



**Practices and Challenges of Instructional Leadership  
in Joint Military Staff College at Mekelle**

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**Practices and Challenges of Instructional Leadership: in  
Joint Military Staff College at Mekelle**

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## **Declaration**

I, the undersigned, declare that this thesis entitled Practices and Challenges of Instructional Leadership: in Joint Military Staff College at Mekelle is my original work, has not been presented for a degree in any other university and that all source of material used for the thesis have been duly acknowledged.

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## **ACRONYMS**

**CS:** Combat Support

**CSS:** Combat Service Support

**EMoD:** Ethiopia Ministry of National Defense

**IL:** instructional leadership

**JMSC:** Joint Military Staff College

**MoE:** Ministry of Education

**PCIL:** Practices and challenges of instructional leadership

**SPSS:** Statistical Package for Social Sciences

## **ABSTRACT**

*This Study was aimed at assessing the practices and challenges of instructional leadership in the Joint Military Staff College at Mekelle. To this end, the investigator has raised four basic questions and addressed the instructional leadership practices in terms of the five dimensions, the effective and clear practices of the strategic plan, the alignment of instructional leadership with the strategic plan and its objectives and challenges faced during instructional leadership. In order to achieve the intended objective, both quantitative and qualitative approaches were employed. In order to gather data, closed ended questionnaire and structured interview were used as instruments of data collection. The study was conducted in one college by including the four faculties that exist. The participants of the study were 44 leaders, 56 instructors and 91 students and they were selected using both purposive and stratified sampling techniques. The data collected through the questionnaire were analyzed using descriptive statistics like frequencies and percentage, mean value and standard deviation and tables since they are quantitative nature. Those data gathered through interview were analyzed qualitatively in the form of narration. Findings from the data analysis revealed that there were attempts to implement instructional leadership process on the basis of the five dimensions but it was not to the level of satisfactory (mean <3.00) as responded by managers, instructors and students. It is also evident that the alignment of the instructional leadership practices with that of the college's strategic plan and its objectives was found to be very weak (mean<2.5). Furthermore the study has shown that among the possible challenges of instructional leadership those that are related to managing vision and mission as well as the availability of resources were considered as moderately constraining while personality and organizational characteristics were regarded as least constraining. It is, therefore concluded that there are gaps in the instructional leadership practices of the JMSC. Thus, to tackle these observed gaps, all the stakeholders need to be involved so that the objectives of the college would be met through effective leadership.*

## CHAPTER ONE: INTRODUCTION

### 1.1. Background of the Study

Several political persons, educational thinkers, business executives, social workers, and scholars have used the word leadership. The word lead, leader, and leadership come from the Anglo-Saxon word “lead”, meaning “path” or “road”, and the verb leader means “to travel” (Kets de Vries, 2006:2). Thus, leader is one who shows fellow travelers the way by walking ahead. (Sushanta, 2012). The history of leadership theories started from the “The Great Man” theory of the mid 1800s which assumed as trait theory (leaders are born not made), behavioral theory (there is one best way to lead), situational/contingency theory (leaders act differently depending on the situations), to the recently introduced theories- leader is rational, transformative and empowering.

The Ministry of Education, Government of Ethiopia (2005:16) commented that:

*“Principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members monitor students learning progress and closely work with parents, and community members.”*

From the above description one can understand that without effective educational leaders, it is impossible for schools to attain their educational outcomes. Principal as educational leader influences teachers and staffs for successful operations of teaching and learning in the school.

In many parts of the world, including both developed and developing countries, there is recognition that colleges require effective leaders if they are to provide the best possible education for their students and learners. As the instructional leader promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment process to ensure effective student achievement; and

by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability. This requires trained and committed instructors but they, in turn; need the leadership of highly effective line leaders with the support of other senior and middle managers (Tony Bush, 2008).

The major responsibility of the instructional leadership is to facilitate effective teaching and learning with the overall mission of enhancing student achievement. Instructional leadership provided by the principal has been identified as a contributing factor to higher student achievement (Lezotte, 1994). Although numerous existing studies have investigated the relationship between the instructional leadership practices of and student achievement, most have not been conducted in an environment as politically driven as the current assessment-based educational system (Mason, 2003: 1). However, this cannot be attained without adequate and proper provision of the school curriculum and instruction for each level and grades (Yenenew, 2012). The responsibility for proper and adequate provision of the school curriculum and instruction rests with the school instructional leaders.

Glickman (2004) states by using the supervisory skills many promote good schools with proper utilization of five tasks of supervision. These are direct assistance, group development, professional development, and curriculum development and action research. Direct assistance, can be used to gather classroom data on the extent to which moral principles are present in the classroom. Supervisor mentors and coaches can work with teachers to develop observation tools to describe classroom culture reflect on current conditions and engage in the classroom based improvement. The supervisor gradually can increase teachers' decision making responsibility, empowering teachers, and thus enhancing the teacher's capacity to empower students.

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. Snyder (1983: 32), for instance, instructional leader is developing the ability to apply foundational knowledge and skills. This leader receives assistance and support from a mentor and other experienced colleagues to expand and enrich his or her leadership skills. He or she focuses primarily on managing the

school and implementing school policies and usually determines new initiatives unilaterally or with the assistance of a small leadership team. However, it 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.

Hallinger and Murphy (1987:56) developed a conceptual frame work which embraces ten functional categories framing goals, communicating goals, knowledge of curriculum and instruction, coordinating curriculum, supervising and evaluating instruction, monitoring progress, setting standards, setting expectations, protecting time and promoting improvement.

Recent authors and researchers, however, reframed the conceptual framework of instructional leadership in to five dimensions based on Halingers and murphys functional categories and other similar studies. These dimensions that are defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate (krug, 1992:431). These researchers and authors believed that the five dimensions are structurally more reasonable, simpler to work with and not significantly less precise.

Therefore, from the actual practices and challenges of instructional leadership, the Joint Military Staff College in Mekelle, has a vital significance from the perspective of policy and the need of the organization. It is one of the oldest training institutions established in 1938 with the intention of forming structured and organized defense force. The college is located at Mekelle around Mekelle University. This college was established during the imperial reign, and it continued to serve the army during the Dergue regime. After the down fall of the Dergue regime, the school was reorganized to graduating military officers in the fields of logistics, military communication and information, combat engineering and intelligence for the tactical level. With special focus on the areas of combat service support (CSS) and combat support (CS), the college is prepared to deliver degree programs in four faculties (JMSC, 2010).

## **1.2.Statement of the Problem**

The essence of instructional leadership refers to the role behavior (or practices) of school/college leaders in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting school learning, monitoring student progress and promoting learning climate (krug,1992,p.56). Many adaptations of this form of leadership concentrate on this practice as well as a wide variety of variables that are believed to impact teacher behavior.

The schools of developing countries including our country manifest limited concern for instructional leadership activities and wastage of instructional time, when teachers leave classes for various reasons and for minimum participation of stockholder in following up students learning progress (Yenenew, 2012).

According to DLC (2013) the Joint Military Staff College characterized by postponement; supervising instruction, monitoring student progress in the beginning time of the instructional process, the curriculum coverage, being over loaded of class, etc were noticed. These problems can be generally attributed to the leader's limited skills and abilities in managing the instructional plan of course; there may be some contextual factors which influence principal's instructional leadership function. Although such problems and influences seem to be prevalent in the study area, the ability of leadership in a school can have a dramatic effect on student achievement, therefore, taken as a serious problem and given its considerable importance to a school success, principals' instructional leadership effectiveness as well as factors influencing it, becomes a timely area of interest for research.

Based on the above back ground, educational leaders have a positive effect on instructional process of schools, their instructional leadership tasks were examined in terms of the five dimensions, namely, defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate (krug,1992:p.431).

Factors influencing this task are also other area of concern for this study. Generally the purpose of this study was to assess the practices and challenges of instructional leadership in Joint

Military Staff College at Mekelle. Hence, this study has addressed the following basic questions:-

1. What are the instructional leadership practices in the college?
2. Does the organization have effective and clear practices of instructional leadership strategic plan?
3. Are the instructional leadership practices align with the strategic plan and objective of the college?
4. What are the main challenges and gaps in the instructional leadership of the organization?

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

#### **1.3.1 General objective**

The general objective of this study was to assess the current status of instructional leadership practices and challenges in Joint Military Staff College.

#### **1.3.2 Specific objectives**

Based on the general objective, the following specific objectives of the study were outlined

1. To examine instructional leadership practices undertaken in the JMSC.
2. To investigate whether, the organization has effective and clear instructional leadership strategic plan (guidelines) in the JMSC.
3. To assess whether or not the instructional leadership practices align with the strategic plan and objectives of the JMSC.
4. To assess the challenges and gaps in the instructional leadership of the organization in the JMSC.

### **1.4. Scope of the Study**

The study was delimited to the assessment of practices and challenges of instructional leadership. More specifically, the study is concerned to the five dimensions of instructional leadership. To make the study more manageable and be completed within the specified time and available resources, it was confined to one of the colleges under the Ministry of Defense particularly Joint Military staff College at Mekelle. In addition, the study relied on the data collected from students, instructors, leaders, and management of staff. The findings of the study could be

generalized in to all the Ministry of National Defense colleges (MoNDC) because there are no major differences among the colleges concerned.

### **1.5.Limitation of the study:**

There were some aspects to be mentioned as challenges while the investigator was undertaking the study. Firstly there were no other research works to be used as reference in the college concerning the instructional leadership. Secondly, accessing the strategic plan and other document of the Ministry of National Defense was difficult. Besides, since the investigator has conducted the study by moving from Addis Ababa to Mekelle, there was a time constraint which could affect the completeness of the study.

### **1.6. Significance of the Study**

Assessing the practices and challenges of instructional leadership becomes very important issue for any organization to achieve the desired objective. This study is believed to provide suggestion for the problems of practices and challenges of instructional leadership of the institution and it will give light to the benefit of instructional leadership practices. The significances of the study can be summarized by the following points.

- The study may generate awareness among the concerned body about the drawbacks and problems encountered in the practices and challenges of instructional leadership development for military higher education institution.
- It may serve as an input for the college managers and other stakeholder's to improve the effectiveness of the college.
- It may serve as a starting point for further research-by provoking the interests and motivations of researchers on the area.

### **1.7. Operational definition of key terms**

**Instructional leadership:-** refers to role behavior (or practices) of school leaders in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting school learning, monitoring student progress and promoting learning climate (krug,1992,p.56).

**Challenges to Instructional Leadership:** situational and/or behavior factors that have been identified as serving to inhibit top, middle and line instructional leadership performance (Malishan, 1990)

### **1.8.Organization of the Study**

The study is organized into five major chapters. Chapter one dealt with the introductory part comprising of background, statement of problem, objective, scope and some others. In chapter two both theoretical and empirical literatures were reviewed related to the study. The third chapter has described the research design and methodology employed to conduct the study. Then, presentation, analysis and interpretation of data were made in the fourth chapter. The final chapter comprised of summary (major findings), conclusion, and recommendations of the study.

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

The chapter reviews the related literature on the definition of leadership and conceptual framework of school leadership, leadership practices, and dimensions of instructional leadership, transformational leadership, instructional leadership and factors affecting instructional leadership.

### 2.1. The concept of Leadership

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century scholars and other writers have often more than 350 definition of the term leadership (Warren & Bennis, Cited in Richard L, 2009: 45).

Leadership has been a complex and elusive problem largely because the nature of leadership is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope that someone will come along and solve our problems (Meindls, cited in Richarde, 2009: 56).

Gary Yukl (2006: 8) also defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”. Peter Northouse (2007:6) describes leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.”

Yenenew, (2000) about leadership indicates, leadership has been defined in many ways, and here is several other representative definition of leadership, some of them are as follows:

*Interpersonal influence, directed through communication toward goal attainment; Influential increment over and above mechanical compliance with directions and orders and an act that causes others to act or respond in a shared direction. The art of influencing people by persuasion or example to follow a line of action and leadership is dynamic force that motivates and coordinates the organization in the accomplishment of its objective (p.20).*

According to Kotelniko (2001:p.1) leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore, according to Kotelniko, Leadership is a complex activity involving; process of influence, actors who are both leaders and followers and range of possible outcomes the achievement of goals, the commitment of individuals to such goals and the enhancement of group co-culture.

Others such as, Sexily and Starke, (1995: p. 39), define leadership as “the ability to influence others to pursue the goals the leader thinks is important and desirable. Leadership also involves many specific activities such as creating a vision which motivates followers to action. MoE (2004:2) forward the most comprehensive definition of leadership as “...the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.” they put influence as a key concept in the definition, and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group.

Terry and Franklin, (2003: 327) mention that a leader influences subordinates based on one or more of five source of power coercive, reward, legitimate, expert and referent. Where the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leader. All these theories used influence and vision as important aspects of leadership.

The above mentioned descriptions showed that there is no single definition for leadership; it has related with initialing, influencing and inspiring subordinates to strive for a better achievement. A main point about leadership is that it is not found only among people in high level positions but also needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position.

## **2.2. Theories/ approaches of Leadership**

### **2.2.1. The Trait theory**

According to Bertocci (2009:45) this approach of leadership was mainly interested in identifying traits or qualities, which leaders should possess. There were two assumptions upon which it was based, namely that, all human beings can be divided into two groups, leaders and followers, and also leaders possess certain qualities (inborn) that followers do not. Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be “charisma”.

