representatives in the overall school activities. The data showed that teachers mean is 3.46 and the principals' is 4.15 and will be interpreted as the task is performed sometimes seen from teachers finding and it is practiced frequently seen from principal's view. The standard deviation of teachers' is 0.885 and of principals' is 0.939.

As projected on item 8 principals and teachers were asked the extent to which they use the school's budget to improve student's learning outcome. The finding indicates that the teachers' mean is 3.55 and the principals' is 4.12.Both respondents agreed that the task is frequently performed .The standard deviation of teachers is 1.030 and of principals is 0.927.

The next item exhibited the teachers mean as 3.58 and the principals as 4.03.This indicates that the task is practiced frequently by leaders. Principals work and observe the contribution of the cluster resource center to the improvement of the learning teaching process.

Item 10 asked participants the extent to which they inform the school's goals, rules and procedures to the staff. The mean of teachers is 3.60 and of principals' is 4.30.Both findings stated that the item is performed frequently by school leaders. The standard deviation of teachers is 1.001 and of principals 0770.

Item 11 of Leadership behavior domain was designed to determine the extent to which they organize seminars with stakeholders on month, mid-term and annual basis concerning school improvement. The calculated mean of teachers is 3.55 and of principals is 4.18.This indicates that the task is performed frequently by leaders seen from both respondents.

The last item of this domain asked participants the extent to which they increase the full participation of the leadership team and the school community in the process of the school improvement program. The findings of teachers stated the mean as 3.46 and the principals' is 4.12. Based on the teacher's data this task is performed occasionally by leaders and according to principals it is practiced frequently. Leaders agreed that they frequently increase the full participation of the leadership team and the school community in the process. The standard deviation of teachers is 0.967 and of principals is 0.857.

Based on the above data on leadership behavior there were twelve items listed and rated. The majority responses indicate that school leaders engaged frequently in leading the school leadership by communicating the sip plan, participating parents, students and teachers in developing its plan, allocating materials to support the teaching learning process, using the school's budget to improve students' learning, observing the contribution of the cluster resource center to the improvement of teaching learning and by organizing seminars with

stakeholders. The school were not involved frequently but only sometimes in managing the school by involving stakeholders in the decision of the plan, facilitating teachers mentoring and coaching system, creating healthy relations with the school personnels and stakeholders and by facilitating active participation of parent teacher association.

Community participation domain

Table 4.12: working with parents

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	Facilitate continuous meetings with parents and teachers	3.55	0.926	3.97	0.883
2	Encourage parents to assist to different seminars	3.28	1.102	4.21	0.857
3	Validate the school's annual plan and improvement package	3.52	0.856	4.09	0.805
4	Invite NGO's to contribute to the success of school improvement	3.13	1.036	3.64	1.141
5	Inform students' results every semester to parents/care takers	3.62	1.162	4.42	0.867
6	Gather parent's feedback on their children results	3.60	1.001	4.27	0.719
7	Strengthen strong r/ships with parents, woreda office and NGO's….	3.28	0.927	3.91	0.947
8	Promote fund raising activities to support the school	3.09	0.983	3.79	0.992
9	Initiate NGO's to support the school to achieve better results.	3.03	0.993	3.61	1.029
10	Promote the school's current activities by preparing flyers	2.91	1.138	3.27	1.306
11	Organize open schooldays to show the activities of the school	3.33	1.100	3.82	1.185

As shown in item 1 of table 4.12 on the extent to which they facilitate continuous meetings with parents and teachers and the calculated mean of teachers is 3.55 and of the principals is 3.97. Concerning the continuous meetings it has been shown that principals have frequent contact with parents .The standard deviation of teachers is 0.926 and of principals is 0.883.

The next item described the extent to which they encourage parents to assist to different seminars called by the school. The finding of teachers is 3.28 and of principals is 4.21 and this can be interpreted as the item is performed occasionally seen from teachers mean and performed frequently from principals' aspects.

As demonstrated on item 3 of Table 4.12, respondents were rated the extent to which they validate the school's annual plan and improvement package with parents. The data of teachers revealed that the mean corresponded to 3.52 and the principals mean is 4.09. Both respondents number can be interpreted as the item is performed frequently by leaders. Principals meet frequently and validate the school's plan with parents. The standard deviation of teachers is 0.856 and of principals' is 0.805.

As described on item 4, participants were questioned the extent to which they invite NGO's to contribute to the success of school improvement implementation. The calculated mean of teachers is 3.13 and of principals is 3.64.The finding implies that according to the teachers the task is performed occasionally and it is practiced frequently based on principals. The standard deviation of teachers 1.036 and of principals is 1.141

Item number 5 asked respondents on the extent to which they inform students results every semester to parents/care takers .The mean of teachers is 3.62 and of principals is 4.42 and will be analyzed as the item is practiced frequently seen from both numbers.

The next item of the community participation domain, principals and teachers were rated on the extent to which they gather parent's feedback on their children results .The finding indicates that the mean of teachers is 3.60 and of principals is 4.27. According to both respondents this task is performed frequently. The standard deviation of teachers is 1.001 and of principals is 0.719.

As depicted on item 7 participants were asked the extent to which they strengthen strong r/ships with parents, woreda office and NGO's for the improvement of student learning outcome. The mean of teachers is 3.28 and of principals are 3.91. Based on the teachers response it is indicated that this task is occasionally performed and from principals view the item is frequently practiced.

As interpreted on item 8 of Table 4.12, teachers and principals were asked the extent to which they promote fund raising activities to support the school financially. The calculated mean of teachers is 3.09 and of principals is 3.79.Based on the teachers this task is practiced sometimes by leaders whereas the principal's data revealed that it is practiced frequently.

Item 9 of table 4.12 asked respondents the extent to which they initiate NGO's to support the school to achieve better results. The mean of teachers is 3.03 and of principal's is 3.61.From teachers' perspective; the task is performed occasionally whereas the principals' stated that the item is frequently practiced.

As visualized on item10 participants were asked the extent to which they promote the school's current activities by preparing flyers. The calculated mean of teachers is 2.91 and of principals' is 3.27.Both findings indicated that the task is performed sometimes. The standard deviation of teachers' is 1.138 and of principals' is 1.306.Principals'do not involve in other activities that support the school.

The last item on community participation domain, rated respondents the extent to which they organize open school day to explain and show the overall school activities. The results demonstrated that the mean of teachers is 3.33 and of principals' is 3.82. Based on teachers' the task is performed occasionally and from principals' view the item is performed frequently. The standard deviation of teachers is 1.100 and of principals is 1.185.

The community participation presented eleven items to be rated. More than half of the items indicated that the school leaders engaged only sometimes in leading the community participation in the school by encouraging parents to assist to seminars ,inviting ngo's, strengthening strong r/ships with parents ,promoting fund raising activities, initiating ngo's promoting the school's current activities, organizing open school days. On the other hand, leaders were frequently engaged on activities by facilitating continuous meetings, validating the school's annual plan and improvement and informing students' results every semester to parents.

4.3 Challenges of instructional leadership practices

What are the challenges that affect the instructional leadership practices in the school?

Table 4.13: Challenges faced in implementing SIP

No	Items	Respondents			
		Teachers N=80		Leaders N=33	
		Mean	Std	Mean	Std
1	School principals focus more on administrative tasks than teaching	3.61	1.000	3.64	1.141
2	There is lack of budget for supporting teachers	3.25	1.025	3.52	1.253
3	Lack of finance for conducting training to support and guide teachers.	3.44	0.992	3.52	0.939
4	Lack of training for principals that enhance leadership skills.	3.23	0.993	3.00	1.061
5	Teachers do not master the subject matter to teach	2.93	1.199	2.64	1.270
6	Teachers are not interested in the instructional supervision process.	2.89	1.253	2.91	1.156
7	Teachers do not use well additional resources to improve their teaching skills.	2.67	1.156	2.70	1.185
8	Lack of mental readiness of teachers to accept feedback and apply it for future class	2.89	1.114	2.76	1.275
9	Teachers are not capable of handling a classroom	2.71	1.234	2.58	1.347
10	Teachers are not well motivated to improve students learning	2.69	1.228	2.58	1.226

Level of agreement: 1.00-1.49=strongly disagree;1.50-2.49 = disagree;2.50-3.49 = undecided;3.50-

4.49=agree; and 4.50-5.00=strongly agree.

Under table 4.13, a list of ten items related to major challenges faced while implementing leadership practices are listed. Principal sand teachers were rated their level of agreement on the issues .The researcher analyzed the responses of teachers and principals using mean and standard deviation and present the data.

As depicted on item 1 of challenges table respondents were asked the extent to which whether the school principals focus more on administrative tasks than teaching and learning activities. The teachers mean is 3.61, this implies that teachers agreed that leaders do not focus on the teaching learning tasks instead they concentrate on administrative roles. Principals mean is 3.64 and implies that they agreed that they concentrate more on administrative tasks than teaching learning process. Thus, the above results explain that from both respondents the principals attention were not on the learning.

As demonstrated on item 2 of the above table, participants were rated if there is lack of budget for supporting teachers .The calculated mean of teachers is 3.25 and this indicates that teacher do not decide on this item .And on the other hand, the principal's mean is 3.52.The principal's data stated that they agree that that there is lack of budget for supporting teachers such as duplicating documents and use of internet.

Item 3 asked respondents if there is lack of finance for conducting training to support and guide teachers. The calculated mean of teachers is 3.44 and this can be explained that teachers do not have opinion on this activity. And the principals mean is 3.52 and this can be elaborated as leaders agree that there is lack of finance to conduct training to support teachers. Teachers did not decide whether there is lack of money to support them whereas principals agreed that there is not enough money.

As interpreted on item 4 of table 4.13, participants were asked if there is lack of training for principals that enhance their leadership skills. The mean of teachers is 3.23 and of principals is 3.00.Based on the rating scale both respondents data fall on undecided. This implies that they do not know if principal are competent or not , and if they need training or not.

As indicated on item 5, respondents were asked if teachers do not master the subject matter to teach. The teachers mean is 2.93 and of principals is 2.64.Here again both respondents did not decide on whether teachers are competent teaching the subject matter. Teachers as well as principals are not confident on the teacher's skills.

As demonstrated on item 6, participants were rated if teachers are not interested in the instructional supervision process. The findings show that the mean of teachers is 2.89 and of principals is 2.91and this implies that from both respondents cannot decide if teachers are interested or not in the supervision process. They cannot decide on the interest of teachers onthis task.

As recorded on item7, respondents were rated if teachers do not use well additional and other teaching

resources to improve their teaching skills. The calculated mean of teachers is 2.67 and of principals is 2.70.As seen from both respondents' data, they do not decide whether teachers use or do not use additional and other teaching resources to improve their teaching skills.

Item 8 of the challenges table, participants were rated if there is lack of mental readiness of teachers to accept feedback and apply it for future classroom instruction. Both respondents findings indicated that they cannot decide if teachers are ready or not to accept feedback and use it for next classes.

Item 9 of the above table asked teachers and principals if teachers are not capable of handling a classroom. The mean of teachers is 2.71 and of principals is 2.58.This can be explained as seen from both findings participants do not decide whether teachers are capable or not handling a classroom. They do not know for sure if teachers are competent or not of taking a classroom.

The last item of the above table asked participants if teachers are not well motivated and dedicated to work on improving students learning outcome. The calculated mean of teachers' is 2.69 and of principal' is 2.58 and this implies that both respondents are not sure about teacher's motivation and dedication on improving students learning outcome.

Open ended questions of research question 2

In order to support the questionnaires listed above on challenges faced of instructional leadership practices, the researcher administered 4 open ended questions and distributed to 33 principals group member. Their data were presented and grouped based on their responses.

What other challenges do you face in relation to the following domains?

a) Teaching and learning: In order to make the findings manageable, the researcher classified the responses of the principals into three major sections. The first section comprises challenges related to teachers, then the next part is in relation to students and at last the challenge focuses on the school environment and others.

In relation to teachers : there are challenges related to lack of motivation of teachers, lack of teachers' commitment to achieve school goals, lack of school plan, low salary, lack of readiness of teachers to use teaching aids, lack of readiness of teachers to help students who needs special needs education and absenteeism of teachers.

In relation to students: there were lack of interest of students on their learning, problem of handling misbehaving students, parents life standard being low, students not studying and revising well their lessons.

In relation to the school environment and other: there are challenges related to low responsibility of the government on students, the teaching learning process not being student centered and classroom environment not being appropriate.

b) **Conducive learning environment**: under this domain the major responses are classified into two .

the first one is student related and the second part focuses on environmental issues:

There are challenges related to students responses such as students' parents/care takers financial problems, having large number of students in class, students who are misbehaving and lack of awareness about the school work.

There are also challenges related to school environment and some of them are listed below.

There were shortage of budget and when allocated there is problem of managing the budget, lack of water as a result there is problem of hygiene. There were also problems related to electricity in all classrooms, places for students to eat food, lack of special need classroom and the school compound not being conducive to students to play at break time.

c) School leadership: there are challenges under leadership like shortage of time to conduct meetings, lack of finance for conducting training to support and guide teachers, principals focusing more on administrative tasks than teaching learning activities, lack of readiness of teachers, additional tasks were given from woreda offices and kefleketema ,lack of cluster resources, school leaders not performing well their duties and teachers having wrong attitude toward school leadership.

d) Community participation :there are some challenges listed under this domain. Low participation of parents in the school, lack of community awareness, lack of community participation, lack of knowledge for reading and writing on mother tongue, parents do not have vision on their children futurity, parents not involving on their children need from school, principals not facilitating close r/ships with parents, parents are not willing to come to school and discuss about their children performance ,lack of readiness of parents to accept comments on their children and low economic background of students' parents can be stated among major challenges listed under community participation.

The next section will discuss research question 3.The question will be analyzed and presented by consulting documented data of students results of first semester and past 3 years grade eight leaving examination.

4.4.Contribution of instructional leadership practices to the improvement of students performance

Table 4.14: First semester results of Megabit 28 primary school of year 2010 E.C

Grade	1	2	3	4	5	6	7	8
Plan set by the school to score 50% and above	100%	100%	100%	100%	100%	100%	100%	100%
No of students who took the exam	152	143	139	131	184	173	232	322
No of students who scored 50% and above	120	126	138	126	163	170	181	240
Total no in %	78.9%	88.1%	99.2%	96.1%	88.5%	98.2%	78%	74.5%

As seen from the above table showing students results of semester 1 of Megabit 28 primary school, the researcher have presented and analyzed the students' scores in relation to the annual strategic plan set by the school.

As demonstrated on the above table, the school set 100% as its school's plan for year 2010E.C for students who needed to score 50% and above. In other words the school targeted that all students will get at least 50% and at most more than that. In grade 1,according to the data listed above there are 152 students who sat on the exam, and among the total number of students 120 students scored 50% and above which is 78.9% and 32 students are below 50%.Thus,it can be concluded that the school did not meet its' target in grade one.