The earliest studies of leadership focused on the traits of the person, sometimes called the Great Man Theory. This approach assumes that great leaders are born that way. Researchers sought to identify the characteristics that were similar in effective leaders more recently, some theorists have focused again on traits of leaders versus non-leaders.

### **2.2.2. Behavioral Theory**

When most trait theory disappeared in the leadership literature, researches focused on *what leaders do*, instead of *who they are*. Style or behavior of the leader became the focus of such studies. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarized two contrasting sets of assumptions made by managers in industry. Most of these revolved around a comparison of a relationship orientation versus task orientation of the leader. The Ohio State Leadership Studies (1963) found that leader behavior clustered in “consideration” and “initiating structure” behaviors, measured as two distinct leader behaviors. The behavioral approaches to leadership came out of the human relations movement in management theory, which focused on the individual and not the task, and stressed that leadership, can be studied and learned.

### **2.2.3. Contingency theory**

Whilst behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables (Uhl-Bien, 2006).

To sum up, leadership is not a recently introduced concept rather it has been in the society for a long time with developments through time. In the earlier time personality characteristics of leader were emphasized and then shifted to the behaviors/ acts of leaders in the process. As time goes situation factors became the centers of leadership. It is essential to note the difficulty of saying this theory is better than the other.

## **2.3. Leadership Models**

### **2.3.1. Charismatic Leadership**

Charisma is a Greek word meaning “gift.” In historical times, powers that could not be clearly explained by logical means were called “charismatic.” Although we have not found a definitive answer to what constitutes charismatic leadership behavior, one idea that comes close is as follows: charismatic leaders are those who have charismatic effects on their followers to an unusually high degree. Followers want to follow them, followers want to be near them, and followers want to be recognized by them, and so on. *Charisma* is “a personal magic of leadership arousing special popular loyalty or enthusiasm for a statesman or military commander.” This definition makes it clear that charisma is not a learned characteristic.

Most researchers who study charisma agree that it is a collection of personal characteristics, not a single trait. It is probably tied to a person’s potential for risk taking; their ability to tolerate ambiguity and dissonance; their personal appearance; and other qualities. Researchers also agree charisma is not something you can learn by taking courses or through experience. Some have tried to explain charisma as similar to magnetism where followers are “attracted” to the leader. Charisma has also been defined as the ability to influence followers based on a sort of

supernatural gift and attractive powers. Followers enjoy being with a charismatic leader because they feel inspired, correct, and important.

### **2.3.2. Transactional Leadership**

Sometimes referred to as “management by exception,” the transactional leader helps followers identify what must be done to accomplish the desired results, taking into account the person’s self-concept and esteem needs. The leader frames the rewards for the expected performance and then utilizes path-goal concepts to clearly show the follower how to achieve the rewards. The leader then steps aside and does not intervene unless the goals are not being achieved; hence, it is called management by exception. George and Jones define transactional leadership as leadership that motivates followers by exchanging rewards for high performance and noticing and reprimanding subordinates for mistakes and substandard performance. In using transactional leadership, the leader relies on contingent rewards-rewards that depend on the follower doing what needs to be done in order to get the rewards. For example, followers may need to increase sales to get better salaries; to lower costs to get bigger bonuses; or to increase the workload to obtain promotions. The transactional leader uses path-goal concepts as a framework; but the leader will also adjust goals, directions, and missions of the organization in order to achieve effectiveness (Uhl-Bien, 2006).

### **2.3.3 Servant Leadership**

Russell and Stone, (2002:205) have also established a practical model for servant leadership and identified functional and accompanying attributes of servants. The attributes identified by Russel and Stone provide a reasonable basis for comparing servant leadership with transformational leadership. Transformational and servant leadership models have similarities. Both leadership works in corporate influence, vision, trust, respect, credibility, risk-sharing or delegation and integrity. Both models emphasize the importance of appreciating and valuing people, listening, mentoring or teaching or empowering followers. In fact the theories are probably most similar in their emphasis up on individual’s consideration and appreciation of followers. Nevertheless, transformational leadership and servant leadership do have point of valuation. There is much greater emphasis up on service to followers in the servant leadership. Russel and Stone, by doing

so, allow extraordinary freedom for followers to exercise their own abilities. They also place a much higher degree of trust in their followers which makes the leadership effective.

#### **2.3.4 Transformational Leadership**

Transformational leadership was firstly emerged during the 1970s and 1980s. Transformational leadership theory claims that a relatively small number of leadership behaviors or practices are capable of increasing the commitment and effort of organizational members toward the achievement of organizational goals (Leithwood, 2012). The values and aspirations of both leaders and followers are enhanced by these practices. Transformational leadership theory argues that, given adequate support, organizational members become highly engaged and motivated by goals that are inspirational because those goals are associated with values in which they strongly believe or are persuaded to strongly believe. This theory does not, however, predict the behaviors of organizational members resulting from the influence of transformational leadership practices. Northouse (2004) also indicated that this form of leadership emphasizes emotions, values, and high levels of personal commitment to goals. This type of leadership practice involves a scope of influence that moves followers to accomplish more than what is generally expected of them.

As indicated by this research, transformational leadership creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of staff. Unlike other leadership approaches, it is not based on a "give and take" relationship, but on the leader's personality, traits, and ability to make a change through example, description of an energizing vision, and challenging goals. Transforming leaders are idealized in the sense that they are a role model of working towards the benefit of the team, organization and community.

In their relationship with followers, transformational leaders utilize one or more leadership factors that are characteristic of this type of leader: idealized influence or charisma, intellectual stimulation, individualized consideration, and inspirational motivation (Hoy & Miskel, 2001). Idealized influence describes leaders that are strong role models who exhibit high standards of moral and ethical conduct and are respected and trusted by their staff. These leaders use this

influence to move people towards a created vision. Intellectual stimulation includes leadership that prompts followers to develop innovative and new methods of dealing with organizational concerns or problems. Individualized consideration means the leader concentrates on each individual's need for achievement and growth. The leader takes on the role of an adviser while assisting the follower to take responsibility to develop to their full potential. The last factor, inspirational motivation happens when the leader communicates high expectations to followers and encourages them through motivation.

Leithwood's (1999) model of transformational leadership consists of three categories of leadership practice: developing people, setting directions, and redesigning the organization. These practices are impacted by the specific school system context and judicial application regarding when specific practices are appropriate Leadwood and

According to Jantzi (2005) there are eight dimensions that are covered by the three leadership practices: building school vision, creating a productive school culture, offering individualized support, establishing school goals, providing intellectual stimulation, demonstrating high performance expectations, modeling best practices and organizational values, and developing structures to foster participation in school decisions.

The first category of practice in Leithwood's (1999) leadership model is developing people. Leithwood (1994) highlighted 'people effects' as a cornerstone of the transformational leadership model. Building capacity among staff members is directly related to the experiences the followers have with those in leadership roles. Leithwood and Jantzi, (2005) claimed that the personal attention shown to staff as well as utilizing their abilities created an environment of enthusiasm and optimism. Offering intellectual stimulation, providing support for individuals and modeling acceptable behavior are leadership practices that will assist the leader in developing people. Hallinger, (2003) claimed that superintendents and principals who develop people provide recognition, are more approachable, seek new ideas, follow through on commitments, and know the problems of the school system and school. Setting direction is a significant aspect in developing hard understanding about the purpose, vision, and goals of the school system and school. People are motivated and challenged by having ownership in goals

that are challenging but attainable. In redesigning the organization, transformational leaders realize the importance of the organization working and learning together and how this will contribute to improvements in teaching and student learning. It is essential for the leader to create a culture of collaboration that ensures broad participation in decision-making. (Leithwood and Jantzi, 2005).

In the school system environment, MacBeath, (2003) described the transformational leadership style as providing the vision and inspiration that is necessary to motivate all members of the school community. It transforms the organization by creating new cultures where collaboration is valued, high expectations are held, systematic enquiry is assumed to be the proper basis of professional judgment. This type of school system environment is also characterized as possessing high level discussions related to professional practice.

Education has been in a state of reform for decades and calls for reforming education and closing the achievement gap continue Levine and Marcus, (2007). No position within a school district has more control over reform than that of the superintendent of schools. The superintendent and the district's instructional leader, is accountable for providing the leadership that motivates principals and teachers to increase academic achievement by engaging all student groups in the work of learning (Schlechty, 2001). According to Waters and Marzano, (2006), superintendent leadership does make difference and effective superintendent leadership has been found to be associated with higher levels of student achievement.

Educational reform is needed and transformational leadership, exercised by educational leaders responsible and accountable for closing the achievement gap has the potential and promise for large-scale educational reform (Leithwood and Jantzi, 2006). Schlechty (2001) extended these thoughts by stating that transformational leadership is the kind of leadership required to lead fundamental reform movements.

The theory behind transformational leadership is that an organization's effectiveness increases with the presence of leadership that is concerned with emotions, mission, vision, goals, ethics, values, meeting follower needs, and developing leadership capacity (Northouse, 2007). According to Bass and Riggio (2006), transformational leadership theory explains how leaders

transform their organizations, their followers, and even themselves through leadership that influences, motivates, stimulates, and considers the needs of individual followers. They also asserted that the application of transformational leadership theory can move followers to accomplish more than they believed possible and perform beyond expectations resulting in increased organizational effectiveness. It takes the forward movement of school leaders, teachers, students, and the community to follow at rue transformational leader.

In non-educational organizations the evidence about transformational leadership is widespread and quite positively received. While there is much discussion, both critical and supportive of transformational leadership in the educational literature, the empirical evidence about its effects in school system and school contexts is not as widespread. Even though the studies in this area are limited, the research evidence about the effects of transformational leadership in the school system and school context supports its suitability in schools (Leithwood and Jantzi,2005) Although there are distinctive benefits to transformational leadership, research has also indicated that it is not an effective leadership practice. Evers and Lakomski, (1996) argue that transformational leadership, as it is conceptualized in the literature, is not helpful in meeting the challenges of the current educational system. They suggest that Leithwood's components of effective leadership fall short of their promise. The literature in educational administration has been dominated by studies that critically examine the central role that the principal assumes in a school. Heck and Hallinger, (1999) state:

*By way of illustration, the preoccupation with documenting if principals make a difference has subtly reinforced the assumption that school leadership is synonymous with the principal. Scholars have, therefore, largely ignored other sources of leadership within the school such as assistant principals and senior teachers (p.14).*

Starratt (2004) also indicated that there is a lack of research that examines the contributions of non-principal leaders in the school. For example, in many schools people such as department heads and counselors provide invaluable leadership within the school and in the community. For the most part, research has focused on the principal as the source of power and leadership. Lastly, Gronn(1995) asserts that transformational leadership is “paternalistic, gender exclusive,

exaggerated, having aristocratic pretensions and social-class bias, as well as having an eccentric conception of human agency and causality.” he also outlines numerous shortcomings of transformational leadership. For example, a lack of empirically documented case examples of transformational leaders exists; a narrow methodological base has been used (e.g. Questionnaires); no causal connection between leadership and desired organizational outcomes have been identified and the unresolved question as to whether leadership is learnable has not been distinguished.

As it could be understood from the description of the above leadership models, there are different ways of exercising leadership. The first model depends on the personality traits of the leaders while in the rest three models some sort of interaction between the leaders and the followers was observed. These models could be applicable depending on the areas or situations that require leadership. Relatively speaking, however, transformational leadership are getting acceptance in the current real situations.

## **2.4 Leadership Practices**

It has been stated that effective district and school leadership is essential for improvement and growth (Hess and Kelly, 2007). Today, in order to be successful, leader must be able to master unprecedented challenges, tasks, and opportunities. The front-line managers, the small business executives, and the team leaders charged with leading their staff to new levels of effectiveness. In this new era of educational accountability, where district and school leaders are expected to demonstrate bottom-line results and use data to inform decisions, the skill and knowledge of superintendents and principals matter more than ever. One consequence of increased accountability in education has been the increase in school choice and opportunities being provided to instructional leadership to exercise flexibility in creating school environments that better meet the needs of students. In this environment, school district and school improvement rests to an unprecedented degree on the quality of leadership and the ability of superintendent and principal preparation programs to produce skilled and prepared individuals able to successfully meet these challenges. Therefore, having a firm understanding of the various types of leadership styles that are available to aspiring school district and school-based leaders would likely be well received and useful information (Northouse, 2004; Leithwood and Mascall, 2008).

## **2.5 Dimensions of Instructional Leadership**

The importance of leadership in all schools level has led to a closer examination of the superintendent's and principal's role and a better understanding of what instructional leaders do (Blasé and Blase, 2004; Hoyle, Bjork, Collier, & Glass, 2005). Instructional leadership involves the strategic application of knowledge to solve context specific problems and to achieve the purposes of schooling through others. Even though, 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.

### **2.5.1 Defining a Vision and Mission**

According to Alberta Education (2010), vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions. Mission is a brief description of an organizations overall purpose and role. It gives direction to the programs and services that the jurisdiction provides for its students (Borba, 2002).

The first role of superintendents and principals is to explicitly frame school system and school goals, purposes, vision 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. People who are skilled in this area often discuss purpose and mission with staff, students, and the community. They take advantage of opportunities to stress and communicate goals. Furthermore, they try to make themselves visible in their environment and they communicate excitement about education to staff and students.