The next grade 2 showed that there are 143 students who sat on the exam and 126 students scored 50% and above which 88.1% and 17 students scored below 50%.It can be deducted that they did not meet their target in grade two.

As explained in grade 3,there are 139 students who sat on the exam and among those students 138 scored 50% and above which is 99.2% and only one student scored below 50%.As a result it can be said that the school met its' plan on grade 3.

As interpreted in grade 4,there are 131 who took the examination and among those students 126 scored 50% and above which signifies that it is 96.1% of the total students and only 5 students who scored less than 50%.The school has almost met its target in grade four .

As indicated on the scores of grade 5 students, it has been shown that there are 184 students who have registered for the exam and 163 scored 50% and above which is 88.5% and 21 students are less than 50%.This can be explained that the school has not met its' goal in this grade.

In grade 6,there are 173 students who sat on the exam and 170 students scored 50% and above which is

98.2% from the total grade 6 students , it can be said that the school has met its' plan in grade six.

The data in grade 7 showed that there are 232 students who sat on the exam and among those who took the test, 181 scored 50% and above which is 78% and 51 students scored less than 50%. The number of students who are less than 50% represents almost ¼ of all grade 7 students. Thus, the school has not achieved its' target on grade 7.

As revealed in grade 8 results, there are 322 students who took the exam and among them 240 scored 50% and above which is 74.5% of total grade 8 students and 82 students are less than 50%.Here again almost ¼ of students scored below 50%.The school has not met its goal in grade 8.

The following tables showed the grade eight examination results from2007-2009E.C

Table 4.15: Grade eight leaving examination results of year 2007 E.C

Megabit primary school	Less than 30%	30%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91% and above
N° of students	53	71	53	77	30	25	12	4
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 4.16. Grade eight leaving examination results of year 2008 E.C

Megabit primary school	Less than 30%	30%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91% and above
N° of students	31	28	37	54	41	21	8	4
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 4.17. Grade eight leaving examination results of year 2009 E.C

Megabit primary school	Less than 30%	30%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91% and above
N° of students	155	43	14	14	14	8	6	1
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

98.2% from the total grade 6 students , it can be said that the school has met its' plan in grade six.

The data in grade 7 showed that there are 232 students who sat on the exam and among those who took the test, 181 scored 50% and above which is 78% and 51 students scored less than 50%. The number of students who are less than 50% represents almost ¼ of all grade 7 students. Thus, the school has not achieved its' target on grade 7.

As revealed in grade 8 results, there are 322 students who took the exam and among them 240 scored 50% and above which is 74.5% of total grade 8 students and 82 students are less than 50%.Here again almost ¼ of students scored below 50%.The school has not met its goal in grade 8.

The following tables showed the grade eight examination results from2007-2009E.C

Table 4.15: Grade eight leaving examination results of year 2007 E.C

Megabit primary school	Less than 30%	30%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91% and above
N° of students	53	71	53	77	30	25	12	4
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 4.16. Grade eight leaving examination results of year 2008 E.C

Megabit primary school	Less than 30%	30%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91% and above
N° of students	31	28	37	54	41	21	8	4
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 4.17. Grade eight leaving examination results of year 2009 E.C

Megabit primary school	Less than 30%	30%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91% and above
N° of students	155	43	14	14	14	8	6	1
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

According to the above table of the grade eight examination results data of year 2007.E., there are 53 students who failed scoring less than 30%,71 students scored between 30-40%,53 students earned between 41-50%,77 students scored from 51-60%,30 students scored between 61-70%,25 students scored between 71-80%,12 students earned between 81-90% and 4 students scored 91% and above. Thus, it can be seen that the gap between the students who earned the least grade and the maximum grade are important because there are a lot of students who failed than students earning high grade.53 students scored the least mark and only 4 scored the most.

As revealed on table 4.16 the students results of grade eight examination of year 2008 of Megabit primary school has been stated. There are 31 students who scored less than 30%,28 students scored between 30-40%,37students scored between 41-50%,54 students scored between 51-60%,41 students scored between 61-70%,21 students scored between 71-80%,8 students scored between 81-90% and at last 4 students earned 91% and above. According to the stated data, it can be seen again that a lot of students scored the least grade and only 4 students earned the maximum grade.

As demonstrated on table 3 of year 2009 of grade eight examination results, there are 155 students who failed scoring less than 30%, 43 students scored between 30-40%, 14 students scored between 41-50%, 14 students scored between 51-60%,14 students scored between 61-70%, 8 students scored between 71-80%,6 students scored between 81-90% and at last 1 student scored 91% and above.

As seen from the above findings, it can be explained that majority of students 155 failed and earned the least grade and only 1 student scored the maximum grade above 91%.

The next tables will explain the first semester examination results of Lafto primary school and the past three years grade eight results. Documents were analyzed on students results of year 2010 first semester results and past three years grade eight examination reports given by the school.

Table 4.18. First semester results of Lafto primary school of year 2010 E.C

Grade	1	2	3	4	5	6	7	8
Plan set by the school to score 50% and above	100%	100%	100%	100%	100%	100%	100%	100%
No of students who took the exam	111	111	98	124	152	154	168	190
No of students who scored 50% and above	101	107	98	123	150	153	157	184
Total no in %	90.9%	96.4%	100%	99.1%	98.6%	99.3%	93.4%	96.8%

The above table explained the number of students who took the first semester exam and scored more than 50% in lafto primary school for the year 2010 E.C. In grade 1, there are 111 students who took the exam and among those 101 students have scored 50% and more which is 90.9% and 10 students scored less. Thus, it can be said that the school's plan is close to be achieved.

The finding in grade 2 stated that there are 111 students who sat on the exam and 107 scored 50% and more which represents 96.4% and 4 scored less than 50%.The school has almost met its goal.

In grade 3, there are 98 total students and all of them scored 50% and above. The school has achieved its plan to 100% in grade 3.And in grade 4, there are 124 students and 123 students scored 50% and more which is 99.1% and only 1 student who scored less than 50%.It can be said that like in grade 3, the school has also achieved its' goal.

As shown in grade 5, there are 152 total students and among those 150 achieved 50% and above which is 98.6% and only 2 students had scored less than 50%.The

school has met its' goal in grade 5.

In grade 6, there are 154 students and almost all 153 students scored 50% and above which is 99.3% of the total students who took the evaluation and only one student scored less than the others . The school has met its' goal in grade six too.

The number of students who sat on the exam in grade 7 are 168 and among those 157 scored 50% and more which is 93.4% and 11 students scored less than 50%.This can be explained that the school is working well toward achieving its goal. In grade eight there are 190 students and among those 184 scored 50% and more which is 96.8% from all grade eight students. The school is working towards achieving its goal.

Grade eight leaving certificate examination results of Lafto primary school of three past years.

Table 4.19: Grade eight results year of 2007 E.C

Lafto primary school	Less than 30%	30%-40%	41% - 50%	51% - 60%	61% - 70%	71% - 80%	81% - 90%	91% and above
N° of students	52	37	40	43	17	12	7	3
Fail/pass	Fail	pass	pass	pass	pass	pass	pass	pass

Table. 4.20: Grade eight results of year 2008 E.C

Lafto primary school	Less than 30%	30%-40%	41% - 50%	51% - 60%	61% - 70%	71% - 80%	81% - 90%	91% and above
N°of students	44	34	31	32	17	35	20	13
Fail/pass	Fail	pass	pass	pass	pass	pass	pass	pass

Table 4.21: Grade eight results of year 2009 E.C

Lafto primary school	Less than 30%	30%-40%	41% - 50%	51% - 60%	61% - 70%	71% - 80%	81% - 90%	91% and above
N°of students	65	42	35	34	24	9	5	2
Fail/pass	Fail	pass	pass	pass	pass	pass	pass	pass

As shown in table 4.19, the researcher has analyzed the grade eight leaving examination results of three consecutive years .In 2007, it has been recorded that 52 students scored 30% and less which can be interpreted that they failed ,37 students scored between 30%-40%,40students scored 41%-50%,43 students scored 51%-60%,17 students scored 61%-70%,12 students scored 71%-80%,7 students scored 81%-90% and 3 students scored 91% and above. Based on the data, 52 students failed the grade eight leaving examination.

As interpreted in table 4.20, it has been seen that from grade eight leaving examination results of 2008 E.C. that students who scored 30% and less are 44, from 30%-40% are 34,from 41%-50% are 31,from 51%-60% are 32, from 61%-70% are 17,from71%-80% are 35, from81%-90% are20 and 91%and above are 13.According to the data, the results have shown slight improvement but the number of students who failed are still remarkable.

As explained in table 4.21, it has been demonstrated that a lot of students fail on grade eight examination, 65 students scored less than 30%,42 students scored between 30%-40%,35 students scored between 41-50%,34 students scored between 51-60%,24 students scored between 61%-70%,9 students scored between 71-80%, 5 students scored between 81-90% and 2 students scored 91% and above. Based on the data,65 students repeated grade eight because they did not succeed the grade eight examination. Thus it can be explained that a remarkable number of students are repeating classes.

The results of three past years of grade eight leaving examination of lafto primary school were listed above. Students were classified in terms of percentage that they scored from least to most. These

students' records will be used to support research question 3 which stated about the extent to which the school leadership practices contribute to the improvement of student results.

The next tables presented the student's results of first semester from grade one to eight and past three years grade eight final examination results.

Table 4.22. First semester results of Tehadiso primary school

Grade	1	2	3	4	5	6	7	8
Plan set by the school to score 50% and above	100 %	100%	100%	100%	100 %	100 %	100 %	100%
No of students who took the exam	130	125	106	135	143	162	184	234
No of students who scored 50% and above	107	113	83	127	123	149	167	187
Total no in %	82.3 %	90.4 %	78.3 %	94.7%	86%	92%	91%	80%

The above table explained the number of students who took the first semester exam and scored more than 50% in Tehadiso primary school for the year 2010 E.C.In grade 1, there are 130 students who took the exam and among those 107 students have scored 50% and more which are 82.3% and 23 students scored less than the score. Thus, it can be said that the school has not achieved its plan in grade 1.

The data in grade 2 stated that there are 125 students who sat on the exam and 113 scored 50% and more which represents 90.4% of total grade two students. It can be said that the school is working toward achieving its plan.

In grade 3, there are 106 total students 83 students scored 50% and above which demonstrated 78.3% of success and 23 students scored less than 50%.According to the schools'plan,23 students scored less than 50%.The school has not met its plan.

And in grade 4, there are 135 students and 127 students scored 50% and more which is 94.7% and 8 students scored less than 50%.It can be stated that, the school is striving towards its pre-determined objective.

As shown in grade 5, there are 143 total students and among those 123 achieved 50% and above which is 86% and 20 students have scored less than 50%.The number of students who scored less than the pre-determined plan is significant and it can be interpreted that the school is far from its plan.

In grade 6, there are 162 students and almost all 149 students scored 50% and above which is 92% of the total students who took the evaluation and 13 students scored less. The school is close to its' goal in

grade six.

The number of students who sat on the exam in grade 7 is 184 and among those 167 scored 50% and more which is 91% and 17 students scored less than 50%.This can be explained that the school is working towards achieving its goal.

In grade 8 there are 234 students who sat on the first semester exam and 187 students scored 50% and more which is 80% .47 students scored less than 50% and represents 20% of total grade eight students. Thus, this shows that the school did not achieve its goal and is far from its pre-determined objective.

Table 4.23.Grade eight results of year 2007 E.C.

Tehadiso primary school	Less than 30%	30%-40%	41%-50%	51% - 60%	61% - 70%	71%-80%	81% - 90%	91% and above
N° of students	7	15	15	26	42	37	7	16
Fail/pass	fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 4.24.Grade eight results of year 2008 E.C

Tehadiso primary school	Less than 30%	30%-40%	41% - 50%	51%-60%	61% - 70%	71%-80%	81% - 90%	91% and above
N° of students	12	15	17	27	27	22	19	11
Fail/pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 4.25.Grade eight results of year 2009 E.C

Tehadiso primary school	Less than 30%	30% - 40%	41%-50%	51%-60%	61% - 70%	71% - 80%	80%-90%	91% and above
N° of students	10	11	20	38	27	46	18	6
Fail/Pass	Fail	Pass	Pass	Pass	Pass	Pass	Pass	Pass

According to the above table 4.23 of grade eight examination results of year 2007E.C there were 7 students who scored less than 30% which means they failed. 15 students scored between 30-40%.15

students scored between 41-50%, 26 students scored between 51-60%,42 students scored between 61-70%,37 students are between 71-80%,7 students scored between 81-90% and at last 16 students scored 91% and above.

As demonstrated on table 4.24 of grade eight examination results of year 2008 E.C there are 12 students who scored less than 30%, 15 students scored between 30%-40%, 17 students scored between 41-50%,27 students are between 51-60%,27 students scored between 61-70%,22 students are between 71-80%,19 students are between 81-90% and 11 students scored 91% and above.

As shown on table 4.25 of grade eight results of year 2009 E.C there are 10 students who failed their examination scoring less than 30%, 11 students are between 30-40%, 20 students are between 41-50%,38 students are between 51-60%,27 students scored from 61-70%,46 students are between 71-80%,18 students scored between 81-90% and 6 students scored 91% and above.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to gain ideas on the functions of instructional leadership practices of three primary government schools principals, department heads and supervisors and the challenges they faced while implementing their practices and at last the extent to which their instructional leadership practices contributed to the improvement of student's results.

The data collected were used to answer the following three research questions:

1. What are the instructional leadership practices in your schools?
2. What are the challenges that affect the effectiveness of your instructional leadership practice in your school?
3. To what extent do the instructional leadership practices contribute to the improvement of student's performance?

As explained in chapter 3, this study used a descriptive survey research design to answer the two research questions and reviewing documented data to answer the third research question. The participants were administered through survey on instructional leadership practices and challenges. The survey consisted of three parts: Part I- Demographic information, Part II- questions related to instructional leadership practices, and Part III- close ended and open ended questions related to challenges of instructional practices.

The data received from the questionnaire were entered into SPSS (Statistical Package for the Social Sciences) and analyzed by using descriptive statistics (frequency, percentage, mean and standard deviation

The findings related to age varies between teachers and principals. There are a lot of female teachers and less male teachers. And the other category showed that males are predominantly occupying the leadership group than females.56.3% of teachers were females and 43.8% were males ,the number indicates that their number is close but still females dominate the teachers group . Males represented 57.6% of principal's team and 42.4% were females which showed that females are less in the principal ship position.

The respondents' age is predominately above 25 years which explains that are already matured people. The data reported in this study indicated that teachers who are between 26-35 represents 65% of the total teachers and at the same time principals who are between 26-35 represent 66.7% of the total

respondents from leaders group. In both groups, it can be identified that with the same age group there is the same percentage representing it. Majority number of teachers and principals are above 26 .This shows that they were recruited after earning their first degree.