### **2.5.2. 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. Superintendents and principals skilled in this area provide information teachers need to plan their work effectively. They work to ensure good fit between

curriculum objectives and achievement testing and actively support curriculum implementation. Their primary emphasis as superintendents and principals is with instructional rather than administrative issues (Paul Mason, 2013: p 25).

### **2.5.3. Supervising and Supporting Teachers**

Paul Mason (2013) stated that 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 supportive manner. They attempt to critique teachers as though they were a mentor rather than an evaluator. They encourage teachers to evaluate their own performance and set goals for their own growth.

### **2.5.4 Monitoring Students 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 leader's needed 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.

### **2.5.5 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. Instructional leaders strong in this area nurture learning in a variety of ways. They encourage teachers to innovate. They regularly recognize staff members' efforts, write letters of recommendation for job well done, and ask parents to praise teachers for their good work.

Krug's (1992) five factor taxonomy of effective instructional leadership is similar to Hallinger and Murphy's (1987) research on defining the principal's key instructional leadership roles and responsibilities. They felt the principal's role included three categories and 21 more specific functions which defined instructional leadership behavior: managing the instructional program, promoting the school learning climate, and defining the school mission. In the first category, managing the instructional program, the principal is required to be involved in the school's instructional development. This includes supervising and evaluating instruction, co-coordinating the curriculum, and monitoring student progress. The second category, promoting a positive school learning climate, involves creating a climate that supports teaching and student engagement. This includes promoting professional development, providing incentives for teachers, maintaining high visibility, protecting instructional time, and providing incentives for learning. In the last category, defining the school mission, the principal is responsible in collaboration with the staff to ensure that the school has clear measureable goals that are focused on student learning. The principal is responsible for the clear academic vision and to communicate it to the staff.

To sum up, for school principals or college leaders to be effective in their instructional leadership they need to define and well communicate to the staff the organization's vision and mission, well manage and effectively supervise the curriculum and instruction, monitor students progress consistently, strive to create conducive instructional climate. When one of these elements failed to be effective, it would have impact on the other four elements since they are interdependent.

## **2.6 Instructional Leadership**

Instructional Leadership refers to role behavior (or practices) of school leaders in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting school learning, monitoring student progress and promoting learning climate (krug,1992).

Terry (1996) believed that superintendents and principals today must become instructional leaders. They must integrate the managerial tasks into the instructional leadership tasks to meet the demands of the 21<sup>st</sup> century student and school. Hallinger, (2005) agreed that the superintendent and principal are expected to perform a variety of duties but he concluded that the effectiveness of these individuals is achieved when a correct balance among these roles is accomplished. Terry was in agreement with Hallinger that the management responsibilities of the superintendent and principal cannot be sacrificed on behalf of instructional leadership.

Unlike a manager, the instructional leader makes instructional quality the main priority of the school district and school and attempts to bring that vision to actualization. Lezotte (1992) attempted to describe instructional leadership by correcting the misunderstandings of strong leadership. Instructional leadership does not mean that the principal runs the schools and that teacher's give up their professional autonomy and individual freedom. Rather it is illustrated that effective leader's lead through dedication, not authority, and staff follows because they share the leader's vision. Lezotte believed that learning formalize rewarding and offers all staff the opportunity and flexibility to continue in their growth as a professional.

Instructional leadership is complex and multifaceted. Superintendents and principals must find the proper balance when performing managerial duties and instructional leadership activities in order to ensure that the core business of teaching and learning is achieved. Superintendents and principals must also focus on the long term vision of school district and school improvement as a priority while maintaining an accurate perception of the present. They must encourage professional autonomy from staff while demanding ownership to shared vision and values Dufour and Eaker, (1998).

Superintendents and principals today need to be strong instructional leaders who create a learning community in their school areas and still fulfill essential management functions. Once again, maintaining the importance of balance between these two primary responsibilities is stressed. The superintendent's and principals success is determined by the way in which these forces are brought together through their behavior.

When considering the notion that effective schools have strong instructional leaders, Smith and Andrews (1989) carried out an extensive study on how principals make a difference in creating effective schools. Conclusions from their study were that successful principals are dynamic leaders with high energy, tolerance for ambiguity, initiative, analytical ability, and a practical stance toward life.

Research into effective schools continues to determine and indicate that successful instructional leaders consistently exhibit certain practices or traits. As result of the consistency of these practices there is a greater confidence among researchers that important elements of effective instructional leadership can be identified. Leithwood, Louis, Anderson, and Wahlstrom, (2004) identified the following aspects of leaders' practices that promote improved teaching and student engagement; developing deep understanding of how to support teachers; managing the curriculum in ways that promote student learning; and developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

According to this research, successful instructional leaders constantly demonstrate particular practices that influence or assist in the establishment of effective schools. Generally these practices relate to creating culture where high expectations of student and staff learning is instituted, and active support of students, staff, and the community occurs.

The research related to instructional leadership is wide spread and has produced a wealth of findings concerning the impact of leadership on school districts and schools and their ability to meet the needs of students. DuFour (1999) described the importance of the principal as an instructional leader when he stated: "Where principals are effective instructional leaders, student achievement escalates".

Mcewan (2003) in her analysis of effective schools research confirmed the significance of instructional leadership to student achievement while this researcher has generated a slightly different set of descriptors that characterize effective or excellent schools, one variable always emerges as critically important: the leadership abilities of the building principal, particularly in the instructional arena.

The research pertaining to instructional leadership styles is much more developed for principals than it is for superintendents. This section has described the research relating to three specific practices of leadership. The bases of authority for today's leadership practices rely heavily on bureaucracy, psychological knowledge or skill, and the technical rationality that emerges from theory and research (Sergiovanni, 1992). Full rich leadership practice cannot be developed if one set of values or one basis of authority is simply substituted for another. What is needed is an expanded theoretical and operational foundation for leadership practice that will give balance to the full range of values and bases of authority?

Thus, it is essential to note that effective instructional leadership is the foundation for any educational institution to attain its vision, mission and objectives. If we compromise on instructional leadership process, we are compromising on the quality of education to be delivered. Therefore, due attention has to be given by the stakeholders for instructional leadership.

#### **2.6.1. Instructional leadership enhancing teaching – learning process**

In-depth studies of teachers perceptions about characteristics of school principals that influence teacher's classroom instruction have conclude that the behaviors associated with instructional leadership positively influence classroom instructions. Especially, (Blasé, 1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching-learning process, there were increases in teacher reflection and reflectively informed.

Instructional behaviors, in implementations of new ideas, greater variety in teaching strategy, more responses to students diversity, lessons were prepared and planned more carefully, teachers were more likely to take risks and more focus on the instructional process, teachers used professional discretion to make changes in classroom practice. Teachers also indicated positive effects on motivation, satisfaction, confidence and sense of security.

Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on classroom practice. In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching, use inquiry to drive staff development, set, professional growth goal with teachers, and provide resources foster teacher innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in the classroom. This in turn, increases the student achievement, (Sheppard, 1996).

Locke and Latham (1990) assert that goal setting is effective way to increase motivation and performance. They postulate that goals increased attention to obtainment of the task, increase the effort expended on goals relevant to activities, increase persistent to achieve, increase the development of strategies to obtain the goal. This is true even loosely coupled organizations, such as public schools. Binder (1992) explains frequent communication of school goals by instructional leaders promote accountability, a sense of personal ownership, and instructional improvements. A principal that define and communicate shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press challenges teacher's behaviors with in the class room, which leads to more effective schools.

Therefore, proper implementation of instructional leadership is a basic input for the effectiveness of the teaching- learning process but the instructional leadership is weak the teaching- learning process would be collapsed.

### **2.6.2. Instructional Leadership promotes School Success**

Early studies of Wallence cited in Harris and Muijs (2005) asserted that principal's role has significant impact on the achievement of students; their studies demonstrate that high student's achievement has direct relation with the function of strong instructional leadership. However, Deal and Lec cited in Heck (2006) suspected the direct link between school success and effective instructional leadership is very complex than easy to link. Blasé (1999) further forwarded his

argument that early researchers could not give enough evidence, which validate the direct link between strong instructional leadership and improved learning outcome.

Unlike the customary management function like planning, organizing, allocating resources, creating equilibrium, controlling etc, the present function of leadership mostly focused on developing and communicating mission and purpose, motivating and inspiring of followers towards the achievement of shared goals (McEwen, 2003). This definition encompasses three basic elements, namely followers, function and influencing powers. First, leadership is rational action that exhibits the presence of followers willing to act, second as a process, there is something to be done, finally as a power, the leader has to possess either formal or informal power that influences others, leaders at the higher post may use their legitimate power to facilitate situation, however there are many other ways that formal and informal leadership motivate followers to get things done (Blasé, 1999). In addition, it is the leader's responsibility to communicate picture of what the organization should be, convince followers and channel all activities towards accomplishing it (Hoy and Miskel, 2000).

Definition of leadership appears to be more recent perspective; defines leadership as the art to transform people and organization with aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the follower's activities and responsible for improved learning outcomes. Most of the responsibilities in improving instructions by developing teachers, leaders are the province solely left for instructional leaders at whatever levels. However, stressed that the link between instructional leadership and school effectiveness is yet unclear and best indirect (Sergiovanni, 2001).

Responsibility and accountability for effective instructional outcome calls leaders to design better ways those students can learn and highest school outcome could be produced. The role of the principal as instructional leaders through complex, over loaded and unclear in the past, now it is in the way of transition towards transformational leadership (Chell, 199).

The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more instructional, democratic and participatory leadership marks (Printy, 2003). The pressure of globalization and social expectation is inducing principals to take

the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teachers' performance. Hence, the contemporary thinking of facilitative instructional leadership requires school leaders to have vision, quality and value to transforming their school towards envisioned success (Smith, 2003).

In nutshell, it is difficult to think of school success without considering instructional leadership because they are interrelated and inseparable. Thus, instructional leaders are responsible for the success of schools.

## **2.7 Factors affecting instructional Leadership**

Many contextual factors negatively affect school performance. However, the type as well as the intensity of the problem is not the same in every school. For example, Bush and Bell (2003) assert that shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world. Such factors can be classified in to personal and organizational characteristics.

### **2.7.1 Personal Characteristics**

Personal characteristics are factors which are most commonly used in selecting leaders for principalship. Researchers also recognize the potential influence they have on how principals enact their role. The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experience in education and therefore, will offer more instructional leadership. Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore, strong instructional leadership. Research findings, however, are inconsistent about the relationship between age and leadership effectiveness, for instance, found "negative" relations that dictate older principals provide less leadership than do the younger. Whereas, Jacobson (1973) reported "very little" relationship between age and successful leadership''.

Work experience as a second factor, has been commonly used as criteria in selecting principals and assistant principals. MoE (1996:7), for instance, has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor. However, research findings do not support this. For example, Gross and Herriott, (1965:68-73), found that the length of experience as

teacher, previous administrative experience and even the number of years at the principal ship position have no significant relationship with leadership effectiveness.

Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, MoE (1996) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. For instructional leadership role, training in educational areas is highly considered for leaders effectiveness. In connection with this, Halinger and Murphy (1987: 55) suggest that lack of knowledge in curriculum and instruction determine the instruction leadership role.

### **2.7.2. Organizational Characteristics**

Organizational characteristics in this context refer to the factors existing in the school. The first variable is resource availability regarding Human, material, and financial resources. In instructional leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for its success. Mibit (1994), for example, stressed this when he suggested "...just as well trained personnel are important for the success of the school curricula, so are equipment and supplies," Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school.

Confirming this, a research conducted in elementary schools of developing countries revealed that the instructional improvement effort of principals are highly constrained by the chronic shortage of materials, operating funds and staff development resource (Lockheed and Verspoor, 1991). Experience also shows that shortage of qualified teachers makes instructional leadership process problematic.

Role diversity is the other organizational factors, to which most of secondary school leaders complain reviewing different studies on principals' time allotment to their work. It is reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction. Similarly, instructional leadership role of the principal is always dwarfed by the long list of administrative duties. So the multiplicity of roles and

expectations by students and teachers tend to fragment whatever vision the principal may be attempting to shape in the school.

Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary school are sensitive, intelligent people who feel that their professional preparations and experience have equipped them to do a job skillfully. Such professional norm makes the relationship between teachers and school leaders on the matters of instruction loosely coupled and leave educational decisions to teachers. Consequently, such professional norm limits the frequency and depth of principal's classroom visits as well as their initiatives of consulting teachers about instructional matters.

Thus, the factors affecting instructional leadership are viewed in terms of personal and organizational characteristics. Personal characteristics include age, work experience, educational attainment and qualification while organizational characteristics denote availability of resources, role diversity and professional norms.

Having reviewed all these aspects of instructional leadership, the investigator has focused on the practices and challenges of instructional leadership in the Joint Military Staff College at Mekele.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

The research was aimed at assessment of practices and challenges of instructional leadership in Joint Military Staff College. Hence, this chapter has described the research design and methodology that has been used while carrying out this study. Under this chapter, design of the study, Participants and setting of the study, sample size and sampling technique, instruments and procedures of data collection, method of data analyses were treated.

### **3.1. Research Design**

The descriptive survey method was employed in this study. A descriptive survey design was used to undertake this study because the intention of the study was to assess the existing situation and to describe opinions that are held on instructional leadership practices by participants of the study and to look into instructional leadership challenges. The qualitative and quantitative methods (mixed approach) were employed with the assumption that the qualitative data collected through interview and document review would supplement the data gathered through survey questionnaire. In the same line of argument, Best and Kahn, (2003: 14) have argued that descriptive study is concerned with conditions or relationship that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

Thus, the method is preferred on the ground that practices and challenges of instructional leadership are better perceived from the judgment survey of instructional leaders and staff members (teaching and non-teaching).

### **3.2. Participants and setting of the study**

The FDRE Ministry of National Defense has ten colleges in different places but this study was restricted to the Joint Military Staff College (JMSC) at Mekele. The college has Logistics, Intelligence, Signal and Combat Engineering Faculty. The college was reorganized to graduating military officers in the fields of logistics, military communication and information, combat engineering and intelligence for the tactical level. With special focus on the areas of combat service support (CSS) and combat support (CS), the college is prepared to deliver degree programs in four faculties (JMSC, 2010). The investigator selected the Joint Military Staff College as the study area because instructional leadership problem is facing the college and the investigator is a member of the academic staff and this has made data collection easy.

Besides, it was possible to collect the desired data within a limited period of time and contact stakeholders with regard to the issue under investigation. In order to get reliable information for the study, the investigator has involved students, instructors and managers.

### **3.3. Sampling techniques and sample size**

The total target population of the study was 340 (44 managers, 112 instructors, 184 students). The selection of the participants was carried out using the techniques of cluster sampling, simple random sampling and availability sampling. Since the college has different faculties, the faculties (logistics, Intelligence, signal and combat engineering faculty) were used as clusters. Therefore, to get relevant information it needs to include representative samples from each faculties and groups of participants. From the academic staff and students, samples was selected using random sampling while purposive sampling technique was used to select the sample management staff since their number is limited. Since the numbers of managers are limited in number, 100% of them were included in the study while only 50% of instructor and students were taken as samples in order to make the study manageable. Thus, the sample size and sample distribution is summarized the following table.

**Table 3.1: Summary of total population and sample size**

| No    | Faculties                  | participants                                          | Total<br>population | Sample Size |     |
|-------|----------------------------|-------------------------------------------------------|---------------------|-------------|-----|
|       |                            |                                                       |                     | No          | %   |
| 1     | JMSC main campus           | Managers (central administrative) and department head | 12                  | 12          | 100 |
| 2     | Logistics Faculty          | Managers                                              | 8                   | 8           | 100 |
|       |                            | Instructors                                           | 28                  | 14          | 50  |
|       |                            | Students                                              | 70                  | 35          | 50  |
| 3     | Intelligence Faculty       | Managers                                              | 8                   | 8           | 100 |
|       |                            | Instructors                                           | 26                  | 13          | 50  |
|       |                            | Students                                              | 31                  | 15          | 50  |
| 4     | Signal Faculty             | Managers                                              | 8                   | 8           | 100 |
|       |                            | Instructors                                           | 30                  | 15          | 50  |
|       |                            | Students                                              | 58                  | 29          | 50  |
| 5     | Combat Engineering Faculty | Managers                                              | 8                   | 8           | 100 |
|       |                            | Instructors                                           | 28                  | 14          | 50  |
|       |                            | Students                                              | 25                  | 12          | 50  |
| Total |                            |                                                       | 340                 | 19          | -   |

**Source:** *Joint Military Staff College Registrar*

### 3.4. Instruments and procedures of data collection

Both primary and secondary data were used to undertake the study. In order to get primary data, close ended survey questionnaires were prepared and distributed to selected managements, instructors and students of the college. An interview was conducted with top and middle level

management using structured interview guide. Moreover, the investigator has reviewed reports, manuals and policy documents of the college related to practices and challenges of instructional leadership. Furthermore, the researcher tried to review different documents including journals, articles and research papers.

Initially, the survey items were prepared in English and then translated in to Amharic in order not to create a language barrier on the participants while responding to the items. Then, the draft questionnaires were given to two instructors to review the items for clarity and completeness, correspondence to the level of students understanding, for language use. By incorporating the suggestions and comments given, the instruments were handed to the advisor for the same purpose. After the refinements of the instruments, the investigator administered it using small samples other than the research site identify ambiguities and misunderstanding and to consider other unforeseen issues to the data collection procedures. As a result modifications on some of the questionnaire items were made.

Then, participants were informed about the research (its purpose, benefits, risks and what was expected of them in the research process) and be aware that they would not be obliged to participate in the study and if they wish to participate, their responses would be anonymous and confidential. Besides, the investigator would explain how the questionnaires would be filled and what care should be taken. After the completion of data collection through the questionnaire, an interview with the top management would be conducted by the investigator on agreed up on schedule.

Having completed the data collection, the investigator would check and verify the completeness of the collected questionnaire. Then, the data would be sorted and coded in order to make data entry process easier. With regard to the qualitative data, sorting, systematizing and categorization would be done to facilitate the analysis process.

### **3.4.1. Questionnaire**

Questionnaires were used to collect relevant and first hand information from respondents informants' (managers, instructors and students). Both respondents questionnaire was prepared

in English. Manager's, instructors and students understanding of the issues and types of information/ data requires for this study. With the questionnaires, closed ended questionnaire included. The researcher preferred questionnaire as the main data gathering instrument because, it is easier to handle and simpler for respondents to answer within a short period of time. Besides, it allows respondents to respond to questions confidentially and independently without any interference so as to minimize biases because of the presence of other persons, though it limited farther explanation on the questions.

#### **3.4.2. Interview**

Structured interview was conducted with one manger, one faculty heads and one curriculum and research development department officers to enrich the data obtained through questionnaire. The reason why structured interview was used is that it is based on strict procedure and this structured interview guide is not as such different forms open-ended question.

#### **3.4.3 Document Review**

The investigator has reviewed legislation of the college, the college curriculum, annual reports of the college, self evaluation document and other essential documents. This review was believed to substantiate the data collected through interview and questionnaire.

### **3.5 Method of data analysis**

In this study, the researcher used both qualitative and quantitative analyses were used in this study. The quantitative data was organized and analyzed using SPSS Version 20. Thus, descriptive statistics such as frequency counts, percentage, mean value and standard deviation were employed for analysis. Besides, the data gathered through interview and document review were analyzed in the form of narration. Finally, the researcher enhanced the reliability of the findings by triangulating different data sources of information and examining evidence from the sources to determine the accuracy of the finding.

### **3.6 Ethical Consideration**

There were efforts made to make the research process professional and ethical. To this end, the researcher has tried to clearly inform the participants about the purpose of the study i.e., purely for academic. The investigator assured that participants were involved in the study based on their consents and confidentiality was protected regarding their responses. In addition, the researcher did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were duly acknowledged.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

In this chapter, the data collected through different methods and tools was discussed and analyzed in order to assess the practices and challenges of instructional leadership at Joint Military Staff College (JMSC).

In this study, data were collected through questionnaire, semi-structured interviews, and document review. With regard to document review the vision, mission and objectives of the Joint Military Staff College are discussed in the following manner.

### **Objectives;**

- ❖ generate officers at operational and tactical levels who are equipped with the knowledge, skills and behavioral qualities that are necessary to manage combat service support and combat support effectively and efficiently,
- ❖ create officers who can effectively and efficiently plan, organize, co-ordinate, and lead units under their command to accomplish military mission and provide combat service support and combat support in the times of peace and war,
- ❖ Create a conducive environment for research and consultancy which enhances the profession of logistics, signal, intelligence engineering and academic competence of the army,
- ❖ Conduct problem solving research in the areas of logistics, signal, intelligence and engineering,
- ❖ Equip officers with methods of conducting a research in order to enable them conduct action oriented innovative research in their respective fields of specialization,
- ❖ Work to upgrade the college's instructors' academic profiles to the highest level,
- ❖ Put in place the training facilities and services required for the successful Combat Service Support (CSS) training, and
- ❖ Work to upgrade instructional materials that are tailor-made to fit the context of Ethiopia ministry of national defense (DLC, 2011:3).

**Vision:-**

The college envisions a premier learning training and research center of excellence educating professional leaders and specialists in the fields of logistic, combat engineering communication and intelligence for higher competencies (JMSC, 2010:5).

**Mission:**

- ❖ Providing quality trainings and there by producing professional leaders who can effectively lead combat support and combat service support tasks of the armed forces in both war and peace time
- ❖ Conducting and disseminating relevant researches that upgrade intelligence logistics combat engineering and communication experiences applicable to military needs and to training and curriculum development
- ❖ Actively participating in the society social economical and security issues
- ❖ Organizing and conducting timely relevant and related short term trainings workshops seminars and panels for various units of the armed forces and the public (JMSC2010:5)

The next step was to analyze the collected primary data and to present the results. Then, descriptive statistics like frequencies and percentage, mean value and standard deviation were used in analyzing the quantitative data.

The survey was conducted through face-to-face interview between the respondents in Joint Military Staff College. The questionnaires were distributed to 44 managers, 56 instructors and 91 students respectively. Besides, interview was conducted with college managers, faculty head and curriculum and research development department officers. As the researcher indicated in the methodology part of the predecessor chapters, 191 sample questionnaires were distributed to the manager, instructors and students of JMSC, and all of them were collected. A total of 3 College Managers, faculty head, Curriculum and research development department officers were interviewed and included in the qualitative data analysis part.

The data presentation was done in such a way that the response obtained from the questionnaire and other data gathered were grouped according to the respective research questions. Accordingly, the responses are presented and analyzed as follows.

#### 4.1.Characteristics of Respondents

The study is mainly dependent on the data collected from the participants of the study and the characteristics of the participants could affect the study undertaking. Thus, it is essential to examine their characteristics. Thus, the study described details of sex, age, educational attainment and work experience of study participants in the organization

**Table: 4. 1: Characteristics of the respondents**

| Items                       | Category                        | Respondents |            |             |            |           |            |            |              |
|-----------------------------|---------------------------------|-------------|------------|-------------|------------|-----------|------------|------------|--------------|
|                             |                                 | Managers    |            | Instructors |            | Students  |            | Total      |              |
|                             |                                 | N           | %          | N           | %          | N         | %          | N          | %            |
| Sex                         | Male                            | 43          | 97.7       | 56          | 100        | 91        | 100        | 190        | 99.47        |
|                             | Female                          | 1           | 2.3        | -           | -          | -         | -          | 1          | 0.53         |
|                             | <b>Total</b>                    | <b>44</b>   | <b>100</b> | <b>56</b>   | <b>100</b> | <b>91</b> | <b>100</b> | <b>191</b> | <b>100.0</b> |
| Age                         | 21-30                           | 2           | 4.5        | 3           | 5.4        | 45        | 49.5       | 50         | 26.18        |
|                             | 31-40                           | 21          | 47.7       | 41          | 73.2       | 31        | 34.1       | 93         | 48.69        |
|                             | 40-50                           | 16          | 36.4       | 12          | 21.4       | 15        | 16.5       | 43         | 22.51        |
|                             | 51& above                       | 5           | 11.4       | -           | -          | -         | -          | 5          | 2.62         |
|                             | <b>Total</b>                    | <b>44</b>   | <b>100</b> | <b>56</b>   | <b>100</b> | <b>91</b> | <b>100</b> | <b>191</b> | <b>100</b>   |
| Work experience in years    | 1-5                             | 12          | 27.3       | 34          | 60.7       | -         | -          | 46         | 46           |
|                             | 6-10                            | 5           | 11.4       | 18          | 32.1       | -         | -          | 23         | 23           |
|                             | 11-15                           | 8           | 18.2       | 4           | 7.1        | -         | -          | 12         | 12           |
|                             | 16-20                           | 10          | 22.7       | -           | -          | -         | -          | 10         | 10           |
|                             | 21-25                           | 9           | 20.5       | -           | -          | -         | -          | 9          | 9            |
|                             | <b>Total</b>                    | <b>44</b>   | <b>100</b> | <b>56</b>   | <b>100</b> | <b>91</b> | <b>100</b> | <b>100</b> | <b>100</b>   |
| Level of educational status | Diploma                         |             |            | 1           | 1.8        | -         | -          | 1          | 1            |
|                             | 1 <sup>st</sup> Degree          | 27          | 61.4       | 47          | 83.9       | -         | -          | 74         | 74           |
|                             | Masters                         | 17          | 38.6       | 8           | 14.3       | -         | -          | 25         | 25           |
|                             |                                 | <b>44</b>   | <b>100</b> | <b>56</b>   | <b>100</b> |           |            | <b>100</b> | <b>100</b>   |
|                             | 1 <sup>st</sup> year degree St. | -           | -          | -           | -          | 39        | 42.9       | -          | -            |
|                             | 2 <sup>nd</sup> year degree St. | -           | -          | -           | -          | 52        | 57.1       | -          | -            |
|                             | <b>Total</b>                    |             |            |             |            | <b>91</b> | <b>100</b> |            |              |

Source: Field Survey, April, 2015

As can be seen in Table 4.1, male takes the share of almost all (99.47 %) of the respondent while females account for about 1 (0.53 %) of respondents. This indicates that, there was high level of male domination in the JMSC employees than females in their gender composition as respondents.