Principals and teachers earning the highest degree was the third question given to complete the first part. Among the three categories of the teachers group, 58.8% earned their first degree, 41.2% have diploma and none obtained a master's degree.63.6%of principals group earned their bachelor's and 36.4% have diploma. There are still people from leaders group belonging to diploma level and a majority number of teachers who have obtained their first degree. According to (Moe,1996) a primary principal should earn a first degree ,most of them have already first degree.

Teachers and principals have significant experience because they have at least worked for a decade on the actual job. The highest percentage on this data related to teachers showed 23.8% have experience between 11-15 years in teaching profession and 30% of principals' group has experience between 11-15 years in school settings. This shows that almost one third of respondents from each group are already familiar with their profession.

Primary school principals and supervisors in the three schools have significant experience with delivery of instruction. One third (33.3%) of the principals in this study taught at least six to ten years before becoming principals. Principals enter the profession after having taught between 6-10 years. The school leaders have experience of instructional knowledge and are mature to become principals. One third of the principals group has experience in teaching more than five years and other principal have also been teachers before reaching the leaders team. This can be explained that principals can easily understand any classroom situation, teachers teaching style and students performance because they have gone through both profession.

5.1.1 Practices of instructional leadership

Teaching Learning Domain

a. The data suggested that principals frequently provide support and respect, enhance student centered teaching, conduct assessment of students' progress and identify student's needs through the use of teaching aids. The majority of responses indicated that school principals engage frequently in leading the teaching learning process by providing support to female students, enhancing student-centered teaching, conducting continuous assessment and by identifying student's needs.

b. Among the five items, the majority of responses indicated that school principals engaged frequently and even always in preparing annual plan, improving students' results and contributing to the improvement of students results. And on the other hand they involve sometimes on conducting

research and evaluating term plan of the school.

c. Among the total four items listed under teaching process, data showed that leaders were highly involved especially items like distributing textbooks to students and informing students to use their textbooks and the remaining other items were not interpreted the same from the two respondents because principals agreed that they frequently revise curriculum instruments and assess the student's textbooks nature free from discrimination and teachers rated less as sometimes performed.

Conducive learning environment domain

a. As seen from the data under conducive learning environment, the items were on student focused practice .It can be shown that almost all responses indicate that school principals were highly engaged on creating conducive environment by creating favorable classrooms, informing students about hygiene, encouraging students by giving tutorial class, reducing the number of students coming late to school, creating good r/ships among students and teachers and giving advice and support to misbehaving students.

b. Based on the data revealing on the second subscale under conducive learning environment domain empowering students were rated high and showed that the majority of responses demonstrated that leaders engaged frequently on all items listed above. School leaders were highly involved on empowering students by facilitating to work with students representatives, encouraging students to actively participate, targeting on improving students' results and encouraging students to use libraries and laboratories.

c. According to the above data, the majority of responses indicate that principals were not supporting students frequently because from the total five items three were rated sometimes. School leaders were not giving due attention to, facilitate and equip with materials the physical education department, identify students who are gifted and talented and organize competition and strive to reduce the number of students who fail on grade eight exam.

School leadership domain

a. Almost all of the responses indicated that school leaders engaged frequently in the school leadership domain. They were involved frequently in leading the school by setting goals and expected outcomes, monitoring if the school's plan is well conducted, controlling the implementation of the school's plan and objectives, informing teachers and school community about the school's, setting tools to clearly communicate the school's overall strategic plan and implementing the school's goals. On the other hand, evaluating and analyzing the sip, reporting the sip implementation and organizing student's groupings (1to 5) mechanisms to enable and reinforce learning are the items occasionally performed by leaders .

b. Based on the above data on leadership behavior there were twelve items listed and rated. The

majority responses indicate that school leaders engaged frequently in leading the school leadership by communicating the sip plan, participating parents, students and teachers in developing its plan, allocating materials to support the teaching learning process, using the school's budget to improve students' learning, observing the contribution of the cluster resource center to the improvement of teaching learning and by organizing seminars with stakeholders. The school were not involved frequently but only sometimes in managing the school by involving stakeholders in the decision of the plan, facilitating teachers mentoring and coaching system, creating healthy relations with the school personnel's and stakeholders and by facilitating active participation of parent teacher association.

Community participation domain

a. The community participation presented eleven items to be rated. More than half of the items indicated that the school leaders engaged only sometimes in leading the community participation in the school by encouraging parents to assist to seminars, inviting ngo's, strengthening strong r/ships with parents, promoting fund raising activities, initiating ngo's, promoting the school's current activities, organizing open schooldays. On the other hand, leaders were frequently engaged on activities by facilitating continuous meetings, validating the school's annual plan and improvement and informing students' results every semester to parents.

5.1.2 Challenges affecting instructional leadership practices

a. Teaching learning domaim : there are challenges related to teachers such as lack of motivation of teachers, lack of teachers' commitment to achieve school goals, lack of school plan, low salary, lack of readiness of teachers to use teaching aids, lack of readiness of teachers to help students who needs special needs education and absenteeism of teachers. Then, respondents also mentioned major challenges related to students such as lack of interest of students on their learning, problem of handling misbehaving students, parents life standard being low, students not studying and revising well their lessons. And at last, still under teaching learning participants raised challenges related to school environment and other such as low responsibility of the government on students, the teaching learning process not being student centered and classroom environment not being appropriate.

b. Conducive learning environment domain: under this domain the major responses are classified into two , the first one is student related and the second part focuses on environmental issues ;

There are challenges related to students' responses such as students' parents/care takers financial problems, having large number of students in class, students who are misbehaving and lack of awareness about the school work.

c. School leadership :there are challenges under leadership like shortage of time to conduct meetings, lack of finance for conducting training to support and guide teachers, principals focusing more on

administrative tasks than teaching learrning activities, lack of readiness of teachers, additional tasks were given from woreda offices and kefleketema, lack of cluster resources, school leaders not performing well their duties and teachers having wrong attitude toward school leadership.

d. Community participation: there are some challenges listed under this domain. Low participation of parents in the school, lack of community awareness, lack of community participation, lack of knowledge for reading and writing on mother tongue, parents do not have vision on their children futurity, parents not involving on their children need from school, principals not facilitating close r/ships with parents, parents are not willing to come to school and discuss about their children performance, lack of readiness of parents to accept comments on their children and low economic background of students' parents can be stated among major challenges listed under community participation.

5.1.3 Contributions of instructional leadership for the students performance

a. First semester examination: In the first school the leaders targeted to make 100% students earning 50% and above in all levels. The school has achieved its goals in grades 3, 4 and 6 and in the remaining grades they students' results are low.

In the second school, the leaders targeted to make 100% students earning 50% and above in all levels. The school has achieved its goals in almost all the grades especially in grade 3, 4,5 and 6.In the third school, the leaders set to make 100% students earning 50% and above in all levels. The school has achieved its objectives in only three levels grade 4,6 and 7 but in the remaining grades the students results are very low.

b. Grade eight examination results: In the first school, the past three years student's results showed that there were 239 students who failed the national grade eight examination .In the second school, the past three results showed that there were 161 students who failed the national grade eight examination. And in the third school, the past three years students' results showed that there were 29 students who failed the national grade eight examinations.

5.2 Conclusions

The schools' leaders' engagement in instructional leadership was found to be high in the four domains; Teaching learning domain, conducive learning environment, school leadership and community participation. However, the results of the students especially the national examination was found to be very low after practicing the items listed in the questionnaire. In particular the two schools data on grade eight examination there were a lot of students who failed 239 and 161 students. As compared with the number of students who passed the examination the students who failed is highly superior. Thus the contribution of school leadership practices to the enhancement and improvement of students performance was minimal and did not show any significant change on the student progress.

Challenges that affect the instructional leadership practices of school principals related to the four domains were also found out to be as major problems

1.In the teaching learning domain:- The principals raised teachers' lack motivation, commitment to achieve the school goals and not ready to use teaching aids and help students who needs special needs education. On the other there are students who lack interest on their learning, who are misbehaving and not studying well their lessons. Another point raised as major challenges are the government not giving due attention to students learning, the classroom environment not being attractive to students and the teaching learning process not being student centered.

2. In the conducive learning environment:- the principals mentioned challenges related to students like parents financial problems, large class size and misbehaving students. Regarding the school environment school leaders stated that there is shortage of budget and the allocated budget is not well utilized. Lack of electrical power, water, and place for students to eat, play at break time were among the major challenges raised by leaders preventing them to be effective on their instructional leadership practices.

3. Under the school leadership domain:-the principals listed a number of challenges like shortage of time and finance to conduct training to support and guide teachers, additional tasks were also given by woreda offices which prevent them to exercise well on teaching learning process because they tend to focus more on administrative tasks and lack of cluster center resources were mentioned.

4. Another challenges raised focused on the community low participation, parents low participation, parents low economic background, parents not participating on their kids and do not have bright future on them. Generally , the community does not participate well in the school life.

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5.3 Recommendations

Based on the summaries and conclusions, the following possible solutions are recommended:

1. **Recommendation related to teaching learning context**

The school improvement program stated that (SIP, 2011) that the school leadership creates a favorable school environment where students can learn in a stable condition and gain high satisfaction whereby effectuating the learning-teaching activity. In the teaching learning context, the first person facing the students are teachers and should be given due attention. School leaders should closely work with teachers and inform them about instructional leadership practices. The policy makers must give due attention while formulating the curriculum so that it fits to students needs and targeting on improving the education system by making primary education more of practical and concret teaching and learning context. Thus,it will help students to actively learn and use their knowlegde by relating to the actual real life situation.

2. **Recommendation related to creating conducive learning environment**

If want to achieve better results, there will be need to have small class size to interact more actively and frequently with students. As a result it is recommended to build more classrooms and hire more teachers to minimize the class size. The woreda office officials should make frequent visit to the schools and organize meetings with students representatives and others to discuss about the school's positive strengthen and negative side and try to give immediate actions to solve the problems like shortage of water and electricity and at the same they should report to the concerned bodies what needs to be done in the schools like building canteen for students to eat and places to play.

3. **Recommendation related to school leadership domain**

The woreda offices should give ample time for school leaders to make visit classes and give feedback after the visit and allocate more time to work more closely with teachers if want to see improvement on students results. Principals should give priority to teaching learning process then they can work on other duties related to administration. The government should allocate more budget for the schools to conduct training and guide teachers.

4. **Recommendation related to community participation domain**

Parents and the community must actively participate in the school. In order to involve parents and stakeholders, the schools should organize seminars at least every semester and inform what has been done in the school and collect ideas from parents on what needs to be done in the future in the school. Parents need to follow closely their kids by following their work and closely communicating with their teachers.

5. Recommendation related to teachers

As shown in the findings, principals' raised that teachers have wrong attitudes towards school leadership, are not ready to accept feedback and others. The school leadership should explain about the kind of supervision to conduct in classes. Principals and supervisors should not put all teachers under the same category. The supervision should be based on needs and merits of teachers. Glickman and others (2001) define developmental supervision as the "match of initial supervisory approach with the teacher or groups developmental levels expertise,& communicate. As the name indicates, it says initial which can perfectly suit for fresh graduate teachers to be grouped under developmental supervision .And for the experienced teachers, principals should conduct differentiated supervision. The teachers who have gone through developmental supervision they will not have wrong attitudes about instructional leadership.

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ANNEX A : Questionnaire to be filled by teachers

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire to be filled by Teachers

General Direction

Dear respondents

This questionnaire is designed to assess current status of instructional leadership practices in your school and to investigate some of the factors that affect the school leader's instructional leadership roles.

The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest responses determine the success of the study.

Thus, you are kindly requested to complete the questionnaire carefully and honestly.

The questionnaire comprises one item. On the items which provide alternatives or scale values, please circle the number provided to that specific question that shows your level of agreement under one of the five scales of measurement.

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

Note

-No need of writing name

-Each question has its own instruction to follow.

Thank you in advance for your kind cooperation

Part one

Personal information. Put a tick (√) mark in one box.

1. **Name of the school**.....

2. Sex: Female ☐ Male ☐

3. Age: 25 and below ☐ 26-35 ☐ 36-45 ☐ 46& above ☐

4. **Educational background**

Diploma ☐ BA/Bsc ☐ MA/MSc ☐

If other, please specify .....

5. **Total years of service**

5& below ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 & above ☐

6. **Work title/ Job Classification**: a) Beginner ☐ Medium ☐

b) Teacher ☐ Higher teacher ☐ Deputy lead teacher ☐

c) Lead teacher ☐ higher lead teacher 1 ☐ higher lead teacher 2 ☐

Part two

1. Questionnaire related to instructional leadership practices

Instruction: While reading the statement below, think about your school; and then circle the number.

The rating scale is:

5= Almost always, 4= frequently, 3= Sometimes, 2=rarely, 1=Almost never

I.Teaching and Learning

a)Learning –teaching context To what extent do the principals and supervisors.....?	**Almost always**	**Frequently**	**sometimes**	**Rarely**	**Almost never**
Provide support and respect of all students especially female students	5	4	3	2	1
Enhance student centered teaching methods	5	4	3	2	1
Conduct appropriate continuous assessment to checkonstudents progress	5	4	3	2	1
Identify student's needs through the use of appropriate and suitable teaching methods and tools	5	4	3	2	1

b) Learning and Evaluation To what extent do the principals and supervisors…….. ?	Almost always	Frequently	Sometimes	Rarely	Almost never
Prepare annual strategic plan based on the previous results.	5	4	3	2	1
Work on improving students results	5	4	3	2	1
Conduct research on informing parents and the community towards working on school improvement.	5	4	3	2	1
Evaluate quarterly term plan and objectives to improve the overall school work.	5	4	3	2	1
Contribute to the improvement of students results with the preceding score.	5	4	3	2	1

C) Teaching process To what exentdothe principals and supervisors….?	Almost always	Frequently	Sometimes	Rarel y	Almost never
Revise the curriculum instruments,the students text books,teachers' manuals in terms of compatibility with the developmental growth and needs of students .	5	4	3	2	1
Assess the students text books appropriatness, participatory nature and free from discrimination and consistent with local context.	5	4	3	2	1
Distribute fairly text books to students.	5	4	3	2	1
Inform students to use their text books properly.	5	4	3	2	1

II. Conducivelearningenvironment

a)Student focused practice To what extent do the principals and supervisors……?	Almost always	Frequently	Sometimes	Rarely	Almost never
Create favorable and inspiring classroom contexts to enhance students learning motivation.	5	4	3	2	1
Inform students about personal and school hygiene	5	4	3	2	1
Encourage female students by giving tutorial class.	5	4	3	2	1
Reduce the number of students who are coming late to school.	5	4	3	2	1
Work on civical and ethical education related to student's behavior.	5	4	3	2	1
Creategood relationships among students and teachers.	5	4	3	2	1
Give advice and support to misbehaving students.	5	4	3	2	1

b) Empowerment of students To what extent do the principals and supervisors.....?	Almost always	Frequently	Sometimes	Rarely	Almost never
Facilitate to work with students representatives in order to alleviate the problems faced in the teaching learning process.	5	4	3	2	1
Give awareness about cheating on examination.	5	4	3	2	1
Encourage students to actively participate in extracurricula activities.	5	4	3	2	1
Teach on how to use the school materials.	5	4	3	2	1
Target on improving students results.	5	4	3	2	1
Encourage students to use libraries and laboratories to improve their thinking and creating skills.	5	4	3	2	1

c)Student Support To what extent do the principals and supervisors..... ?	Almost always	Frequently	Sometimes	Rarely	Almost never
Identify students who needs special support	5	4	3	2	1
Facilitate and equip with materials the physical education department and organize competition with different schools.	5	4	3	2	1
Identify students who are gifted and talented from the classes and organize school based competition.	5	4	3	2	1
Strive to reduce the number of students who fail on grade eight exams to 0%.	5	4	3	2	1
Try to incorporate differenciation teaching methods to address all learners.	5	4	3	2	1