Concerning the age status of the respondents, 50 (26.18%), 93 (48.69%) and 43 (22.51%) of all the respondents were in 21-30, 31 -40 and 41-50 age category respectively. It was only about 5 (2.62%) that belonged to 51 and above. Thus, majority of the respondents were in between 21 and 40 years of age.

Regarding the work experience of the respondents, 46(46%) and 23(23%) of the respondents had a work experience of less than 5 and 6 - 10 years of experience respectively. The remaining 12 (12%), 10(10%) and 9(9%) of the respondents had 11-15, 16-20 and 21-25 years' work experience respectively. This implies that most of the respondents (nearly 70%) had a maximum of 10 years of experience in the organization.

Concerning the educational status of managers and instructors, 25(13.08%) of the respondents had second-degree and 74(38.8%) of them were first degree holders. The remaining proportion (one respondent) had diploma. With regard to students, 39(20.43%) and 52(27.23%) of the respondents were 1<sup>st</sup> year and 2<sup>nd</sup> year degree students respectively. Thus, from the above fact, one could easily understand that most of the respondent (instructors and managers) had at least first degree but they need to upgrade their educational status since they were managing and teaching first degree students in the college and they run the instructional leadership process effectively.

#### **4.2. Data analysis on the main themes of the study**

Under this part, the data collected through questionnaires were analyzed and presented regarding the practices and challenges of instructional leadership in JMSC. Thus, they are three parts or sections which include instructional leadership practices, the alignment of instructional leadership practices with the college's strategic plan and objectives as well as challenges of instructional leadership.

### 4.2.1. Instructional leadership practices in JMSC

The analysis under this section is related to how instructional leadership practices were undertaken in the college and expressed in five dimensions including managing vision and mission of the college, managing curriculum and instruction, supervising Instruction, monitoring Student Progress and promoting instructional climate. In each section there are elements that show the practices of such dimensions and respondents were requested to express the extent to which each of the elements were practiced in the college using a five point rating scale ranging from Never (1)...to Almost always(5).For the seek of analysis the calculated mean value is fixed in such interval **Never** (1.00 - 1.49), **rarely** (1.5 - 2.49), **sometimes** (2.5 - 3.49), **frequently** (3.5 - 4.49) and **almost Always** (4.5 - 5.00).

#### 4.2.1.1. Managing Vision and Mission of the College

**Table: 4.2. Response on Managing Vision and Mission of the College**

| Items                                                                                                | Managers |      |     | Instructors |      |      | Students |      |     |
|------------------------------------------------------------------------------------------------------|----------|------|-----|-------------|------|------|----------|------|-----|
|                                                                                                      | N        | MV   | SD  | N           | MV   | SD   | N        | MV   | SD  |
| 1.Improve a set of annual college-wide goals focused on student learning.                            | 44       | 3.16 | .57 | 56          | 2.86 | .699 | 91       | 3.08 | .86 |
| 2.Frame the college goals in terms of staff responsibilities for meeting.                            | 44       | 3.09 | .52 | 56          | 2.89 | .528 | 91       | 2.89 | .71 |
| 3.Use data on student academic performance when developing the college vision & mission.             | 44       | 3.00 | .53 | 56          | 3.14 | .796 | 91       | 2.77 | .76 |
| 4.Discuss the college vision & mission. with instructors at faculty meetings.                        | 44       | 2.82 | .72 | 56          | 2.84 | .757 | 91       | 2.67 | .88 |
| 5.Refer to the college vision & mission. when prepare curricular and instructional decisions.        | 44       | 2.89 | .97 | 56          | 2.64 | .749 | -        | -    | -   |
| 6.Ensure that the college vision & mission. are reflected in highly visible displays in the college. | 44       | 2.23 | .94 | -           | -    | -    | 91       | 2.63 | .99 |
| 7.Refer to college goals in student assemblies.                                                      | 44       | 2.93 | .95 | -           | -    | -    | -        | -    | -   |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value SD = Standard deviation

As it is indicated on Table 4.2, with regard to the dimension of managing vision and mission of the college there were seven elements and the respondents rated the extent to which each of the elements were practiced by the managers.

With regard to improving annual college wide goals focused on students learning, managers, instructors and students as respondents confirmed as there are some attempts being made by the managers since the mean values obtained were in between 2.5 and 3.49 (within the range of sometimes).

As it is shown on item two of the same Table, managers, instructors and students responses are respectively ensured with 3.09, 2.89 and 2.89 mean values. This implies managers of JMSC were framing the goals in terms of staff responsibility and this could be one of the reasons of mismanaging the college.

In item three; managers, instructors' and students' of the college consecutively replied 3, 3.14 and 2.77 as the rating scale was calculated in terms of mean values. This indicates that the college sometimes uses data on students' academic performance as an input when developing the college goals.

In item four; managers, instructors and students replied 2.82, 2.84 and 2.67 respectively as the management staff discusses the goal of the college with instructors. This implies that the management staff discusses the goals of the college with the instructors but not as it is expected. Thus, the discussion has to be strength need in order to internalize and implement the college goals.

As item five indicated, managers and instructors asserted as there as some practices of referring the goal of the college to prepare curricular activities and make instructional decision. This show us whatever there is a little attempt to refer institutional goal, it is very far apart from its overall vision. So, for practical implementation of this vision, managers should refer same documents that match with the goal.

On the similar table in item six; managers and students responded as there are some efforts to communicate the college goals using highly visible displays but they could not be considered as

satisfactory. Thus, managers have to do more in this respect so that the vision and mission would be well communicated.

In the last item of this table, respondents were asked about how much the college managers refers its goal during the assembly of students. Managers as the only group of respondents expressed their opinion that the management staff refers the goal of the college in student assemblies to some extent.

With regarding to defining and communicating the college's vision and mission, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following manner:-

*In terms of communicating the college's vision and mission, top manager believed that they know and implement them when they lead the college. But, others argued that even though top leaders know the vision and mission, they couldn't explain in a good manner for other staff members. On the other hand, Faculty head and curriculum and research development department head claimed that they know that visions and missions were included in the college's curriculum document but they don't refer them again.*

To sum up, since the mean values obtained in almost all elements range between 2.5 and 3.49 as responded by managers, instructors and students, the managers of the college were not consistently managing vision and mission of the college. This implies that the managers had gaps in communicating the vision and mission to the staff and in relating with the instructional processes. It is vivid that without communicating the vision and mission of the college and relating them to instructional processes, it impossible to transform an organization. Thus, managers and other stakeholders of the college need to do more in this respect.

#### 4.2.1.2.Managing Curriculum and Instruction

**Table: 4.3. Views on Managing Curriculum and Instruction**

| Items                                                                                                                              | Managers |      |      | Instructors |      |      | Students |      |       |
|------------------------------------------------------------------------------------------------------------------------------------|----------|------|------|-------------|------|------|----------|------|-------|
|                                                                                                                                    | N        | MV   | SD   | N           | MV   | SD   | N        | MV   | SD    |
| 1.Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process                   | 44       | 2.75 | .686 | 56          | 2.61 | .779 | 91       | 2.56 | .687  |
| 2.Control class size for effective instructional process                                                                           | 44       | 2.73 | .817 | -           | -    | -    | -        | -    | -     |
| 3.Ensure the beginning of instructional process according to the college calendar                                                  | 44       | 3.14 | .554 | 56          | 2.88 | .740 | 91       | 2.89 | 2.168 |
| 4.Prevent instructional time from disruptions (external and/or internal)                                                           | -        | -    | -    | 56          | 2.73 | .556 | 91       | 2.79 | .913  |
| 5.Consider the factors affecting teaching (nature of the subject, no. of preparations etc.) While assigning tasks for instructors. | 44       | 2.75 | .686 | 56          | 2.57 | .806 | 91       | 2.80 | .792  |
| 6.Schedule co-curricular activities in support of the formal instructional Process                                                 | 44       | 2.34 | .479 | 56          | 2.52 | .853 | 91       | 2.37 | .770  |
| 7.Encourage and support instructors to revise and improve their curriculum                                                         | -        | -    | -    | 56          | 2.27 | .774 | 91       | 2.41 | .830  |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value SD = Standard deviation

As it is indicated on Table 4.3 there were seven elements that describe the managing instruction and curriculum in the college and the respondents rated the extent to which each of the elements were practiced by the managers.

As the data revealed, the respondents (the managers, instructors and students) replied that the college managers were sometimes ensure the timely allocation of resources necessary for instructional processes, control class size for effective instructional process, ensure the beginning of the instructional process according to the college calendar, prevent instructional time from disruption and consider the factors affecting teaching of the subject while assigning tasks for instructors since the mean values obtained from the responses of respondents were in between 2.5 and 3.49. On the other hand, the scheduling of co-curricular activities in support of the instructional process and the encouragement and support given for instructors to revise and improve the curriculum is rarely practiced by the managers in the college because the main values obtained were in between 1.5 and 2.49. This implies that there is no continuous follow up and managing of curriculum and instruction in the college as responded by managers, instructors and students. In such a condition it is very difficult to attain the expected result from the instructional process because curriculum and instruction have a great role for an overall change and progress of learning and teaching process.

With regarding to managing curriculum and instruction, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following way:-

*Top manager, faculty head and curriculum and research development department head hold similar opinion and they agreed as there is a designed curriculum for the teaching- learning process. Hence, three batches were graduated and the fourth batch is attending the program based on this curriculum. However, there are gaps observed in the curriculum expressed in different ways. For instance, there is mismatch among course description, objectives, and content in some courses. Besides, there are problems of course arrangements in the course break down, unbalanced allotment of periods for course contents. Furthermore, there are shortages of reference materials and laboratory facilities to support the instructional process.*

#### 4.2.1.3. Supervising Instruction

**Table4.4: Response on Supervising Instruction**

| Manager                                                                                                                           | Managers |      |     | Instructors |      |     | Students |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------|----------|------|-----|-------------|------|-----|----------|------|------|
|                                                                                                                                   | N        | MV   | SD  | N           | MV   | SD  | N        | MV   | SD   |
| 1.Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process                  | 44       | 2.8  | .55 | -           | -    | -   | -        | -    | -    |
| 2.Ensure the beginning of instructional process according to the college calendar                                                 | 44       | 3.05 | .91 | -           | -    | -   | -        | -    | -    |
| 3.Prevent instructional time from external and/or internal disruptions                                                            | 44       | 3    | .71 |             |      |     |          |      |      |
| 4.Consider the factors affecting teaching (nature of the subject, no. of preparations etc.) While assigning tasks for instructors | 44       | 2.55 | .66 | -           | -    | -   | -        | -    | -    |
| 5.Schedule co-curricular activities in support of the formal instructional Process                                                | 44       | 2.61 | .78 | -           | -    | -   | -        | -    | -    |
| 6.Encourage and support instructors to revise and improve their curriculum                                                        | 44       | 2.52 | .76 |             |      |     |          |      |      |
| 7.Make classroom visits for the purpose of instructional improvement                                                              | -        | -    | -   | 56          | 2.86 | .72 | 91       | 2.62 | 1.04 |
| 8.Hold regular meeting with each department for the purpose of improving curriculum and instruction                               | -        | -    | -   | 56          | 2.55 | .63 | 91       | 2.76 | 1.16 |
| 9.Create opportunities for professional dialogue or discussions among instructors                                                 | -        | -    | -   | 56          | 2.55 | .71 | 91       | 2.88 | 3.22 |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value SD = Standard deviation

As it is understood from the table, the six elements included in the managing of instruction and curriculum were also raised in the dimension of supervising instruction since they are interrelated and three additional relevant elements were included this part. Items one up to six were designed to be replied by managers in order to get more reliable information regarding the issue raised. Conversely, items seven to nine were left for instructors and students for the same reason mentioned earlier.

As it is indicated in the result; managers in the college had a relative good practice in controlling the wastage of instructional time since the mean values obtained were above 3.0. The remaining elements mentioned under the supervising of instruction were given little attention by the managers since the calculated mean value is below 3.0. This means there is no consistent practice of ensuring the timely allocation of resources necessary for instructional process, considering the factors affecting teaching, scheduling co-curricular activities in support of the formal instructional process and encourage and support instructors to revise the curriculum.

For item 7-9 instructors and students claimed that managers in the college didn't conduct regular meeting with each department and classroom visit for the purpose of improving curriculum and instruction. Besides, they didn't have usual practice of creating opportunities for professional dialogue or discussions among instructors.

With respect to supervising instruction, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following manner:-

*The top managers reflected that there is a supervision committee at the college level and there are efforts to supervise the instructional process. Whereas Faculty head and curriculum and research development department head reflected that there is a supervision committee at the college level. But they are not undertaken in a well-planned manner and they don't support the teaching-learning process up to the standard.*

To conclude, overall views of instructors, managers and students about the practices and challenges of supervising instruction in the college had a gap which requires a lot of efforts to narrow the observed gap. Though eight items had a relatively similar response, item three which depicts about much disruption of time mainly bold from the table. This means the college didn't run on and accomplish number of tasks based up on its calendar and scheduled time.