III .School leadership

a)School's attention To what extent do the principals and supervisors …. ?	Almost always	Frequently	Sometimes	Rarel y	Almost never
Clearly set goals and expected outcomes in respect of actual improvement outcomes.	5	4	3	2	1
Monitor if the school's plan is well conducted.	5	4	3	2	1
Control the implementation of the school's plan and objectives.	5	4	3	2	1
Inform teachers and school community about the school's organizational values, internal rules and procedures.	5	4	3	2	1
Set tools to clearly communicate the school's overall strategic plan.	5	4	3	2	1
Implement the school's goals and plan.	5	4	3	2	1
Evaluate and analyze the SIP.	5	4	3	2	1
Report the SIP implementation results.	5	4	3	2	1
Organize student's groupings(1to5) mechanisms to enable and reinforce their learning outcome.	5	4	3	2	1

b) Leadership behavior To what extent do the principals and supervisors……..?	Almost always	Frequently	Sometimes	Rarely	Almost never
Communicate the SIP plan to students parents, teachers and staff.	5	4	3	2	1
Participate students, teachers, parents and other staff in developing its strategic plan for the school.	5	4	3	2	1
Involve stakeholders in the decision of the strategic plan.	5	4	3	2	1
Facilitate teachers mentoring and coaching system by engaging experienced teachersin support of beginner teachers.	5	4	3	2	1
Allocate materials to support the learning teaching process.	5	4	3	2	1
Create healthy relations with the school personnel and stakeholders while implementing the SIP.	5	4	3	2	1
Facilitate active participation of parent teacher association (PTA), school teachers and employees and student representatives in the overall school activities.	5	4	3	2	1
Use the school's budget to improve students' learning outcome.	5	4	3	2	1
Observe if the cluster resource center contributes to the improvement of the					

learning teaching process.					
Inform the school's goals,rules and procedures to the staff.	5	4	3	2	1
Organize seminars with stakeholders on month,mid-term and annual basis concerning school improvement.	5	4	3	2	1
Increase the full participation of the leadership team and the school community in the process of the school improvement program.	5	4	3	2	1

IV)Community participation

Working with parents **To what extent do the principals and supervisors .....?**	**Almost always**	**Frequently**	**Sometimes**	**Rarely**	**Almost never**
Facilitate continuous meetings with parents and teachers	5	4	3	2	1
Encourage parents to assist to different seminars called by the school	5	4	3	2	1
Validate the school's annual plan and improvement package with parents.	5	4	3	2	1
Invite NGO's to contribute to the success of school improvement implementation.	5	4	3	2	1
Inform students' results every semester to parents/care takers.	5	4	3	2	1
Gatherparent's feedback on their children results.	5	4	3	2	1
Strenghten strong relationships with parents,woreda office and NGO's for the improvement of student learning outcome.	5	4	3	2	1
Promote fund raising activities to support the school financially.	5	4	3	2	1
Initiate NGO's to support the school to achieve better results.	5	4	3	2	1
Promote the school's current activities by by preparing flyers.	5	4	3	2	1
Organize open school day to explain and show the overall school activities.	5	4	3	2	1

2. **Challenges of instructional leadership practices.**

What are the challenges that affect the effectiveness of the principals and supervisors instructional leadership practices in your school?

Instruction: While reading the statement below, think about your school; and then circle the number to show the degree of your agreement or disagreement accordingly.

The rating scale is: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

Challenges of leadership practices	strongly agree	Agree	Undecided	Disagree	Strongly disagree
School principals focus more on administrative tasks than teaching and learning activities.	5	4	3	2	1
There is lack of budget for supporting teachers (duplicate documents, use of internet ….)	5	4	3	2	1
Lack of finance for conducting training to support and guide teachers.	5	4	3	2	1
Lack of training for principals that enhance their leadership skills.	5	4	3	2	1
Teachers do not master the subject matter to teach.	5	4	3	2	1
Teachers are not interested in the instructional supervision process.	5	4	3	2	1
Teachers do not use well additional and other teaching resources to improve their teaching skills.	5	4	3	2	1
Lack of mental readiness of teachers to accept feedback and apply it for future classroom instruction.	5	4	3	2	1
Teachers are not capable of handling a classroom (problem of classroom management).	5	4	3	2	1
Teachers are not well motivated and dedicated to work on improving students learning outcome.	5	4	3	2	1

ANNEX B: Questionnaire to be filled by school leaders

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire to be filled by principals, V/principals, department heads and supervisors General Direction

Dear respondents

This questionnaire is designed to assess principal, v/principals, and department heads and supervisors current status of instructional leadership practices and to investigate some of the factors that affect your instructional leadership roles.

The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest responses determine the success of the study. Thus you are kindly requested to complete the questionnaire carefully and honestly.

In the questionnaire, two types of items are included. For items that require written answers, give your response in the provided spaces corresponding to the questions. For items which provide alternatives or scale values, please circle the number provided to that specific question that shows your level of agreement under one of the five scales of measurements for each item.

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

Note

-No need of writing name

-Each question has its own instruction to follow.

Thank you in advance for your kind cooperation

Part one

Personal information. Put a tick (√) mark in one box.

1. Name of the school.....

2. Sex: Female ☐ Male ☐

3. Age: 25 and below ☐ 26-35 ☐ 36-45 ☐ 46& above ☐

4. Educational background

Diploma ☐ BA/Bsc ☐ MA/MSc ☐

If other, please specify .....

5. Total years of service

5& below ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 & above ☐

6. Work title/Job classification: Principal ☐ Vice principal ☐ Department head ☐ Supervisor ☐

7. Work experience: In teaching

a) 5 years and below ☐ c) 11 – 15 ☐

b) 6 – 10 ☐ d) above 15years ☐

Part two

1. Questionnaire related to instructional leadership practices

Instruction: While reading the statement below, think about your school; and then circle the number.

The rating scale is: 5= Almost always, 4= frequently, 3= Sometimes, 2=rarely, 1=Almost never

I.Teaching and Learning domain

a)Learning –teaching context To what extent do you..... ?	**Almost always**	**Frequently**	**sometimes**	**Rarely**	**Almost never**
Provide support and respect of all students especially female students	5	4	3	2	1
Enhance student centered teaching methods	5	4	3	2	1
Conduct appropriate continuous assessment to checkon students progress	5	4	3	2	1
Identify student's needs through the use of appropriate and suitable teaching methods and tools	5	4	3	2	1

b)Learning and Evaluation To what extent do you..... ?	Almost always	Frequently	Sometimes	Rarely	Almost never
Prepare annual strategic plan based on the previous results.	5	4	3	2	1
Work on improving students results	5	4	3	2	1
Conduct research on informing parents and the community towards working on school improvement.	5	4	3	2	1
Evaluate quarterly term plan and objectives to improve the overall school work.	5	4	3	2	1
Contribute to the improvement of students results	5	4	3	2	1

C)Teaching process To what exent do you ..... ?	Almost always	Frequently	Sometimes	Rarely	Almost never
Revise the curriculum instruments, thestudents' text books, teachers' manuals in terms of compatibility with the developmental growth and needs of students.	5	4	3	2	1
Assess the students text books appropriatness, participatory nature and free from discrimination and consistent with local context.	5	4	3	2	1
Distribute fairly text books to students.	5	4	3	2	1
Inform students to use their text books properly.	5	4	3	2	1

II. Conducive learning environment

a)Student focused practice To what extent do you.....?	Almost always	Frequently	Sometimes	Rarely	Almost never
Create favorable and inspiring classroom contexts to enhance students learning motivation.	5	4	3	2	1
Inform students about personal and school hygiene	5	4	3	2	1
Encourage female students by giving tutorial class.	5	4	3	2	1
Reduce the number of students who are coming late to school.	5	4	3	2	1
Work on civical and ethical education related to student's behavior.	5	4	3	2	1
Creategood relationships	5	4	3	2	1

amongstudents and teachers.					
Give advice and support to misbehaving students.	5	4	3	2	1

b) Empowerment of students To what extent do you…?	**Almost always**	**Frequently**	**Sometimes**	**Rarely**	**Almost never**
Facilitate to work with students representatives in order to alleviate the problems faced in the teaching learning process.	5	4	3	2	1
Give awareness about cheating on examination.	5	4	3	2	1
Encourage students to actively participate in extracurricula activities.	5	4	3	2	1
Teach on how to use the school materials.	5	4	3	2	1
Target on improving students results.	5	4	3	2	1
Encourage students to use libraries and laboratories to improve their thinking creating skills.	5	4	3	2	1

c)Student Support To what extent do you……?	**Almost always**	**Frequentl y**	**Sometimes**	**Rarel y**	**Almost never**
Identify students who needs special support	5	4	3	2	1
Facilitate and equip with materials the physical education department and organize competition with different schools.	5	4	3	2	1
Identify students who are gifted and talented from the classes and organize school based competition.	5	4	3	2	1
Strive to reduce the number of students who fail on grade eight exams to 0%.	5	4	3	2	1
Try to incorporate differenciation teaching methods to address all learners.	5	4	3	2	1

III .School leadership

a)school's attention To what extent do you …. ?	**Almost always**	**Frequently**	**Sometimes**	**Rarel y**	**Almost never**
Clearly set goals and expected outcomes in respect of actual improvement outcomes.	5	4	3	2	1
Monitor if the school's plan is well conducted.	5	4	3	2	1
Control the implementation of the school's plan and objectives.	5	4	3	2	1
Inform teachers and school community about the school's	5	4	3	2	1

organizational values, internal rules and procedures.					
Set tools to clearly communicate the school's overall strategic plan.	5	4	3	2	1
Implement the school's goals and plan.	5	4	3	2	1
Evaluate and analyze the SIP.	5	4	3	2	1
Report the SIP implementation results.	5	4	3	2	1
Organize student's groupings(1to5) mechanisms to enable and reinforce their learning outcome.	5	4	3	2	1

b) Leadership behavior To what extent do you…?	**Almost always**	**Frequently**	**Sometimes**	**Rarely**	**Almost never**
Communicate the SIP plan to students Parents, teachers and staff.	5	4	3	2	1
Participate students, teachers, parents and other staff in developing its strategic plan for the school.	5	4	3	2	1
Involve stakeholders in the decision of the strategic plan.	5	4	3	2	1
Facilitate teachers mentoring and coaching system by engaging experienced teachersin support of beginner teachers.	5	4	3	2	1
Allocate materials to support the learning teaching process.	5	4	3	2	1
Create healthy relations with the school personnel and stakeholders while implementing the SIP.	5	4	3	2	1
Facilitate active participation of parent teacher association (PTA), school teachers and employees and student representatives in the overall school activities.	5	4	3	2	1
Use the school's budget to improve students' learning outcome.	5	4	3	2	1
Observe if the cluster resource center contributes to the improvement of the learning teaching process.	5	4	3	2	1
Inform the school's goals.rules and procedures to the staff.	5	4	3	2	1
Organize seminars with stakeholders on month,mid-term and annual basis concerning school improvement.	5	4	3	2	1
Increase the full participation of the leadership team and the school community in the process of the school improvement program.	5	4	3	2	1

IV)Community participation

Working with parents To what extent do you .....?	**Almost always**	**Frequently**	**Sometimes**	**Rarely**	**Almost never**
Facilitate continuous meetings with parents and teachers	5	4	3	2	1
Encourage parents to assist to different seminars called by the school	5	4	3	2	1
Validate the school's annual plan and improvement package with parents.	5	4	3	2	1
Invite NGO's to contribute to the successof school improvement implementation.	5	4	3	2	1
Inform students' results every semester to parents/care takers.	5	4	3	2	1
Gatherparent's feedback on their children results.	5	4	3	2	1
Strenghten strong relationships with parents, woreda office and NGO's for the improvement of student learning outcome.	5	4	3	2	1
Promote fund raising activities to support the school financially.	5	4	3	2	1
Initiate NGO's to support the school to achieve better results.	5	4	3	2	1
Promote the school's current activities by by preparing flyers.	5	4	3	2	1
Organize open school day to explain and show the overall school activities.	5	4	3	2	1

2. Challenges of instructional leadership practices.

What are the challenges that affect the effectiveness of your instructional leadership practice in your school?

Instruction: While reading the statement below, think about your school; and then circle the number to show the degree of your agreement or disagreement accordingly.

The rating scale is: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

Challenges of leadership practices	strongly agree	Agree	Undecided	Disagree	Strongly disagree
School principals focus more on administrative tasks than teaching and learning activities.	5	4	3	2	1
There is lack of budget for supporting teachers (duplicate documents, use of internet ….)	5	4	3	2	1
Lack of finance for conducting training to support and guide teachers.	5	4	3	2	1
Lack of training for principals that enhance their leadership skills.	5	4	3	2	1
Teachers do not master the subject matter to teach.	5	4	3	2	1
Teachers are not interested in the instructional supervision process.	5	4	3	2	1
Teachers do not use well additional and other teaching resources to improve their teaching skills.	5	4	3	2	1
Lack of mental readiness of teachers to accept feedback and apply it for future classroom instruction.	5	4	3	2	1
Teachers are not capable of handling a classroom (problem of classroom management).	5	4	3	2	1
Teachers are not well motivated and dedicated to work on improving students learning outcome.	5	4	3	2	1

Part three

Open ended questions

Please answer to the following questions in order to make the questionnaire complete.Try to write your answers to all numbers.

2.1 What other challenges do you face in relation to the following domains?

i. Teaching and Learning :

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.....

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ii. Conducive learning environment :

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.....

iii. School leadership :

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iv. Community Participation :

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ANNEX C : Grade eight Leaving Certificate ... Results

Addis Ababa City Government Education Bureau 2009 E.C. (2017)

Grade 8 Leaving Certificate Examination Results

Sub-City Nifas Silk

School Code 09-01-13

School Name Megabit 28

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060156359	ABDU ESHETU ABDI	M	14	N	28	18	17	11	19	12	10	21	136/480	28	6.6	Fail
1060156456	ABDULFETAH ASRAR NESRU	M	14	N	24	11	14	14	15	5	16	21	120/480	25	2.1	Fail
1060156068	ABDULKERIM MUZAE AMAN	M	15	N	28	12	18	10	25	20	20	26	159/480	33	17.9	Fail
1060156844	ABDULKUADIR SENBIT MOHAMED	M	16	N	31	13	12	17	23	15	12	36	159/480	33	17.9	Fail
1060156165	ABEBAW YENESEW ALEME	M	15	N	26	21	12	16	24	20	13	21	153/480	32	15.4	Fail
1060157911	ABEL BSRAT ALEMU	M	17	N	17	12	14	12	21	19	16	34	145/480	30	10.9	Fail
1060156262	ABEL ENDRIYAS DUBALE	M	18	N	21	10	12	10	27	24	16	26	146/480	30	10.9	Fail
1060157620	ABEL MELAKU FANTU	M	16	N	20	14	12	16	31	26	18	27	164/480	34	20.7	Fail
1060157329	ABENEZER TEKLU GEBREMICHAEI	M	18	N	35	15	9	15	36	24	8	39	181/480	38	31.5	Pass
1060157717	ABENEZER YOHANS DESTA	M	15	N	25	16	15	21	36	20	16	33	182/480	38	31.5	Pass
1060156553	ABRAHAM GIRMA ZEWDU	M	16	N	16	21	21	19	36	21	19	28	181/480	38	31.5	Pass
1060156650	ABRAHAM KASSAHUN YIMER	M	16	N	33	20	23	24	29	21	23	32	205/480	43	45.4	Pass
1060155777	ABUBEKER MOHAMMED NURE	M	16	N	30	16	12	26	16	25	22	37	184/480	38	31.5	Pass
1060155874	ABUBKER MIFTA SHAMEL	M	13	N	32	20	14	26	16	25	23	38	194/480	40	37.3	Pass
1060157814	ABUBKER MUZMIL MHAMUD	M	15	N	27	15	21	16	17	18	16	29	159/480	33	17.9	Fail
1060156747	ADDIS REGASA GEMEDA	F	15	N	19	20	17	14	19	13	20	16	138/480	29	8.6	Fail
1060157038	ADDISALEME TEKLU ZENEBE	F	15	N	23	13	12	19	23	13	13	33	149/480	31	13.4	Fail
1060171879	ALEMNSHE HAILE SENGI	F	16	N	30	22	9	21	19	15	21	38	175/480	36	26.3	Fail
1060157135	AMARECH BEZUNEH AWASH	F	16	N	33	21	23	25	24	21	16	28	191/480	40	37.3	Pass
1060184877	AMELE IINKUT BAYA	F	13	N	26	21	24	25	23	18	15	23	175/480	36	26.3	Fail
1060156941	ANWAR WELELA BUSERE	M	16	N	24	16	24	26	19	18	16	34	177/480	37	28.5	Fail
1060157426	ASCHALEW KORE BHSIR	M	15	N	29	21	26	27	17	17	16	28	181/480	38	31.5	Pass
1060157523	ASHNAFI GRMA LMAHA	M	16	N	25	12	20	20	21	13	12	16	139/480	29	8.6	Fail
1060156396	ASNAKU ALEMU DEBABA	F	16	N	25	14	21	22	19	14	12	23	150/480	31	13.4	Fail
1060182064	ATYACHEW GETO ASEFA	F	15	N	19	16	11	21	15	13	8	24	127/480	26	3.4	Fail
1060158105	AYNALEM GIRMA TADESSE	F	15	N	38	16	8	23	19	15	18	35	172/480	36	26.3	Fail
1060158008	AYNALEM KEBEDE MULETA	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1060155971	AYNALEM KENEA ERGA	F	14	N	39	20	23	11	16	16	14	42	181/480	38	31.5	Pass
1060158202	AYNALEM MESAY GOLMAME	F	17	N	21	10	12	21	15	13	17	25	134/480	28	6.6	Fail

Grade 8 Leaving Certificate Examination Results

Sub-City Nifas Silk

School Code 09-01-13

School Name Megabit 28

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060157232	BEEMNET GUDDSA DOWE	M	16	N	26	18	15	16	12	18	11	33	149/480	31	13.4	Fail
1060153740	BELAY ANDUAMLAK NIMETA	M	16	N	19	11	20	20	32	14	25	22	163/480	34	20.7	Fail
1060162761	BELAYNESH SENDEKU TSAGAR	F	16	N	22	12	17	15	19	13	21	30	149/480	31	13.4	Fail
1060154516	BELETU KIFLE ABSHIR	F	15	N	34	23	20	21	29	14	21	33	195/480	41	40.2	Pass
1060155195	BEREKET GASHAW TESSEMA	M	15	N	30	24	23	21	36	46	42	39	261/480	54	70.5	Pass
1060162664	BEREKET MENGISTU ABEBE	M	15	N	30	11	26	33	48	47	42	40	277/480	58	76.7	Pass
1060155389	BEREKET SIRAW DENEKE	M	15	N	50	44	50	52	55	54	50	45	400/480	83	98.2	Pass
1060154419	BETELEHEM GEBREYES KIDANE	F	15	N	28	16	18	26	29	35	22	24	198/480	41	40.2	Pass
1060154128	BETELHEM ALEMAYEHU TEKLE	F	16	N	39	21	23	31	40	27	23	34	238/480	50	62.9	Pass
1060154904	BETELHEM GEBREMARIAM KELBESA	F	14	N	44	41	27	38	43	37	30	41	301/480	63	83.2	Pass
1060154031	BETELHEM GETAHUN GUGSA	F	17	N	36	39	11	22	23	24	18	31	204/480	43	45.4	Pass
1060153934	BETELHEM NIGUSSIE KIBRET	F	15	N	27	19	15	22	17	13	15	39	167/480	35	23.5	Fail
1060153837	BETELHM WENDWSN WERKU	F	17	N	25	13	14	13	19	16	15	33	148/480	31	13.4	Fail
1060162470	BEZA GOSAYE WAMI	F	15	N	25	16	15	15	24	17	9	26	147/480	31	13.4	Fail
1060154613	BEZA MISGE SHIKUR	F	14	N	25	15	17	14	16	18	16	18	139/480	29	8.6	Fail
1060153643	BEZAWIT DEREJE SAFISA	F	13	N	40	15	18	27	20	22	22	32	196/480	41	40.2	Pass
1060155680	BILADEN AHMED EBRAHIM	M	15	N	26	14	15	25	11	25	19	28	163/480	34	20.7	Fail
1060162567	BINYAM ASMARE ALENE	M	16	N	22	23	18	25	16	24	19	24	171/480	36	26.3	Fail
1060154225	BIRHANU SIYUM LIBAY	M	19	N	30	26	18	29	23	28	27	38	219/480	46	53.7	Pass
1060154710	BIRTUKAN ALEBACHEW WALE	F	17	N	25	10	17	22	20	28	29	35	186/480	39	34.4	Pass
1060154322	BIRTUKAN MAMO GIGAR	F	14	N	30	13	20	29	25	29	28	30	204/480	43	45.4	Pass
1060155292	BIRUK BEKELE GUMERE	M	17	N	23	17	27	38	43	40	31	34	253/480	53	68.7	Pass
1060162858	BIRUK EINDRIAS CHEMA	M	13	N	38	34	23	43	48	41	41	37	305/480	64	84.4	Pass
1060155486	BIRUK YILMA SHIKUR	M	17	N	35	26	33	20	16	20	16	34	200/480	42	42.5	Pass
1060155001	BIRUKTAWIT MISGANAW BELAY	F	15	N	37	27	30	18	24	18	14	28	196/480	41	40.2	Pass
1060155593	BISRAT SILESHI WELDEAREGAWI	M	14	N	26	18	15	21	21	22	21	29	173/480	36	26.3	Fail
1060163440	BRHANU FANTAHUN CHANE	M	16	N	19	10	20	15	19	17	24	36	160/480	33	17.9	Fail
1060185265	CAPTAL NEGASI TASFOMARYAM	M	14	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1060162276	CHEMIR TEKA ALEMU	M	17	N	23	13	21	19	17	13	9	32	147/480	31	13.4	Fail

Addis Ababa City Government Education Bureau 2009 E.C. (2017)

Grade 8 Leaving Certificate Examination Results

Sub-City Nifas Silk

School Code 09-01-13

School Name Megabit 28

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Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060162955	CHERU ABERA BERHE	M	17	N	23	9	18	22	16	17	22	27	154/480	32	15.4	Fail
1060161985	DAGIM ASRAT ASFAW	M	17	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1060163052	DAGIM TADELE TILAHUN	M	15	N	22	37	18	18	19	16	20	29	179/480	37	28.5	Fail
1060162082	DAGIM YESHITLA GEMECHU	M	14	N	36	14	26	22	12	23	30	39	202/480	42	42.5	Pass
1060161694	DAGMAWIT KORA AYANE	F	14	N	37	34	30	35	20	35	19	40	250/480	52	66.7	Pass
1060162179	DANIEL AYELE ETICHA	M	15	N	43	24	18	23	29	17	24	39	217/480	45	51.0	Pass
1060160530	DANIEL BIRHANU HAILU	M	16	N	38	13	18	23	25	12	10	29	168/480	35	23.5	Fail
1060160336	DANIEL TAMRAT SEYFU	M	14	N	33	19	20	20	19	23	22	32	188/480	39	34.4	Pass
1060160433	DAWIT SEYFU YIMER	M	15	N	33	21	26	40	39	35	21	34	249/480	52	66.7	Pass
1060159851	DEJEN GEBREMARIAM ASGEDOM	M	14	N	23	19	21	25	25	28	8	36	185/480	39	34.4	Pass
1060184586	DEJENE ABERA GELAN	M	17	N	39	32	26	47	45	40	15	23	267/480	56	73.9	Pass
1060163343	DEREJE WORKU MEBRATE	M	14	N	40	35	27	48	47	43	48	37	325/480	68	88.4	Pass
1060159948	DIRB FIKADU TESHOME	F	17	N	29	20	11	26	29	29	27	29	200/480	42	42.5	Pass
1060160627	EBISIE KUMA FITA	F	14	N	43	31	23	26	31	33	24	37	248/480	52	66.7	Pass
1060160045	EBRAHIM MUSEMA JEMAL	M	15	N	24	15	15	15	19	20	47	28	183/480	38	31.5	Pass
1060161112	EKRAM RIDWAN TAYNI	F	15	N	41	15	11	19	27	29	21	36	199/480	41	40.2	Pass
1060161791	EKRAM SHKUR ZELEKE	F	14	N	24	16	15	13	25	30	18	22	163/480	34	20.7	Fail
1060162373	ELIYAS MUHEDIN AWOL	M	14	N	26	16	15	17	21	23	18	33	169/480	35	23.5	Fail
1060159754	ENATFENTA AMSALU GEREM	F	16	N	19	18	17	17	23	26	18	28	166/480	35	23.5	Fail
1060160821	ERASA DAMENA BEDADA	M	18	N	17	13	17	25	9	15	14	22	132/480	28	6.6	Fail
1060153546	ESKEDAR TASEW YIRGA	F	15	N	33	15	12	13	19	16	13	33	154/480	32	15.4	Fail
1060160239	ESMAEL DEGIF MERSHA	M	15	N	41	14	17	18	23	23	16	30	182/480	38	31.5	Pass
1060160918	ESRAEL ASRAT DEBEBE	M	15	N	39	24	32	35	35	34	35	41	275/480	57	75.3	Pass
1060161306	ETAFERAHU DRIBA HAYELMARIYAM	F	14	N	38	19	30	32	32	34	31	34	250/480	52	66.7	Pass
1060154807	ETANESH MEKONEN ASFAW	F	17	N	38	21	23	30	27	18	24	29	210/480	44	48.3	Pass
1060161888	ETHIOPIA ABEBE ASFAW	F	14	N	43	25	32	36	35	34	36	41	282/480	59	78.2	Pass
1060163246	ETSEGENET TSEGAYE GUDISA	F	14	N	29	8	14	19	20	14	16	31	151/480	31	13.4	Fail
1060161209	EYERUS BEDRU YIMAM	F	16	N	28	11	12	14	19	12	15	37	148/480	31	13.4	Fail
1060161015	EYERUS MINDAYE ZELEKE	F	15	N	25	15	15	11	16	9	21	25	137/480	29	8.6	Fail

Addis Ababa City Government Education Bureau 2009 E.C. (2017)

Grade 8 Leaving Certificate Examination Results

Sub-City Nifas Silk

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060184780	EYERUS TEGAFAW MENDA	F	16	N	22	7	15	16	17	16	16	24	133/480	28	6.6	Fail
1060161597	EYERUSALEM ABEBE TEFERA	F	14	N	50	26	36	19	27	20	24	39	241/480	50	62.9	Pass
1060160142	EYOB DAMENA BEDADA	M	15	N	11	12	11	20	24	13	16	20	127/480	26	3.4	Fail
1060160724	EYOB LINGERIH ADGEH	M	15	N	33	30	18	21	19	17	19	32	189/480	39	34.4	Pass
1060167805	FANOS ESHETU MENGESHA	F	16	N	22	17	24	13	19	16	20	19	150/480	31	13.4	Fail
1060167029	FANUEL BEZAKULU ENGDA	M	14	N	36	19	26	17	23	19	18	32	190/480	40	37.3	Pass
1060167126	FASIL ESHETU YASIN	M	15	N	27	26	20	17	23	15	24	41	193/480	40	37.3	Pass
1060167611	FETLE HYLEMICAEL BONGER	F	16	N	21	17	15	25	20	19	14	25	156/480	33	17.9	Fail
1060167417	FIKERETE WELDEKIDAN BIRKE	F	16	N	30	20	17	21	23	21	25	24	181/480	38	31.5	Pass
1060167223	FIKERSHLAKE GIRMA HUNDE	F	14	N	41	24	17	23	25	25	28	37	220/480	46	53.7	Pass
1060167708	FIKERTE DEREJE HABTE	F	17	N	23	17	15	24	17	17	20	28	161/480	34	20.7	Fail
1060167514	FIKERTE KIFLE DEREJE	F	17	N	24	23	12	25	12	11	17	26	150/480	31	13.4	Fail
1060167902	GETANEH GIRMA TELAHUN	M	16	N	25	18	14	20	15	19	33	35	179/480	37	28.5	Fail
1060176341	HABTAMU GETACHEW GUANECHE	M	15	N	27	14	18	18	16	32	32	37	194/480	40	37.3	Pass
1060178087	HABTAMU MEKONEN ERECHO	M	16	N	19	14	8	14	15	15	26	14	125/480	26	3.4	Fail
1060177408	HABTAMU NIGUSE ALMAYEHU	M	15	N	27	17	21	24	15	16	15	33	168/480	35	23.5	Fail
1060178184	HABTAMU TENAW GEBRE	M	16	N	26	18	11	20	21	9	13	29	147/480	31	13.4	Fail
1060177214	HABTAMU TSEGAYE AGEZE	M	16	N	19	17	29	17	21	15	28	39	185/480	39	34.4	Pass
1060178572	HAIMANOT FIRWE HALIU	F	15	N	23	15	29	12	20	11	17	20	147/480	31	13.4	Fail
1060177020	HAMDIYA SNBET NESRUS	F	15	N	23	15	17	18	5	12	17	26	133/480	28	6.6	Fail
1060177505	HAMID MUKTARE NGASHE	M	16	N	29	19	21	23	23	17	13	30	175/480	36	26.3	Fail
1060177602	HAMZA BEDRU NASIR	M	16	N	27	18	9	17	19	9	18	33	150/480	31	13.4	Fail
1060168096	HANA ATEWU HUMNASA	F	16	N	14	15	12	17	15	21	15	22	131/480	27	4.7	Fail
1060177990	HANA DAWIT METEKU	F	14	N	45	40	30	28	25	32	26	32	258/480	54	70.5	Pass
1060184683	HANA GEREMEW KEBEDE	F	14	N	34	32	17	22	16	14	14	31	180/480	38	31.5	Pass
1060178378	HANA MITKU NEDA	F	15	N	35	13	9	23	11	13	13	35	152/480	32	15.4	Fail
1060168193	HANA NEGASH GEZMO	F	15	N	23	29	14	16	9	18	17	42	168/480	35	23.5	Fail
1060176632	HANA SIMUON TESFAYE	F	14	N	30	21	11	17	20	18	23	32	172/480	36	26.3	Fail
1060176923	HANA TEMESELEW CHERNET	F	14	N	29	19	15	15	17	17	16	25	153/480	32	15.4	Fail