#### 4.2.1.4. Monitoring Students' Progress

**Table 4.5: Response on Monitoring Students' Progress**

| Items                                                                                                                                                    | Managers |      |       | Instructors |      |      | Students |      |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|-------|-------------|------|------|----------|------|-------|
|                                                                                                                                                          | N        | MV   | SD    | N           | MV   | SD   | N        | MV   | SD    |
| 1.Meet individually with instructors to discuss students' academic progress                                                                              | 44       | 2.64 | .810  | 56          | 2.54 | .602 | 91       | 2.64 | 1.101 |
| 2.Use test result to assess progress toward college goals                                                                                                | 44       | 2.82 | 1.105 | 56          | 2.82 | .716 | 91       | 2.58 | .920  |
| 3.Ensure the timely distribution of test results                                                                                                         | 44       | 2.64 | .838  | 56          | 2.79 | .756 | 91       | 2.44 | .833  |
| 4.Inform the college performance result to instructors in a report form                                                                                  | 44       | 2.52 | .927  | 56          | 2.57 | .783 | -        | -    | -     |
| 5.Encourage instructors to hold the college testing practice as integral part of the total instructional process than treating it as a separate function | 44       | 2.43 | .873  | -           | -    | -    | -        | -    | -     |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value SD = Standard deviation

With regard to the dimension of monitoring students' progress, five elements were included and all the three group of respondents were required to respond to the first three items, the fourth and the fifth items were responded only by instructors and students respectively.

In the first item of this Table, managers, instructors and students respectively confirmed with 2.64, 2.54 and 2.64 mean values as the college sometimes meets instructors to discuss about students' academic progress. Instructors are the primary source to bring change on students' academic progress. In addition to this, monitoring and follow up the steps of academic tasks mitigate or gradually guide complaints that emanated from the students.

As item two of this Table indicates, managers, instructors and students replied 2.82, 2.82 and 2.58 mean values consecutively about the practices of using learners test result to assess progress in relation to the college goals. This implies that some efforts are made by the college to associate the learners test result towards the progress of the college goals. The prime target of the college is to equip learners with necessary education which easily can fulfill its objectives. But, among number of parameters, learners test result comes on the first line. Whatever the managers and instructors forwarded the same opinions on this item, Students hold a slightly different opinion.

As observed on item three; managers with 2.64, instructors with 2.79 and students with 2.44 mean values affirmed that managers didn't consistently ensure the timely distribution of assessment results to the students. Thus, it is up to the instructors to inform students about their assessment result at the right time but there should be check and balance system so that students could get feedback timely from their instructors.

Concerning item four; managers and instructors asserted with 2.52 and 2.57 mean values that instructors were sometimes informed about the college's performance result in a report form by the managers. In order to facilitate and create conducive atmosphere between managers and instructors, blending verbal (oral) and non-verbal (writing a report) to express the performance result of instructors is important so that instructors could aware about what is being done at the college level and broaden their view.

The last item was about the integration of students' assessment to the instructional process and managers are expected to encourage and follow up such practice by the instructors. However, the result in the table (mean = 2.43) has shown that managers by themselves confirmed that they rarely encourage instructors to hold the college testing practices as the integral part of the total instructional process. Thus, there are gaps in ensuring the monitoring of students' progress throughout the instructional process and there could a tendency among instructors to evaluate

students learning towards the end of the semester which indicates the treatment of testing practices as a separate activity. But, it is preferable to integrate students' assessment with the instructional process to secure the expected results the instructional process.

Concerning monitoring of student progress, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following manner:-

*The manager replied as there are attempts to monitor the students' progress by administering exams and providing timely feedback. There are also rewards in different forms for those outstanding students at the end of the year. Faculty head and curriculum and research development department confirmed that, there is no strong competition among students in order to score a good result. Besides, there is grade inflation since the college couldn't totally reduce cheating during exams.*

To sum up, the system of monitoring students' academic progress in the college was expressed in different ways but managers did not give the required emphasis for this dimension which is one of the core components of the college's instructional leadership. Thus, efforts need to be exerted to minimize the observed gaps in this respect.

#### 4.2.1.5. Creating Conducive Atmosphere of Instructional Climate

**Table 4.6: Responds on Creating Conducive Atmosphere of Instructional Climate**

| Items                                                                                                                                                 | Managers |      |      | Instructors |      |      | Students |      |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------|-------------|------|------|----------|------|-------|
|                                                                                                                                                       | N        | MV   | SD   | N           | MV   | SD   | N        | MV   | SD    |
| 1.Communicate to instructors and students that all students have the capacity to excel.                                                               | -        | -    | -    | 56          | 2.64 | .724 | 91       | 2.73 | .817  |
| 2.Develop college level policy that communicates the need for protecting instructional time from disruptions.                                         | 44       | 2.64 | .892 | 56          | 2.7  | .913 | 91       | 2.87 | 1.002 |
| 3.Communicate the need for enrichment effort to help students to master the intended instructional objectives.                                        | 44       | 2.39 | .813 | 56          | 2.71 | .847 | 91       | 2.92 | .980  |
| 4.Developing college level classroom practice policies requiring instructors to implement instructional practices that promote students' achievement. | 44       | 2.43 | .695 | 56          | 2.59 | .654 | 91       | 2.74 | .987  |
| 5.Maintain close contact with instructional process.                                                                                                  | -        | -    | -    | 56          | 2.7  | .658 | -        | -    | -     |
| 6.Use different recognition or reward systems for greater achievement of students result.                                                             | 44       | 2.39 | .813 | 56          | 2.55 | .913 | 91       | 2.51 | .959  |
| 7.Recognize and reward instructors for their productive work.                                                                                         | 44       | 2.34 | .745 | -           | -    | -    | -        | -    | -     |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value SD = Standard deviation

The other dimension of instructional leadership practice is creating conducive atmosphere of instructional climate. Seven elements were included to ensure the practice of such dimension in the college and respondents were requested to rate the extent to which each of the elements practiced by the college managers.

The first three items in the Table were about communication made by managers in order to create conducive atmosphere for the instructional process. In item one, instructors and students confirmed with 2.64 and 2.73 mean values that the managers sometimes communicate to others as all students are having the capacity to achieve the expected result which could be used as a means of motivation and facilitates good relationship among managers, instructors and students.

In item two, all the three groups of respondents were asked whether managers communicate the need for protecting instructional time from disruption using college level policy. The result obtained revealed that it is practiced by the managers with an interval of time but not frequently since the mean values are in between 2.5 and 3.49.

With regard to item three; managers, instructors and students with 2.39, 2.71 and 2.92 mean values respectively responded the rate at which the college managers communicate the need for enrichment effort to help students to master the intended instructional objectives. This implies that both instructors and students confirmed that managers had practiced it for sometime while managers by themselves claimed it is rarely practiced. Thus, conflicting ideas were raised by the two groups of respondents. However, it is possible to understand the existence of communicating gaps in this respect as confirmed by the respondents.

The fourth item of Table 4.6 is related to developing college level classroom practice policies requiring instructors to implement instructional practices that promotes students achievement. The respondents replied in the same way as they respond to the earlier item. That is to say instructors and students claimed that managers are sometimes implementing classroom practice policies that promote students achievement. However, managers responded as they are practicing it but in rare cases since the mean value calculated are somewhat less than the other groups.

As can be seen from the given data, though the respondents confirmed the practice of class room policies that promote students achievement there is variation of opinion among managers, instructors and students.

One way of creating conducive atmosphere in the instructional climate is maintaining close contact with the instructional process. As indicated in item five, instructors replied with 2.7 mean value that there are attempts from managers to closely follow up the instructional process though it is not

adequate. This implies that the managers leading the college were allocating most of their time for administrative duties and this could adversely affect the instructional process underway.

The other mechanisms of creating conducive condition in the instructional process is recognizing and rewarding the achievements of the stakeholders involved in the process. Thus, the last two items were related to practices made in recognizing and rewarding the greater achievements of instructors and students. As it is shown in item six; managers, instructors and students replied with 2.39 , 2.55 and 2.51 mean values respectively which implies that the college sometimes recognition and rewards the greater achievement of students for promoting favorable instructional climate as it is expected to do so.

Similarly, the last item on the same Table has shown that there are some trends in the college to recognize and reward instructors for their productive work though not at satisfactory level as responded by managers of the college. This condition could lower the motivation of instructors to do something better in their career. In this respect, scholars stated that motivation plays the key factor to maximize production and to change the output of any processed things. Thus, the college managers should give due consideration for the recognition and rewarding of instructors greater efforts in order to enhance their commitment.

With respect to Promoting conducive instructional climate, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following way:-

*The top manager replied that there is a positive instructional climate and Faculty head and curriculum and research development department describes different salary scale for instructors and overload payment is included in the college directive but not implemented till now. There are also encouragements for innovative activities, for instance, when developing new website. However, instructors are working with overload because of shortage of instructors.*

In conclusion, although there are attempts made by the college managers to create conducive atmosphere for the instructional climate, it is not to the level expected and extra effort is required from the managers and other stakeholders to narrow the gaps observed in this respect.

#### 4.2.2. The alignment of instructional leadership practices with the college's strategic plan and objectives

In order to assess the alignment of instructional leadership practices with the college's strategic plan and objectives, five items were listed and respondents were requested to express their level of agreement regarding the issue using a five point rating scale ranging from strongly disagree(1)... to strongly agree(5). For the seek of analysis the calculated mean value is fixed in such interval **strongly disagree** (1.00- 1.49), **disagree** (1.5 – 2.49), **uncertain** (2.5 – 3.49), **agree** (3.5 – 4.49) and **strongly agree** (4.5 – 5.00)

**Table 4.7: Responses on the alignment of instructional leadership Practices with the College Strategic Plan and Objectives**

| Items                                                                                                      | Managers |      |       | Instructors |      |      |
|------------------------------------------------------------------------------------------------------------|----------|------|-------|-------------|------|------|
|                                                                                                            | N        | MV   | SD    | N           | MV   | SD   |
| 1.Designed the curriculum in line with the college's strategic plan and objectives.                        | 44       | 2.34 | 1.055 | 56          | 2.25 | .837 |
| 2.Promote suitable instructional climate on the basis of the college's strategic plan and its objectives   | 44       | 2.48 | .792  | 56          | 2.16 | .91  |
| 3.Undertake supervisory activities in conformity with the college's strategic plan and its objectives.     | 44       | 2.45 | .761  | 56          | 2.3  | .851 |
| 4.Follow up and checking Instructional activities according to the college's strategic plan and objectives | 44       | 2.18 | .691  | 56          | 2.13 | .810 |
| 5.Monitor and evaluate students' progress in line with the college's strategic plan and its objectives.    | 44       | 2.5  | .952  | 56          | 2.18 | .855 |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value, SD = Standard deviation

In order to assess the alignment of instructional leadership practices with the college's strategic plan and objectives, assigned respondents were managers and instructors but students were excluded since they were not familiar to the issue and could not forward reliable opinion.

Item one describes the alignment between the designed curriculum and strategic plan and objectives of the college. Both managers and instructors responded as there is weak alignment between them since the mean obtained were below 2.5. This is to mean the curriculum was not designed in conformity with the college's strategic plan and objectives.

As far as item two of this Table considered, about promoting suitable instructional climate on the bases of the strategic plan of the college and its objectives, managers and instructors expressed with 2.48 and 2.16 mean values respectively that the college is not performing well in promoting suitable climate on the bases on the strategic plan and objectives.

The third item describes the conformity of supervisory activities undertaken with that of the college's strategic plan and its objectives. Both managers confirmed that there are supervisory activities undertaken but it is difficult to ensure its alignment with the strategic plan and objectives of the organization.

As it is shown in item four; managers and instructors replied that managers did not follow up and check instructional activities in line with the college's strategic plan. This implies that, accomplishing a number of follow up and checking instructional activities without taking in to consideration the strategies plan and objectives of the college is meaningless. So every follow up and checking should be matched with the strategic plan and objectives of the college

In the last item of the Table, managers and instructors expressed the extent to which the college monitors and evaluates students' progress in line with the college's strategic plan and objectives in order to ensure the students performance and the social return of the college. The result obtained from the responses implied that the college is monitoring and evaluating students' progress but the alignment of these activities with the strategic plan and objective of the college is limited.

With regard to the alignment of instructional leadership practices with the strategic plan and objectives of the college, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following manner:-

*The top managers claimed that the college does not have its own strategic plan rather objectives of the college were cascaded from the strategic plan of the Ministry of Defense. Although the college has its own vision and mission, it is difficult to confirm the alignment of its instructional leadership with the strategic plan and its objective.*

*The faculty head revealed that as it is not reasonable to discuss about the extent, since the colleges hasn't independently its own strategic plan. The prepared objective and mission keep the line of the strategic plea that was given from the Ministry of National Defense Force. Whatever the case, the practices are related to its objectives rather than with strategic plan.*

*Curriculum and research development department head explained in the same way with the top manager and the faculty head the respondent showed the integration of objectives, mission and goals, but differ from its strategic plan.*

To sum up, the alignment of the colleges instructional leadership with its strategic plan and its objectives were assessed in terms of the five elements directly related to the dimensions of instructional leadership. It is possible conclude that there is a weak alignment between these elements on one hand and the strategic plan and its objectives of the college on the other hand. Thus, the college managers should seriously consider this weak alignment and try to improve by involving other stakeholders.