Addis Ababa City Government Education Bureau 2009 E.C. (2017)

Grade 8 Leaving Certificate Examination Results

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060178669	HANA TESFAYE NEDI	F	15	N	35	28	15	11	23	14	17	32	175/480	36	26.3	Fail
1060178281	HANA TESHOME ZERIHUN	F	13	N	42	30	38	33	36	37	31	38	285/480	59	78.2	Pass
1060177117	HANA ZEWDE GIRMA	F	15	N	41	20	23	13	23	18	17	31	186/480	39	34.4	Pass
1060176535	HAYAT ZEYNU NURO	F	15	N	22	13	14	14	15	19	21	21	139/480	29	8.6	Fail
1060171976	HAYMNOT HAILEMARYAM KINFE	F	14	N	26	11	14	13	12	6	12	33	127/480	26	3.4	Fail
1060167320	HAYMNOT MEKONEN ACHALU	F	14	N	34	21	12	24	20	12	15	33	171/480	36	26.3	Fail
1060177893	HELEN SOLOMON HAYELEMARYAM	F	15	N	25	16	15	17	12	15	17	27	144/480	30	10.9	Fail
1060177311	HENOK ALEMAYEHU BESHAH	M	15	N	25	14	14	20	21	13	16	24	147/480	31	13.4	Fail
1060177796	HENOK MITKU EJAMO	M	16	N	29	12	14	14	12	12	19	42	154/480	32	15.4	Fail
1060178475	HERMELA YOSEF KIFILE	F	14	N	25	12	20	20	19	14	16	25	151/480	31	13.4	Fail
1060176244	HIKMA HUSEN KBRET	F	14	N	33	16	9	22	20	17	15	41	173/480	36	26.3	Fail
1060176826	HIKMA YUSUF ADEM	F	14	N	37	17	15	31	21	30	30	37	218/480	45	51.0	Pass
1060168290	HIRUT TAFRE GABYYO	F	15	N	22	16	11	14	24	19	23	36	165/480	34	20.7	Fail
1060176438	HIWOT DEJENE GEBREMICHAEL	F	15	N	39	20	14	22	16	26	20	44	201/480	42	42.5	Pass
1060176147	HUNDOL DEREJA BALEY	M	15	N	38	17	24	27	27	27	27	35	222/480	46	53.7	Pass
1060176729	HUSNIA FEDELU SIRAG	F	16	N	32	13	24	23	27	17	16	25	177/480	37	28.5	Fail
1060179445	KALAB DEREB TEKLU	M	13	N	32	19	21	21	25	27	15	25	185/480	39	34.4	Pass
1060178863	KALID MEHAMMED SANI	M	14	N	33	15	24	26	27	26	25	27	203/480	42	42.5	Pass
1060180027	KALKDIAN TEKLU WOLDMICHAEL	F	16	N	22	16	17	17	23	12	17	29	153/480	32	15.4	Fail
1060178960	KALKIDAN AYTANEW MUCHA	F	15	N	34	17	15	20	15	17	22	35	175/480	36	26.3	Fail
1060179833	KALKIDAN BEKELE GEBRESELASSIE	F	16	N	40	20	26	12	17	17	19	43	194/480	40	37.3	Pass
1060180318	KALKIDAN DAMTAW NGUSE	F	15	N	41	13	15	15	15	16	13	31	159/480	33	17.9	Fail
1060179057	KALKIDAN NEGASH GLETU	F	15	N	38	25	20	21	21	17	16	36	194/480	40	37.3	Pass
1060180221	KALKIDAN TARIKU ASEFA	F	15	N	32	28	14	22	28	22	15	32	193/480	40	37.3	Pass
1060179930	KALKIDAN YILMA ZEWDIE	F	13	N	26	14	15	22	16	23	20	24	160/480	33	17.9	Fail
1060179154	KALKIDAN ZELEKE FKADU	F	15	N	40	28	12	22	9	24	10	34	179/480	37	28.5	Fail
1060180415	KAMIL NASIR DULA	M	15	N	34	18	12	25	23	31	26	19	188/480	39	34.4	Pass
1060179251	KEDIR HUSSIEN MUHE	M	18	N	31	16	23	21	19	17	12	21	160/480	33	17.9	Fail
1060180124	KIDIST ABEGAZ YEGEZU	F	15	N	22	21	27	11	13	11	13	28	146/480	30	10.9	Fail

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School Code 09-01-13

School Name Megabit 28

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060179736	KIDIST DEREJE ESHETU	F	13	N	39	25	24	21	17	24	19	31	200/480	42	42.5	Pass
1060179639	KIRUBEL DEMELASH GEZAHEGN	M	17	N	24	18	20	21	20	21	19	25	168/480	35	23.5	Fail
1060179348	KIRUBEL KASSAHUN DESALEGH	M	13	N	32	21	20	19	12	20	16	36	176/480	37	28.5	Fail
1060179542	KOKOBE MEKONNEN DINKU	F	16	N	31	22	18	22	15	14	9	25	156/480	33	17.9	Fail
1060183519	LAMROT KEBEDE DABI	F	15	N	41	23	15	24	20	16	17	39	195/480	41	40.2	Pass
1060182840	MAHLET WORKU BIRRE	F	14	N	21	14	14	12	17	12	13	11	114/480	24	1.2	Fail
1060183034	MARTA DINKU YIMAM	F	16	N	32	15	21	15	8	19	18	32	160/480	33	17.9	Fail
1060182743	MARTA KEBEDE YAZEW	F	16	N	20	15	11	23	13	19	12	27	140/480	29	8.6	Fail
1060182258	MARTA TEKLU ZEBRE	F	16	N	27	17	9	21	15	17	13	27	146/480	30	10.9	Fail
1060182646	MASRESHA YORDANOS KASSAYE	M	14	N	39	24	18	25	20	31	22	40	219/480	46	53.7	Pass
1060181094	MEDHANIT ANDUAMELAK NEMETA	F	14	N	44	39	21	30	27	34	23	44	262/480	55	72.3	Pass
1060183422	MEKDES AMARE FIKRU	F	16	N	26	21	18	15	13	19	20	27	159/480	33	17.9	Fail
1060181482	MEKDLAWIT GIRMA AMARE	F	14	N	28	22	17	18	13	18	18	31	165/480	34	20.7	Fail
1060183131	MEKEDES TESFAYE TSEGAW	F	16	N	26	19	17	14	17	16	16	17	142/480	30	10.9	Fail
1060182452	MERON MUIUGTA MEKONEN	F	16	N	26	23	15	15	12	15	19	25	150/480	31	13.4	Fail
1060180609	MESERET DESALEGN DIRIBA	F	14	N	42	21	21	20	29	18	21	38	210/480	44	48.3	Pass
1060183228	MESERET DRIBA FTALA	F	14	N	39	22	20	24	19	22	20	41	207/480	43	45.4	Pass
1060180997	MESERET GELAN ASEFA	F	14	N	35	17	17	18	17	20	13	35	172/480	36	26.3	Fail
1060181385	MESERET TADESE GEMECHU	F	15	N	34	13	17	15	20	10	11	36	156/480	33	17.9	Fail
1060182549	MESERET YERGA GEBERE	F	17	N	13	14	20	19	17	14	17	26	140/480	29	8.6	Fail
1060181191	MESKEREM BESIR ZEBRE	F	17	N	22	18	14	22	16	15	8	23	138/480	29	8.6	Fail
1060180706	MESKEREM KEBEDE BEJIGA	F	17	N	29	21	15	22	23	17	17	27	171/480	36	26.3	Fail
1060181676	MESKREM ADUGNA ZEWDA	F	15	N	23	19	15	17	15	15	17	26	147/480	31	13.4	Fail
1060181288	METSIHET SHIMELS KEBDE	F	15	N	28	16	15	20	29	16	13	33	170/480	35	23.5	Fail
1060181579	MIHERET YESHITLA WOLDEYES	F	15	N	46	31	18	34	29	26	27	37	248/480	52	66.7	Pass
1060181870	MIKIYAS BEDRU ZEYNE	M	15	N	33	26	18	12	20	32	27	33	201/480	42	42.5	Pass
1060181967	MIKIYAS DEREJE EJGU	M	14	N	28	22	18	16	24	26	17	27	178/480	37	28.5	Fail
1060181773	MISIGANAW ASRAT TESFAYE	M	14	N	45	27	33	41	41	42	38	40	307/480	64	84.4	Pass
1060183325	MOGES SINTAYEHU MOSISA	M	15	N	41	26	32	38	19	38	21	24	239/480	50	62.9	Pass

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060182937	MOLAW ABABE MOLE	F	18	N	27	16	17	15	19	16	15	35	160/480	33	17.9	Fail
1060182355	MULUKEN YENESEW ALEM	M	17	N	22	17	26	38	24	33	24	34	218/480	45	51.0	Pass
1060182161	MULUKEN ZELALEM ADAMU	M	15	N	43	28	26	31	24	17	25	38	232/480	48	58.3	Pass
1060185168	MUNIRA RESHAD NESIRE	F	17	N	30	17	9	19	24	19	17	42	177/480	37	28.5	Fail
1060180512	MUNIRA YAKOB DIN	F	14	N	33	23	17	17	16	17	20	33	176/480	37	28.5	Fail
1060183907	NAHOM GIZACHW CHAHA	M	16	N	33	22	18	13	24	16	9	29	164/480	34	20.7	Fail
1060183810	NAOLE LEMMA SAFISA	M	16	N	11	15	12	15	15	17	9	38	132/480	28	6.6	Fail
1060184101	NATINEL TEKLE ENDALE	M	15	N	34	22	21	25	21	16	12	40	191/480	40	37.3	Pass
1060183616	NATNAEL TADELE WELDE	M	14	N	19	20	6	20	15	13	16	27	136/480	28	6.6	Fail
1060183713	NATNALE ABRHLEY SEMER	M	15	N	28	21	18	11	21	22	9	20	150/480	31	13.4	Fail
1060184004	NESREDN JEMAL HUSEN	M	15	N	32	19	17	23	24	24	18	36	193/480	40	37.3	Pass
1060184489	NIBRET TAMRAT TSIGE	F	16	N	28	16	20	20	20	25	19	35	183/480	38	31.5	Pass
1060184392	NURELEGN MEZGEBU TIRUNEHE	M	14	N	39	23	27	27	27	22	38	42	245/480	51	65.1	Pass
1060175177	RAHEL DEJEN SHIBESHI	F	16	N	27	22	21	25	23	20	14	28	180/480	38	31.5	Pass
1060165671	RAHEL JAMBO WASSIE	F	15	N	24	15	32	46	41	27	26	25	236/480	49	60.7	Pass
1060175274	REHIMA JEMAL YASIN	F	15	N	39	44	35	46	44	32	39	38	317/480	66	86.5	Pass
1060159269	RIBKA ANDARGE ESHETU	F	15	N	49	25	26	22	35	37	20	47	261/480	54	70.5	Pass
1060175371	ROBA SEIFU TEKA	M	19	N	36	29	24	41	37	37	36	37	277/480	58	76.7	Pass
1060175468	SAMRAWIT BELEGE TALEGETA	F	14	N	47	27	20	19	31	28	19	42	233/480	49	60.7	Pass
1060146271	SAMRAWIT EFRIEM SHIMALES	F	16	N	22	17	17	19	20	21	10	17	143/480	30	10.9	Fail
1060159560	SAMRAWIT SEMERE DERES	F	14	N	42	28	18	18	29	15	10	15	175/480	36	26.3	Fail
1060153449	SAMUEL TEBABU SHFERAW	M	15	N	40	28	18	19	25	14	14	33	191/480	40	37.3	Pass
1060145010	SAMUEL TESFAYE DESALEGN	M	14	N	38	27	14	27	28	31	28	39	232/480	48	58.3	Pass
1060158978	SARA TAFESE GODISA	F	14	N	24	13	18	17	8	16	12	30	138/480	29	8.6	Fail
1060145786	SARA TEFERA ARIYSILASE	F	16	N	35	16	9	16	8	14	14	29	141/480	29	8.6	Fail
1060175662	SEBLEWORK SHIFERE TADDESE	F	14	N	33	22	18	24	21	15	25	32	190/480	40	37.3	Pass
1060145495	SEGENET ANTENEH MUCHE	F	16	N	29	16	15	22	23	22	16	31	174/480	36	26.3	Fail
1060145592	SEID WABI KEMAL	M	14	N	30	18	17	24	25	23	23	32	192/480	40	37.3	Pass
1060146174	SELAM BEKELE WELDEGEBREAL	F	15	N	32	22	12	17	20	13	23	31	170/480	35	23.5	Fail

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060146077	SELAM GIRMA ROBI	F	16	N	23	16	12	17	9	12	12	26	127/480	26	3.4	Fail
1060145107	SELAM TESFAY ZEROU	M	15	N	25	15	21	21	21	12	15	37	167/480	35	23.5	Fail
1060145301	SELAMAWIT AYALEW TESFAW	F	14	N	31	16	21	21	15	22	22	37	185/480	39	34.4	Pass
1060159075	SEMIRA BEDRU KEDER	F	17	N	40	16	24	22	21	16	19	38	196/480	41	40.2	Pass
1060175565	SEMIRA NURADIN HASEN	F	15	N	39	17	23	23	21	18	16	22	179/480	37	28.5	Fail
1060158590	SENIET GIZEW GERMEW	F	15	N	30	21	14	20	21	20	12	29	167/480	35	23.5	Fail
1060159172	SERKALEM ABTENEH TSETARGACHEW	F	18	N	21	18	9	18	12	9	14	31	132/480	28	6.6	Fail
1060158881	SHEBIRE ENGEDAYE HAYELE	F	16	N	23	13	15	21	12	10	16	24	134/480	28	6.6	Fail
1060145204	SHEMSDIN HAMED NURE	M	17	N	21	14	15	28	16	18	21	28	161/480	34	20.7	Fail
1060158687	SHESHGE GEDAMU TEFERA	F	14	N	9	20	14	13	7	15	7	23	108/480	23	0.6	Fail
1060145883	SHITU SHIFERAW GURMU	F	16	N	26	17	3	20	20	13	20	33	152/480	32	15.4	Fail
1060144913	SINKA ALEMU DBABA	F	16	N	28	16	14	19	8	8	11	34	138/480	29	8.6	Fail
1060145689	SINTAYEHU TADDASE SHAMEANA	M	16	N	21	18	11	16	12	9	15	26	128/480	27	4.7	Fail
1060159366	SISAY YESHEWAS YENET	M	14	N	27	11	20	21	13	15	22	20	149/480	31	13.4	Fail
1060158784	SOFIYA GETNET HASEN	F	15	N	26	14	18	11	8	14	14	23	128/480	27	4.7	Fail
1060145980	SOSNA BRUK BEKALE	F	16	N	18	12	12	18	9	14	16	8	107/480	22	0.3	Fail
1060159463	SUMEYA MUSEMA ABEDLA	F	14	N	38	17	14	21	24	9	15	37	175/480	36	26.3	Fail
1060173431	TADELECH FIKRE MERGA	F	15	N	32	20	17	23	27	12	20	36	187/480	39	34.4	Pass
1060174595	TEKALIGN TADESSE SHAMENA	M	16	N	20	20	17	16	16	13	19	33	154/480	32	15.4	Fail
1060174401	TEMESGEN SHIMELES GETE	M	15	N	41	17	18	15	9	14	20	31	165/480	34	20.7	Fail
1060173528	TEREFECH AYELE ALEMU	F	14	N	21	15	11	24	15	15	17	16	134/480	28	6.6	Fail
1060173334	TESFA ABEBE MEKETE	F	15	N	36	18	17	16	19	14	12	31	163/480	34	20.7	Fail
1060172849	TESFA NGUSE MENJIKSO	M	13	N	31	16	15	13	9	12	16	31	143/480	30	10.9	Fail
1060173722	TESFANESH TEBEBU LEGESSE	F	15	N	34	20	18	17	20	14	16	32	171/480	36	26.3	Fail
1060173916	TESFAY TEBEBU TIMERGA	M	14	N	31	18	15	17	23	24	15	31	174/480	36	26.3	Fail
1060159657	TESFAYE GEBRMEDN AZMACH	M	15	N	41	19	32	23	28	21	25	42	231/480	48	58.3	Pass
1060173043	TESFAYE MELES AKALU	M	15	N	25	18	30	18	19	15	14	34	173/480	36	26.3	Fail
1060174692	TESHAGER DEMSE WERKU	M	15	N	41	20	20	16	12	15	13	35	172/480	36	26.3	Fail
1060173625	TEWABCEH TESFAYE TESMA	F	16	N	26	18	14	18	15	10	17	30	148/480	31	13.4	Fail

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1060174207	TEWDROS NEGASH GARI	M	17	N	26	15	17	18	15	12	16	20	139/480	29	8.6	Fail
1060172946	TEZETA SOLOMON FUGA	F	15	N	36	13	15	19	11	17	13	38	162/480	34	20.7	Fail
1060173140	TIGIST ALEMAYEHU DEBELA	F	14	N	32	20	15	18	16	17	10	37	165/480	34	20.7	Fail
1060174304	TIGIST TECHANE HABITEMARYAM	F	16	N	24	18	21	17	15	9	15	22	141/480	29	8.6	Fail
1060174110	TIGZAWU ABAY GETNET	F	17	N	29	15	23	16	12	12	13	35	155/480	32	15.4	Fail
1060173237	TSEGIREDA DEBEBE HAILE	F	13	N	36	9	12	24	17	19	15	36	168/480	35	23.5	Fail
1060174013	TSGEREDA HUNDUMA BODOSHA	F	15	N	24	16	21	19	21	13	10	17	141/480	29	8.6	Fail
1060173819	TSION BALCHA GALTA	F	15	N	30	18	17	15	16	17	18	36	167/480	35	23.5	Fail
1060172752	TURKI BELACHW ARRSA	F	15	N	42	21	20	27	17	17	21	40	205/480	43	45.4	Pass
1060174789	USMAN MUBARIK UMER	M	17	N	37	23	21	32	35	29	28	37	242/480	50	62.9	Pass
1060184295	WERKE BELACHEW ARARSA	F	15	N	35	27	14	39	29	27	25	40	236/480	49	60.7	Pass
1060175856	WERKENESH DEJENE ASEFA	F	14	N	31	15	17	24	19	12	20	32	170/480	35	23.5	Fail
1060172655	YABSRA AKLILU DEMISSIE	M	14	N	21	17	12	19	21	20	11	28	149/480	31	13.4	Fail
1060172558	YABSRA GETAHUN MENGISTU	F	14	N	50	44	38	45	44	37	37	39	334/480	70	90.3	Pass
1060172267	YARED KEBEDE TAJEBE	M	16	N	29	24	24	20	25	14	16	39	191/480	40	37.3	Pass
1060178766	YEHULAYE WOLDEYES BELAY	F	16	N	24	14	18	19	13	17	12	30	147/480	31	13.4	Fail
1060172073	YENEWORK KASAHUN KEBEDE	F	16	N	22	13	23	20	11	15	17	27	148/480	31	13.4	Fail
1060172364	YEWBDAR BELACHEW ZEWDE	F	16	N	35	16	14	14	19	18	20	36	172/480	36	26.3	Fail
1060175080	YOBDAR HAILU ABEBE	F	16	N	8	5	17	23	11	13	10	20	107/480	22	0.3	Fail
1060174886	YOHANNS NIGUSE WELDEGIYORGIS	M	16	N	25	7	14	15	16	7	15	24	123/480	26	3.4	Fail
1060176050	YOHANNS TEMESGEN KASA	M	15	N	29	20	23	24	29	17	11	26	179/480	37	28.5	Fail
1062093643	YONAS FELEKE GEBRA	M	14	N	35	18	23	21	16	21	13	24	171/480	36	26.3	Fail
1060172170	YONATAN TAFESE GEBISA	M	14	N	42	36	26	39	32	27	39	48	289/480	60	79.5	Pass
1060174983	YORDANOS EPHREM NIGATU	F	14	N	35	21	23	25	25	33	27	37	226/480	47	55.8	Pass
1060184974	ZEHARA AREBU HDEME	F	14	N	38	10	15	24	23	20	32	37	199/480	41	40.2	Pass
1060185071	ZINASH TEKELYE ZEWGE	F	18	N	23	17	15	18	12	14	16	12	127/480	26	3.4	Fail

ANNEX D: Analysis of first semester students Results

በአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ የትም/ምርምር

ምዘናና ፈተና ዝግጅት ዋና የስራ ሂደት 2010 ዓ.ም

የተማሪዎች የፈተና ውጤት ትንተና ቅጽ 1 የክ/ከተማው ስም ን/ስ/ላ /የመ/ደ/ት/ቤት

በየመንግስት መጀመሪያና ሁለተኛ ደረጃ ት/ቤቶች የቀን ተማሪ ብቻ ክፍል 1-8

የአንደኛ ሴሚስተር ፈተና ውጤት

	ፆታ	1ኛ ክፍል	2ኛ ክፍል	3ኛ ክፍል	4ኛ ክፍል	5ኛ ክፍል	6ኛ ክፍል	7ኛ ክፍል	8ኛ ክፍል
ቁረጡ	ወ	5	1	1	-	-	4	3	-
	ሴ	10	6	4	3	5	-	9	8
	ድ	15	7	5	3	5	4	12	8

	ፆታ	1ኛ ክፍል	2ኛ ክፍል	3ኛ ክፍል	4ኛ ክፍል	5ኛ ክፍል	6ኛ ክፍል	7ኛ ክፍል	8ኛ ክፍ
ፈቀዱና ተቀመጡ	ወ	42	45	35	60	63	65	75	74
	ሴ	69	66	63	64	89	89	93	116
	ድ	111	111	98	124	152	154	168	190

	ፆታ	1ኛ ክፍል	2ኛ ክፍል	3ኛ ክፍል	4ኛ ክፍል	5ኛ ክፍል	6ኛ ክፍል	7ኛ ክፍል	8ኛ ክፍል
ከአማኝነ9 እና ታች ያገኙ	ወ	2	1	-	1	1	-	9	6
	ሴ	8	3	-	-	1	1	2	-
	ድ	10	4	-	1	2	1	11	6

	ፆታ	1ኛ ክፍል	2ኛ ክፍል	3ኛ ክፍል	4ኛ ክፍል	5ኛ ክፍል	6ኛ ክፍል	7ኛ ክፍል	8ኛ ክፍል
ከአማካኝ 70 ላይ ያገኙ	ወ	40	44	35	59	62	65	66	68
	ሴ	61	63	63	64	88	88	91	116
	ድ	101	107	98	123	150	153	157	184
ርሕንቱ አመቃላፆ		፺ዐ.፺፺ %	፺፮.፫ %	፲፩፩ %	፺፺.፲፺ %	፺፰.፷፯ %	፺፺.፭ %	፺፭.፰ %	፺፮.፪

	ፆታ	1ኛ ክፍል	2ኛ ክፍል	3ኛ ክፍል	4ኛ ክፍል	5ኛ ክፍል	6ኛ ክፍል	7ኛ ክፍል	8ኛ ክፍ
3 እና በላይ ትም/ዓይነት 50 በታች ገኙ	ወ	2	4	-	2	7	3	19	24
	ሴ	8	4	-	2	4	2	5	19
	ድ	10	8	-	4	11	5	24	43

መሸኛ ሁኑ	ወ	5	የተመዘገቡ	ወ	477
	ሴ	6		ሴ	701
	ድ	11		ድ	1178

ANNEX E : Teachers' information by rank.

በንፋስ ስልክ ላፍቶ ክፍለ ከተማ አስተዳደር ትምህርት ጽ/ቤት
የመምህራንና የትምህርት አመራር ልማት ዋና የሥራ ሂደት

የ---------- ት/ቤት ከ1ኛ እስከ 4ኛ ክፍል የሚያስተምሩ መምህራን መረጃ መሙያ ቅፅ 2010ዓ.ም

ተ.ቁ	የመምህሩ/ሯ መ.ስ.ስም ከነአያት	ፆታ	ዕድሜ	የልደት ዘመን	የትጥር ዘመን	የአገልግሎት ዘመን	የተመረቁበት ዓ.ም	የትምህርት ሁኔታ		የትምህርት ደረጃ	የሚያስተምሩት የት/አይነት	የደረጃ እድገት ሁኔታ		ስንት አመት የከረመ/ሪ	የማዕረግ ዩኒፎርሚ	አጅ መፅ	ኬ.መ.ተ	በአሁኑ ያገለገሉበት ጊዜ ብዛት	የከፍተኛ ወረዳ የሰጡት ደረጃ	ስልክ ቁጥር	ማስታወሻ
								አብይ	ንዑስ			የለበት ደረጃ	ተመጣጣኝ ዘመን								
1	እታገኘሁ ስብሃቱ ላኪሶ	ሴ	41	1969	2003	7	1998	ቋንቋ		ክላስተር	አማ/እንግ/ሒሳቴ	መምህር	2009				√	13	2	0913196400	
2	ወርትነሽ ጥላሁን እንደግቤ	ሴ	42	1958	1990	20	2001	ማ/ሳይንስ		ክላስተር	ሳይንስና ሂሳብ	ተ/መሪ	2008	3	አ/አ/ዩ		√	13	4	0913188558	
3	የይፋትወርቅ ዘውዴ ነጋሽ	ሴ	58	1952	1972	38	2001	ቋንቋ		ክላስተር	ሳይንስና ሂሳብ	ክ/መሪ2	2009				√	16	2	09113747111	
4	ውድነሽ ዱሜጥሮስ መንግስቱ	ሴ	38	1972	2005	5	2002	ማህ/ሳይ		ክላስተር	አማ/እንግ	መ/መህ	2009	3	አ/አ/ዩ		√	13	3	0912148018	
5	ሽታዩ አለማየሁ በላይ	ሴ	30	1980	2001	9	2001	ቋንቋ		ክላስተር	አማ/እንግ	መምህር	2009	3	ጎ/ዩ		√	13	2	0913578846	
6	ቻለው ገስጥ ክብረት	ወ	26	1984	2008	2	2008	የተ/ሳይንስ		ሊኒየር	ሳይንስና ሂሳብ	ጀማሪ				√		16	1	0913663341	
7	ገነት መንገሻ ወ/ሚካኤል	ሴ	32	1978	1996	14	2005	ልየ/ፍ		ክላስተር	አማ/እንግ	ተ/መሪ	2009	3	አ/አ/ዩ		√	13	4	0985383836	
8	ዕዮን ባይሳ ደቻሳ	ሴ	31	1979	1997	13	1997	ሀ.ሰገብ		ሰር.ተፍኪት	ሂሳብ/አካ/ሳይ	ተ/መሪ	2009	3	ኮ/ዩ		√	16	3	0913132327	
9	አስካለ ከተማ እሸቱ	ሴ	26	1984	2006	4	2006	ኬሚስትሪ	ሂሳብ	ሊንየር	ሂሳብ/አካ/ሳይ	መለስተኛ	2009				√	16	3	0940286640	
10	መሰከረም ብነሉ ነዋይ	ሴ	28	1982	2003	7	2003	ስነ-ዜጋ	ጂኦግራፊ	ሊኒየር	አማ/እንግ	መምህር	2009	3	መቱ/ዩ		√	13	3	0920403752	
11	ስንታየሁ ታዬ አበበ	ሴ	28	1982	2003	7	2003	ስነ-ዜጋ	ጂኦግራፊ	ሊንየር	አማ/እን	መምህር	2009	4	መቱ/ዩ		√	13	4	0910867934	
12	አቡ አሸቱ ሙሴ [illegible]	ወ	31	1979	2000	10	2007	ተ/ሳይንስ		ክላስተር	ሂሳብ/አካ/ሳይ	ጀማሪ	2009				√	16	2	0921125938	
13	ታደለ ሁኔ መሌ	ወ	28	1982	2008	2	2004	ጆኦግራፊ		ሊኒየር	ሂሳብ/አካ/ሳይ	ጀማሪ					√	16	3	020756694	
14	ሱራፈል ወሒብ ይመኑ	ወ	20	1990	2009		2009	ማ/ሳይንስ		ዲፕሎማ	እንግሊ/ኛ	ጀማሪ				√		18	1	0936836573	
15	ኀረመው ጌትነት ተካ	ወ	24	1986	2009		2009	ማ/ሳይንስ		ዲፕሎማ	እንግሊ/አማርኛ	ጀማሪ				√		16	1	0915577089	
16	ኢብራሒም አብዱ ሸነር	ወ	21	1989	2009		2009	ተ/ሳይንስ		ዲፕሎማ	ሳይንስና ሂሳብ	ጀማሪ				√		18	2	0932586594	
17	መሰረት ደርቤ ደንቢ	ሴ	24	1986	2009		2009	ስነ-ዜጋ		ዲፕሎማ	እንግሊ/አማርኛ	ጀማሪ				√		18	3	0910540221	
18	ወርቃገኘሁ ደሳለኝ ጉደታ	ሴ	52	1958	1979	31	1983	ሀ.ሰገብ		ዲፕሎማ	አማርኛ	ተ/መሪ	2007	4	ኮ/ዩ		√	13	3	0911155337	
19																					
20																					
21																					
22																					
23																					
24																					
25																					
26																					

ANNEX E : Teachers' information by rank.