#### **4.2.3. Challenges of Instructional Leadership in the JMSC**

In order to identify the challenges faced in the instructional leadership practices of the Joint Military Staff College, fifteen possible challenges taken from literature were listed and respondents were requested to express the extent to which each of them were constraining in the instructional leadership practices using a five point rating scale ranging from **not at all constraining (1) ... to most constraining (5)**. For the seek of analysis the calculated mean value is fixed in such interval **not at all constraining** (1.00 - 1.49), **least constraining** (1.5 – 2.49), **moderately constraining** (2.5 – 3.49), **more constraining** (3.5 – 4.49) and **most constraining** (4.5 – 5.00)

**Table 4.8: Responds on Possible Challenges of Instructional Leadership**

| Manager                                                                                            | Managers |             |      | Instructors |             |      |
|----------------------------------------------------------------------------------------------------|----------|-------------|------|-------------|-------------|------|
|                                                                                                    | N        | MV          | SD   | N           | MV          | SD   |
| <b>A/ related to managing vision and mission</b>                                                   |          |             |      |             |             |      |
| 1.Inability to bring together multiple perspectives of stakeholders into a coherent vision/mission | 44       | 2.52        | .628 | 56          | 2.80        | .923 |
| 2.Limited staff commitment to the college's vision and mission                                     | 44       | 2.45        | .504 | 56          | 2.48        | .894 |
| 3.Discrepancy of understanding the college's vision and mission among the college staff            | 44       | 2.55        | .504 | 56          | 2.64        | .773 |
| <b>Grand mean</b>                                                                                  |          | <b>2.51</b> |      |             | 2.64        |      |
| <b>B/ related to availability of resources</b>                                                     |          |             |      |             |             |      |
| 4.High degree of financial and supply delivery problems                                            | 44       | 2.45        | .663 | 56          | 2.41        | .781 |
| 5.Numerous reporting requirements                                                                  | 44       | 2.70        | .632 | 56          | 2.41        | .757 |
| 6.Untimely Transfer and deployment of instructors                                                  | 44       | 2.55        | .627 | 56          | 2.29        | .653 |
| 7. Shortage of staff development program                                                           | 44       | 2.25        | .719 | 56          | 2.16        | .733 |
| 8. Shortage of qualified instructors                                                               | 44       | 2.48        | .549 | 56          | 2.16        | .804 |
| <b>Grand mean</b>                                                                                  |          | <b>2.49</b> |      |             | <b>2.29</b> |      |
| <b>C/ related to organizational characteristics</b>                                                |          |             |      |             |             |      |
| 9.Long list of administrative duties (Role diversity)                                              | 44       | 2.09        | .772 | 56          | 2.39        | .779 |
| 10. The existing informal culture in the college                                                   | 44       | 2.57        | .818 | 56          | 2.52        | .713 |
| 11. Expectations of higher officials on activities other than instructional leadership             | 44       | 2.30        | .668 | 56          | 2.20        | .923 |
| 12. Instructors heavy workload                                                                     | 44       | 2.14        | .795 | 56          | 2.23        | .991 |
| <b>Grand mean</b>                                                                                  |          | <b>2.27</b> |      |             | <b>2.33</b> |      |
| <b>D/ Related to Personality characteristics</b>                                                   |          |             |      |             |             |      |
| 13. Conflicts between college leaders and instructors                                              | 44       | 2.23        | .642 | 56          | 2.20        | .923 |
| 14. Difficulty to maintain and respect the needs of the college with individual instructors needs. | 44       | 2.16        | .645 | 56          | 2.07        | .806 |
| 15. Staff reluctance to change                                                                     | 44       | 2.32        | .561 | 56          | 2.07        | .871 |
| <b>Grand mean</b>                                                                                  |          | <b>2.24</b> |      |             | <b>2.37</b> |      |

Source: Field Survey, April, 2015

**NB:** MV = Mean Value SD = Standard deviation

As it could be understood from the table the possible challenges were grouped into four major categories namely, those related to managing vision and mission, availability of resources, organizational characteristics and personality characteristics. These major categories comprised of three to five specific elements and a total of fifteen specific items were included. In order to show

how many the major categories were perceived as challenges of instructional leadership the grand mean values obtained were compared. Thus, those impediments related to managing vision and mission were considered as moderately challenging in the instructional process since the grand mean obtained according to the responses of managers and instructors were 2.51 and 2.64 respectively. While, the other major categories were considered as least challenging in the instructional process since the grand mean values obtained were less than 2.5.

In order to identify how much each of the particular elements was perceived as challenges to the instructional leadership process, the mean values were used for analysis. With regard to managing vision and mission, inability to bring together multiple perspectives of stakeholders into a coherent vision/mission was relatively perceived as moderately constraining for managers as it is responded by the managers and instructors. The other challenge related to the same category is limited staff commitment to implement the college's vision and mission but it is considered as least constraining for the managers according to the responses of both groups of respondents. That is to say there is no as such commitment problem among the staff in the college and this implies that the instructional leadership practices could not be hampered by lack of commitment.

Item three showed how much discrepancy of understanding the college's vision and mission among the college staff is constraining for managers in the instructional leadership. It is difficult to confirm the vision and mission of the college is internalized by all staff members because there are discrepancies in understanding them among the staff but such problem is considered as moderately challenging for managers in the instructional leadership. It is good to note that narrowing the gaps in understanding the vision and mission among the college staff contributes progress. So, it is better to do more on this issue.

Item four to eight described challenges related to the availability of resources. In item four, managers and instructors with mean values 2.45 and 2.41 respectively revealed that financial and supply delivery problems in the college could not be as such constraining factors compared to others in the instructional leadership process.

The fifth item deals about numerous reporting requirements as one challenge for managers in the instructional leadership practices. The managers considered it as moderating challenging (mean=2.7) while instructors rated as least challenging (mean= 2.41). The difference in the

response between the two groups of respondents could be due to the different assignments they were engaged on.

As item six indicated; managers and instructors replied with 2.55 and 2.29 mean values that the untimely transfer and deployment of instructors could be a challenge for the college but the magnitude is very limited.

Shortage of staff development program is another challenge in the instructional leadership process. However, as it is shown in item seven, managers and instructors considered shortage of staff development program as least constraining factor in the college since the mean values obtained were less than 2.5. However, the college should work more in staff development since it has vital role to enhance instructional activities.

As item eight raised shortage of qualified instructors as one of the challenges for managers in the instructional leadership process. However, the responses of managers and instructors confirmed that shortage of qualified instructors in the college is least constraining compared to the other factors. Thus, the college is in a good status with regard to comprising qualified instructors which is very essential for delivering quality education for the students.

Item 9-12 dealt with organizational characteristics as challenges in the instructional leadership practices. In item nine of the same Table, managers and instructors with 2.09 and 2.39 mean values respectively expressed the long list of administrative duties (role diversity) as less constraining factors for managers in the instructional leadership practices of the college managers. This implies that instructional leaders could get enough time follow and check the effectiveness if the instructional process.

Item ten considered the existence of informal administrative practices in the college as constraining factor for the managers. In this regard, the managers and instructors expressed that the existing informal administrative practices were challenging the managers to some extent and this is reflected by resistance to innovative ideas. This implies the persistence of traditional deeds rather than the modern administrative thinking's. However, to be competent with the other higher institutions, the college should implement the modern and innovative management styles so that the informal administrative practices could be replaced through time.

The expectation of higher officials from managers on activities other than instructional leadership is described as constraining factor in item eleven. But managers and instructors responded as there is no expectation from higher officials that shifts the managers away from the main objective of instructional leadership process. This implies that there is no imposition over the managers with respect to their instructional leadership.

In item twelve the heavy workload of instructors is described as one challenge for the managers in the instructional leadership. Managers and instructors with 2.14 and 2.23 mean values respectively confirmed that teaching load of instructors is one constraining factor in the instructional leadership practices though the impact is very limited. In order to energize instructors and to ensure the quality of education, it is advisable to reduce the workload of instructors.

Item 13- 15 were focused on the personality characteristics as challenges of instructional leadership. On item thirteen; the respondents replied as there is no as such conflict between college leaders and instructors to be considered as a challenge for managers in the college. Such harmonious relationship should be maintained because without unity of mind and agreement, it is impossible to bring change in the discipline of education.

In item fourteen, the difficulty to maintain and respect the need of the organization with the needs of the individuals is described as one challenge in the process of instructional leadership. Such conflict of needs between the organization and individuals may not be avoidable since human needs are unlimited by their very nature. But the managers and instructors confirmed that conflict of needs between the organization and individuals does not have significant impact on the managers during instructional leadership process. This indicates that managers in the college were not busy in compromising organizational needs with that of individual needs.

The last item in the same table raised staff reluctance to change as one challenge for managers during instructional leadership. Experiences has shown that people or social institutions even organizations resist change at the beginning whatever output that change brings (positive or negative). With regard to this, managers and instructors responded that there could be staff resistance to change in the college but it is not as a challenge for the managers during the instructional leadership.

With regarding to major challenges of instructional leadership, the college managers, faculty head and curriculum and research development head were interviewed and responded in the following manner:-

*The managers said that on the part of students, there were capacity problems to withstand the load created by the course programs and to attain the expected result. Thus, there is some sort of cheating during exams. They added that instructors lacked the required pedagogical and language skill to run the instructional process and most of them were below the standard in terms of qualification. Besides, the limited number of instructors in the college is another challenge encountered. However, the college is in a good condition in terms of facilities and resources to support the instructional process. Thus, there is no challenge to mention in this regard.*

*Faculty head claimed the major challenges that emanate from the instructors are discomfort because of the communication barriers between administrates and instructors in addition this directives commands and instructions do not fellow in a proper way that make instructors the opponent of the goal of the college. The college is in a good condition in terms of facilities and resources to support the instructional process. Thus, there is no challenge to mention in this regard.*

*Curriculum and research development department head confirmed that the major challenges are emanate from students instructors, lack of facilities and scarcity of resources. To treat this one by one student's chooses the desire of learning and some of them are misbehavior.*

To sum up, although fifteen items were raised as possible challenges for managers when they lead the instructional process, none of them were considered as more and most challenging. This implies that the listed constraining factors in Table 4.8 were rated by the respondents as least challenging or moderately challenging.

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the data presented and analyzed in chapter four of the study, the following summary, conclusions and recommendations were drawn.

### 5.1. Major finding of the study

The main purpose of this study was to assess the instructional leadership practices and the associated challenges in the Joint Military Staff College under Ministry of Defense situated at Mekele. In order to achieve this objective, the investigator has undertaken the study based on four basic research questions and these were:

- What are the instructional leadership practices in the college?
- Does the organization have effective and clear practices of instructional leadership strategic plan?
- Are the instructional leadership practices align with the strategic plan and objective of the college?
- What are the main challenges and gaps in the instructional leadership of the organization?

In order to address these basic questions in the study both quantitative and qualitative approaches were employed. In other words, the investigator used both questionnaire and interview to collect primary data from the respondents i.e. managers, instructors, faculty head, curriculum and research development department officers and students in the college. The quantitative data obtained was analyzed using descriptive statistics such as percentages, frequency counts, mean, grand mean and standard deviation but mean is the most commonly used one. The qualitative data gathered through interview were analyzed in a narrative way and integrated into the quantitative data in order to make the findings of the study more reliable. Then, the major findings of the analysis in line with the basic questions were described as follows.

- ❖ The mean values obtained in almost all elements that describe managing vision and mission range between 2.5 and 3.49 as responded by managers, instructors and students and this indicated that the managers had gaps in communicating the colleges' vision and mission to the staff and in relating it with the instructional processes.

It is therefore, vivid that without communicating the vision and mission of the college and relating them to instructional processes, it is impossible to transform an organization.

- ❖ The results obtained from the study revealed that there is no continuous follow up and managing of curriculum and instruction in the college as responded by manager's range between 1.5 and 2.49 mean values, and 2.5 up to 3.49 instructors and students. In such a condition it is very difficult to attain the expected result from the instructional process because curriculum and instruction have a great role for an overall change and progress of learning and teaching process.
- ❖ With respect to supervising instruction, the instructional leaders were the evident from the study that such activities were not undertaken in a consistent and strengthened manner as responded by the managers, instructors and students the mean values were range between 2.5 up to 3.49
- ❖ Concerning to creating conducive atmosphere for instructional climate, the results obtained were 2.39, 2.71 and 2.92 mean values for managers, instruction and students respectively. It is shown that managers did not give the required emphasis for this dimension which is one of the core components of the college's instructional leadership. Thus, efforts need to be exerted to minimize the observed gaps in this respect. It is, however, revealed from the study that there are attempts made by the college managers to create such conducive atmosphere but not to the level expected and extra effort is required from the managers and other stakeholders to narrow the gaps observed in this respect.
- ❖ The result has shown that there is a weak alignment between the instructional leadership practices on one hand and the strategic plan and its objectives of the college on the other hand for the reason that, the mean values was below 2.5. Thus, the college managers should seriously consider this weak alignment and try to improve by involving other stakeholders.
- ❖ It is evident from the study that challenges related to managing vision and mission, availability of resources range between 2.5 up to 3.49 main values. Personality and organizational characteristics between 1.5 and 2.49 main values. As a result the first two factors were relatively considered as more challenging than the other two groups of factors.

At a particular level, numerous reporting requirements, discrepancy of understanding the college's vision and mission among the college staff, inability to bring together multiple perspectives of stakeholders into a coherent vision/mission, untimely transfer and deployment of instructors, the existing informal culture in the college were considered as moderately challenging in the instructional leadership practices.

## **5.2.Conclusion**

On the basis of the findings of the study, the investigator arrived at the following conclusion.