በንፋስ ስልክ ላፍቶ ክፍለ ከተማ አስተዳደር ትምህርት ጽ/ቤት
የመምህራንና የትምህርት አመራር ልማት ዋና የሥራ ሂደት
የ---------- ት/ቤት ከ1ኛ እስከ 4ኛ ክፍል የሚያስተምሩ መምህራን መረጃ መሙያ ቅፅ 2010ዓ.ም

ተ.ቁ	የመምህሩ/ሯ ሙሉ ስም አነጋገር	ፆታ	ዕድሜ	የልደት ዘመን	የትውር ዘመን	የአገልግሎት ዘመን	የተመረቁበት ዓ.ም	የትምህርት ሁኔታ		የሚያስተምረው የትምህርት አይነት	የደረጃ እድገት ሁኔታ		ስንተኛ የክረምር ተመደበ	የሚማርበት ዩኒቨርሲቲ	እርዕመ	ተመዘገ	በሳምንት የያዘው ክፍለ ጊዜ ብዛት	የሚያስተምረው የክፍል ደረጃ	ስልክ ቁጥር	ምርመራ
								አብይ	ንዑስ		ያለበት ደረጃ	ተጠቃሚ የሆነበት ዘመን								
1	አታገኘሁ ስብሃቱ ሳኪሶ	ሴ	41	1969	2003	7	1998	ቋንቋ		ክላስተር	አማ/እንግ/አሰቴ	መምህር	2009				√	13	2	0913196400	
2	ወርቅነሽ ጥላሁን እንደግቤ	ሴ	42	1958	1990	20	2001	ማ/ሳይንስ		ክላስተር	ሳይንስና ሂሳብ	ተ/መሪ	2008	3	አ/አ/ዩ		√	13	4	0913188558	
3	የይፋትወርቅ ዘውዴ ነጋሽ	ሴ	58	1952	1972	38	2001	ቋንቋ		ክላስተር	ሳይንስና ሂሳብ	ክ/መሪ2	2009				√	16	2	0911374711	
4	ውድነሽ ዴሜጥሮስ መንግስቱ	ሴ	38	1972	2005	5	2002	ማህ/ሳይ		ክላስተር	አማ/እንግ	መ/መህ	2009	3	አ/አ/ዩ		√	13	3	0912148018	
5	ሽታዬ አለማየሁ በላይ	ሴ	30	1980	2001	9	2001	ቋንቋ		ክላስተር	አማ/እንግ	መምህር	2009	3	ጎ/ዩ		√	13	2	0913578846	
6	ቻለው ገስጥ ክብረት	ወ	26	1984	2008	2	2008	የተ/ሳይንስ		ሊኒየር	ሳይንስና ሂሳብ	ጀማሪ				√		16	1	0913663341	
7	ገነት መንገሻ ወ/ሚካኤል	ሴ	32	1978	1996	14	2005	ልየ/ሩ		ክላስተር	አማ/እንግ	ተ/መሪ	2009	3	አ/አ/ዩ		√	13	4	0985383836	
8	ዕዮን ባይሳ ደቻሳ	ሴ	31	1979	1997	13	1997	ሀ-ሰገብ		ሰር-ተፍኪት	ሂሳብ/አካ/ሳይ	ተ/መሪ	2009	3	ኮ/ዩ		√	16	3	0913132327	
9	አስካለ ከተማ እሸቱ	ሴ	26	1984	2006	4	2006	ኬሚስ-ተ-ሪ	ሂሳብ	ሊንየር	ሂሳብ/አካ/ሳይ	መለስተኛ	2009				√	16	3	0940286640	
10	መሰከረም ብክሉ ነዋይ	ሴ	28	1982	2003	7	2003	ስነ-ዜጋ	ጂኦግራፊ	ሊኒየር	አማ/እንግ	መምህር	2009	3	መቱ/ዩ		√	13	3	0920403752	
11	ስንታየሁ ታዬ አበበ	ሴ	28	1982	2003	7	2003	ስነ-ዜጋ	ጂኦግራፊ	ሊንየር	አማ/እን	መምህር	2009	4	መቱ/ዩ		√	13	4	0910867934	
12	አቡ እሸቱ መሌ	ወ	31	1979	2000	10	2007	ተ/ሳይንስ		ክላስተር	ሂሳብ/አካ/ሳይ	ጀማሪ	2009				√	16	2	0921125938	
13	ታደለ ሁኒ መሌ	ወ	28	1982	2008	2	2004	ጀኦግራፊ		ሊኒየር	ሂሳብ/አካ/ሳይ	ጀማሪ					√	16	3	020756694	
14	ሱራፈል ወሒብ ይመኑ	ወ	20	1990	2009		2009	ማ/ሳይንስ		ጂ/ፓ-ማ	እንግሊ/ገ	ጀማሪ				√		18	1	0936836573	
15	ገረመው ጌትነት ተካ	ወ	24	1986	2009		2009	ማ/ሳይንስ		ጂ/ፓ-ማ	እንግሊ/አማርኛ	ጀማሪ				√		16	1	0915577089	
16	ኢብራሒም አብዱ ሸክር	ወ	21	1989	2009		2009	ተ/ሳይንስ		ጂ/ፓ-ማ	ሳይንስና ሂሳብ	ጀማሪ				√		18	2	0932586594	
17	መሰረት ደርቤ ደንቢ	ሴ	24	1986	2009		2009	ስነ-ዜጋ		ጂ/ፓ-ማ	እንግሊ/አማርኛ	ጀማሪ				√		18	3	0910540221	
18	ወርቃዝነሁ ደሳለኝ ጉደታ	ሴ	52	1958	1979	31	1983	ሀ-ሰገብ		ጂ/ፓ-ማ	አማርኛ	ተ/መሪ	2007	4	ኮ/ዩ		√	13	3	0911155337	
19																					
20																					
21																					
22																					
23																					
24																					
25																					
26																					

በንፋስ ስልክ ላፍቶ ክፍለ ከተማ አስተዳደር ትምህርት ጽ/ቤት
የመምህራንና የትምህርት አመራር ልማት ዋና የሥራ ሂደት

የ---------- ት/ቤት ከ5ኛ እስከ 8ኛ ክፍል የሚያስተምሩ መምህራን መረጃ መሙያ ቅፅ 2010ዓ.ም

ተ.ቁ	የመምህሩ/ሯ ሙሉ ስም አለነአለያት	ፆታ	ዕድሜ	የልደት ዘመን	የትውልድ ዘመን	የአገልግሎት ዘመን	የተመረቁበት ዓ.ም	የትምህርት ሁኔታ		የሚያስተምረው የትምህርት አይነት	የደረጃ እድገት ሁኔታ		የአገልግሎት ደብዳቤ ቁጥር	የሚመለከተው ክ/ከተማ	አድራሻ	ተመላሚ	በሳምንት የሚሰጠው ክፍለ ጊዜ ብዛት	የሚያስተምረው የክፍል ደረጃ	ስልክ ቁጥር		ማስታወሻ
								ዝቅተኛ	ከፍተኛ		ያለበት ደረጃ	የሆነበት ዘመን									
1	ሞላ ካሳ ምህረት	ወ	30	1980	2008	2	2003	ስነግ		ዲግሪ	እንግ	ጀማሪ					√	18	7	0934514555		
2	አሰማረች ስዩም ተመስገን	ሴ	27	1983	2003	7	2003	ኪሚ		ዲግሪ	ኪሚ	መምህር	2009	3	ደ/ብዩን		√	9	8	0920281653		
3	ባንተ ግዜ አየነው አየለ	ወ	29	1981	2003	7	2003	ፊዚ		ዲግሪ	ፊዚ	መምህር	2009				√	9	7	0920520407		
4	ባዩ ታደሰ ሰማ	ወ	52	1958	1978	32	2006	ጀግ		ዲግሪ	ህብ	ክ/መሪ 2	2009	4	ድራ/ዩን		√	12	8	0911968160		
5	ግርማ አበበ ኪኔ	ወ	27	1983	2003	7	2003	ሂሳብ		ዲግሪ	ሂሳብ	መምህር	2009				√	12	7	0910462712		
6	አረጋሽ ውቤ ደምሴ	ሴ	37	1973	2006	4	1999	ጤ.ሰ.ሣ		ዲግሪ	ጤ.ሰ.ማ	ክ/መምህር	2006				√	6	8	0913504628		
7	ታምሩ ገ/ማርያም ወ/ገብርኤል	ወ	55	1955	1974	36	2006	ስነግ		ዲግሪ	እንግ	ተባባሪ	2008				√	18	8	0912114857		
8	የመንገወርቅ ኤርሚያስ አልበም	ሴ	32	1978	2001	9	2007	ስነ-ዜጋ		ዲግሪ	ስነ-ዜጋ	መለስተኛ	2008				√	12	8	0926309522		
9	ተ/ወልድ ከበደ ተ/ማርያም	ወ	31	1979	2006	4	2001	ፊዚክ		ዲግሪ	ፊዚ	መሄ/ህር	2007				√	9	8	0920348126		
10	መለሰ ዘርጋ ኢጋታ	ወ	34	1976	2007	3	2006	ሂሳብ		ዲግሪ	ሂሳብ	ክ/መምህር	2009				√	18	8	0912241115		
11	አለምነሽ ደንድር ኢሳ	ሴ	30	1980	2000	10	2006	አማ		ዲግሪ	አማ	ክ/መምህር	2008				√	15	8	0923974778		
12	ታምራት መራሼ ኪርጋ	ወ	27	1983	2006	4	2003	ማ/ሳ		ዲ/ፖሎ	ህብረት	መለስተኛ	2006	3	ባ/ዳር ዩ		√	15	7	0912735355		
13	ጀማል ዳውድ መ/ሀመድ	ወ	30	1980	2003	7	2003	አማ		ዲግሪ	አማ	መምህር	2009				√	15	7	0918158836		
14	ታደለ አበበ አየለ	ወ	26	1984	2007	3	2002	ሂሳብ		ዲ/ፖሎ	ሂሳብ	መ/መር	2008				√	18	5	0925499883		
15	ልዕልቲ ገሌ አምሳሌ	ሴ	27	1983	2008	2	2003	ኪሚ		ዲግሪ	ኪሚ	ጀማሪ				√		9	7			
16	ራሂል በቱለ ወዩሳ	ሴ	31	1979	2002	8	2006	ባዮ		ዲግሪ	ባዮ	ክ/መምህር	2009	3	አ/አ ዩን		√	9	8	0910060847		
17	አያሌው በላይ አየለ	ወ	32	1978	2002	8	2002	ባዮ		ዲግሪ	ባዮ	መምህር	2006	3	አ/አ ዩን		√	9	7	0943883950		
18	መስታወት ታፈሰ ደስታ	ሴ	54	1956	1977	33	2002	ስቴቲክስ		ዲ/ፖሎ	ስዕል	ተባ/መሪ	2007	1	አ/አ ዩን		√	15	5			
19	ሀይማኖት በላይ በትረጽድቅ	ሴ	48	1962	1982	28	2008	ጀግራፊ		ዲግሪ	ጅግ	ተባባሪ	2008				√	15	6	0911142907		
20	ሦስት መኮንን ድንቃ	ወ	29	1981	2003	7	2008	ስነ-ዜጋ		ዲግሪ	ስነ-ዜጋ	መምህር	2009				√	12	7	0913058583		
21	ብዙነህ ተክሉ ወ/ሚካኤል	ወ	35	1975	1997	13	1997	ቋንቋ		ዲ/ፖሎ	እንግ	ተባባሪ	2008	3			√	18	6	0914661654		
22	መስታወት በቱለ ቤካ	ሴ	36	1974	2004	6	2003	ስቴቲክስ		ዲ/ፖሎ	ጤ.ሰ.ማ	መምህር	2008	3	መቱ/ዩን		√	11	6	0941128335		
23	እንይሽ ማለደ አለሙ	ሴ	31	1979	2000	10	1999	ጤ.ሰ.ማ	ባዮ	ዲ/ፖሎ	ጤ.ሰ.ማ	ክ/መምህር	2009	3	መቱ/ዩን		√	13	5	0912761758		
24	ይፍቱ ስራ ስዩም በጋሻው	ሴ	51	1959	1978	32	2001	ቋንቋ		ዲ/ፖሎ	አማርኛ	ተባባሪ	2008				√	15	5	0911247268		
25	መሃሪ መለረት አለሙ	ወ	30	1980	2007	3	2007	ስነ-ዜጋ		ዲ/ፖሎ	ስነ-ዜጋ	ጀማሪ					√	9	6	0923543410		
26	መታሰቢያ ተስፋዬ ሽዋንግዛው	ሴ	34	1976	2008	2	2002	ስቴቲክስ		ዲ/ፖሎ	ሱፐርቲክስ	ጀማሪ					√	12	6	0911462340		
27	በላይነሽ መሉጌታ ሀይሌ	ሴ	39	1971	1994	16	2004	ዝዮሎጂ		ዲ/ፖሎ	ጤሰማ	መሪ	2009	3	አ/አ ዩን		√	12	6	0973938469		
28	ይገርማል ደበበ አባዋጠው	ወ	28	1982	2007	3	2006	ዝዮሎጂ		ዲ/ፖሎ	ሳይንስ	መለስተኛ	2009	3	ወሎ ዩን		√	12	5	0983750998		
29	መልካሙ ታመነ በላይ	ወ	28	1982	2004	6	2006	ተ.ሳደንስ		ዲ/ፖሎ	እንግ	መለስተኛ	2007	3	ባ/ዳር ዩ		√	12	6	0912900177		
30	ንጉሱ ችሮታው አየለ	ወ	27	1983	2007	7	2003	ፊዚክስ	ሂሳብ	ሊኒየር	ሳይንስ	መ/መምህ	2008	2	አ/አዩ		√	16	4	0912907092		
31	ተዋበች ወልዴ ቸሉ	ሴ	25	1985	2008	2	2004	እንግሊ		ዲ/ፖሎ	እንግ	ጀማሪ					√	13	1	0910639058		
32	አበራሽ ሞላ ታደሰ	ሴ	28	1982	2002	8	2002	እንግሊ	ስነዜጋ	ዲግሪ	እንግ	መምህር	2008				√	15	6			