- ❖ As the central goal of JMSC is to build the capacity of the military staff through delivering quality education, the college leaders/managers are expected to provide effective instructional leadership for the attainment of the goals set. The investigator has assessed the instructional leadership practices of the college on the bases of five dimensions. There were attempts made by the managers to manage the college's vision and mission, manage curriculum and instruction, supervising instruction, monitoring students' progress and creating conducive atmosphere for instruction but not to the level of they are expected to do so. It is, therefore, possible to conclude that instructional leadership is not practiced in the way that address the elements included in the five dimensions of instructional leadership.
- ❖ The study has also shown the mismatch between the instructional leadership practices and the college's strategic plan and its objectives. From this one can imply that it is very difficult to attain the objectives of the college and the targets set in the strategic plan unless this mismatch is resolved. Thus, all the stakeholders need to give due attention to the issue raised.
- ❖ Lastly, the investigator has raised various possible challenges of the instructional leadership and identified some of them as moderately constraining but none of them were rated as having significant impact. Hence, there are some challenges in the instructional leadership process in the college. Thus, there is a need to tackle these challenges and things will be good for the smooth running of the college.

### 5.3 Recommendations

Based on the conclusion made earlier, the following recommendations are forwarded to alleviate or at least to minimize currently encountered problems in Joint Military Staff College related to practices and challenges of instructional leadership.

- ❖ As it is shown by the study, the status of practices and challenges of instructional leadership in JMISC needs improvement. And this has to start with introducing leaders with appropriate instructional leadership role behaviors and skills. Thus, Ministry of National Defense Main Training Department in collaboration with JMISC needs to define the instructional leadership responsibilities in terms of the five dimensions (defining the college vision and mission, managing curriculum and instruction, supervising instruction, monitoring student progress, and creating conducive atmosphere of instructional climate).
- ❖ Minimizing the various factors influencing the provision of instructional leadership should be another alternative for the success of leaders. In this endeavor, the most important and worthy recommendation is, that the Ministry of National Defense Main Training Department need to assess the standard benchmarks used for selecting and appointing the Ministry of National Defense college managements relative to Minister of Education (MoE) guideline and the stakeholders need to be give due attention for its implementation.
- ❖ Joint Military Staff College managements are responsible to create mechanisms of aligning instructional leadership practice with the college's strategic plan and its objectives so that the instructional leadership could contribute its part for the realization of the objectives and targets set in the strategic plan.
- ❖ It is unimaginable to provide instructional leadership strongly under the shortage of instructional resources like qualified instructors and instructional equipment supplies. Thus the college leaders should take the responsibility and initiative to influence the concerned bodies to provide the necessary resources timely and adequately and revise acceptance programme requirement.

- ❖ It is hardly possible for leaders, instructors and management staff to be engaged with full courage and devotion in their duties unless their achievement gets recognition and rewarded. It is, therefore, advisable for the college managers to design and implement sustainable incentive mechanisms to appreciate greater achievements of the staff and instructors so that they would be motivated for better future performance. Ultimately, the performance of the college would be enhanced.

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## **Appendix A**

### **ADDIS ABABA UNIVERSITY**

#### **COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

#### **DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**

#### **Questionnaire for Instructional leaders (College and faculty management and dean)**

#### **Dear Respondent!**

This questionnaire intends to gather data on the practices and challenges of instructional leadership in Joint Military staff College. The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete the questionnaire carefully and honestly. All the responses you provide will be strictly confidential and shall only be used for the purpose of academics.

Dear respondents! Please note that:

- You do not need to write your name on the questionnaire.
- You need to respond the entire item.
- You should not contact other respondents to fill it.
- Put a tick mark (✓) inside the box provided next to each alternative or write your comments whenever necessary.
- You can put a tick mark (✓) more than one alternative.

**Thank you in advance for your cooperation!**

## Section I. Demographic information

Direction: Please check by writing an (✓) mark on the box provided against the items.

1. Sex: Male ☐ Female ☐

2. Age:

21-30 ☐ 41-50 ☐

31-40 ☐ 51& above ☐

3. Work experience in years

a. 1-5 ☐ c. 11-15 ☐ e. 21-25 ☐ g. 31 and above ☐

b. 6-10 ☐ d. 16-20 ☐ f. 26-30 ☐

4. Level of educational attainment at present.

a. certificate ☐ b. Diploma ☐

c. B.A. B.Sc. Degree ☐ d. M.A/M.Sc. Degree ☐

e. if other, please specify \_\_\_\_\_

## Section II. Instructional Leadership Dimensions

**Note:** - Instructional leadership is conceptualized as the activities of leader (main and/or assistant) in setting college mission, managing curriculum and instruction, supervising instructional, monitoring student progress and promoting school learning climate.

### Part I: Instructional leadership practices

**Direction:** Read each statement carefully. Then **circle the number** that indicates the extent to which you are engaged with the specific job behaviors or practices described in each dimension.

**Please indicate your level as agreement to the following statement using the scale provided.**

|                          |                                    |                      |                   |                         |
|--------------------------|------------------------------------|----------------------|-------------------|-------------------------|
| 5                        | 4                                  | 3                    | 2                 | 1                       |
| represents almost always | represents many times (frequently) | represents sometimes | represents rarely | represents almost never |

**A. Related to Managing Vision and Mission (goals that the college is intended to attain)**

| No | The college management...                                                             | Responses |   |   |   |   |
|----|---------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Develop a set of annual college -wide goals focused on student learning               | 5         | 4 | 3 | 2 | 1 |
| 2  | Frame the college goals in terms of staff responsibilities for meeting them           | 5         | 4 | 3 | 2 | 1 |
| 3  | Use data on student academic performance when developing the college goals            | 5         | 4 | 3 | 2 | 1 |
| 4  | Discuss the college goals with instructors at faculty meetings                        | 5         | 4 | 3 | 2 | 1 |
| 5  | Refer to the college goals when making curricular and instructional decisions         | 5         | 4 | 3 | 2 | 1 |
| 6  | Ensure that the college goals are reflected in highly visible displays in the college | 5         | 4 | 3 | 2 | 1 |
| 7  | Refer to college goals in student assemblies                                          | 5         | 4 | 3 | 2 | 1 |

**B. Managing Curriculum and Instruction**

| No | The college management...                                                                                                   | Responses |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Ensure the timely allocation of resources (human, material and financial) necessary for instructional process               | 5         | 4 | 3 | 2 | 1 |
| 2  | Control class size for effective instructional process                                                                      | 5         | 4 | 3 | 2 | 1 |
| 3  | Schedule co-curricular activities in support of the formal instructional process                                            | 5         | 4 | 3 | 2 | 1 |
| 4  | Consider factors affecting teaching (no. of preparation, Nature of the subject, etc.) while assigning tasks for instructors | 5         | 4 | 3 | 2 | 1 |

### C. Supervising Instruction

| No | The college management...                                                                                                       | Responses |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process                  | 5         | 4 | 3 | 2 | 1 |
| 2  | Ensure the beginning of instructional process according to the college calendar                                                 | 5         | 4 | 3 | 2 | 1 |
| 3  | Prevent instructional time from external and/or internal disruptions                                                            | 5         | 4 | 3 | 2 | 1 |
| 4  | Consider the factors affecting teaching (nature of the subject, no. of preparations etc.) While assigning tasks for instructors | 5         | 4 | 3 | 2 | 1 |
| 5  | Schedule co-curricular activities in support of the formal instructional Process                                                | 5         | 4 | 3 | 2 | 1 |
| 6  | Encourage and support instructors to revise and improve their curriculum                                                        | 5         | 4 | 3 | 2 | 1 |

### D. Monitoring Student Progress

| No | The college management...                                                                                                                              | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Meet individually with instructors to discuss students academic progress                                                                               | 5         | 4 | 3 | 2 | 1 |
| 2  | Use test result to assess progress toward college goals                                                                                                | 5         | 4 | 3 | 2 | 1 |
| 3  | Ensure the timely distribution of test results                                                                                                         | 5         | 4 | 3 | 2 | 1 |
| 4  | Inform the college performance result to instructors in a report form                                                                                  | 5         | 4 | 3 | 2 | 1 |
| 5  | Encourage instructors to hold the college testing practice as integral part of the total instructional process than treating it as a separate function | 5         | 4 | 3 | 2 | 1 |

### E. Promoting Instructional Climate

| No | The college management...                                                                                                                  | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Develop college level policy that communicate the need for protecting instructional time from disruptions                                  | 5         | 4 | 3 | 2 | 1 |
| 2  | Develop college level classroom practice policies requiring teachers to implement instructional practices that promote student achievement | 5         | 4 | 3 | 2 | 1 |
| 4  | Use different recognition or reward systems for greater achievement of students                                                            | 5         | 4 | 3 | 2 | 1 |
| 5  | Recognize and reward instructors for their productive work                                                                                 | 5         | 4 | 3 | 2 | 1 |

**Part II: The alignment of instructional leadership practices with the college's strategic plan and objectives**

**Direction:** The following statements indicate the alignment of instructional leadership practices with the college's strategic plan and objectives. Would you please express your level of agreement from your college point of view using the options given?

|                    |          |           |       |                |
|--------------------|----------|-----------|-------|----------------|
| 1                  | 2        | 3         | 4     | 5              |
| strongly disagree, | disagree | Undecided | agree | strongly agree |

| No | The college management...                                                                              | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
|    |                                                                                                        | 5         | 4 | 3 | 2 | 1 |
| 1  | Designed the curriculum in line with the college's strategic plan and objectives.                      |           |   |   |   |   |
| 2  | Promote suitable instructional climate on the basis of the college's strategic plan and its objectives |           |   |   |   |   |
| 3  | Undertake supervisory activities in conformity with the college's strategic plan and its objectives.   |           |   |   |   |   |
| 4  | Follow up and check Instructional activities according to the college's strategic plan and objectives  |           |   |   |   |   |
| 5  | Monitor and evaluate students' progress in line with the college's strategic plan and its objectives.  |           |   |   |   |   |

### Part III: Challenges of instructional leadership

**Direction:** From your experience as a college leader, to what extent each of the elements constraining your instructional leadership activities? (Respond it using the options given below)

| 1                          | 2                  | 3                          | 4                    | 5                    |
|----------------------------|--------------------|----------------------------|----------------------|----------------------|
| Not at all<br>constraining | least constraining | moderately<br>constraining | more<br>constraining | most<br>constraining |

| s/n | Possible challenges                                                                              | Options |   |   |   |   |
|-----|--------------------------------------------------------------------------------------------------|---------|---|---|---|---|
|     |                                                                                                  | 5       | 4 | 3 | 2 | 1 |
|     | <b>A/ related to managing vision and mission</b>                                                 |         |   |   |   |   |
| 1   | Inability to bring together multiple perspectives of stakeholders into a coherent vision/mission |         |   |   |   |   |
| 2   | Limited staff commitment to the college's vision and mission                                     |         |   |   |   |   |
| 3   | Discrepancy of understanding the college's vision and mission among the college staff            |         |   |   |   |   |
|     | <b>B/ related to availability of resources</b>                                                   |         |   |   |   |   |
| 4   | High degree of financial and supply delivery problems                                            |         |   |   |   |   |
| 5   | Numerous reporting requirements                                                                  |         |   |   |   |   |
| 6   | Transfer and deployment of instructor                                                            |         |   |   |   |   |
| 7   | Shortage of staff development resource                                                           |         |   |   |   |   |
| 8   | Shortage of qualified instructors                                                                |         |   |   |   |   |
|     | <b>C/ related to organizational characteristics</b>                                              |         |   |   |   |   |
| 9   | Long list of administrative duties (Role diversity)                                              |         |   |   |   |   |
| 10  | The existing informal culture of the college                                                     |         |   |   |   |   |
| 11  | Expectations of higher officials on activities other than instructional leadership               |         |   |   |   |   |
| 12  | Instructors heavy workload                                                                       |         |   |   |   |   |
|     | <b>D/ Related to Personality characteristics</b>                                                 |         |   |   |   |   |
| 13  | Conflicts between college leaders and instructors                                                |         |   |   |   |   |
| 14  | Difficulty to maintain and respect the needs of the college with individual instructors needs.   |         |   |   |   |   |
| 15  | Staff reluctance to change                                                                       |         |   |   |   |   |

**Appendix B**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**  
**Questionnaire for instructors**

**Dear Respondent!**

This questionnaire intends to gather data on assessment of practices and challenges of instructional leadership in Joint Military staff Collage. The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete the questionnaire carefully and honestly. All the responses you provide will be strictly confidential and shall only be used for the purpose of academics.

Dear respondents! Please note that:

- You do not need to write your name on the questionnaire
- You need to respond all of the item
- You should not conduct other respondents to fill it
- Put a tick mark (✓) inside the box provided next to each alternative or write your comments whenever necessary.
- You can put a tick mark (✓) more than one alternative.

**Thank you in advance for your cooperation**

## I. Personal Data

**Direction:** - Please check by tick mark (✓) inside the box against the items.

1. Sex: Male ☐

Female ☐

2. Age: 21-30 ☐

41-50 ☐

31-40 ☐

51& above ☐

3. Years of experience in teaching

a. 1-5 ☐

e. 21-25 ☐

b. 6-10 ☐

f. 26-30 ☐

c. 11-15 ☐

g. 31 and above ☐

d. 16-20 ☐

4. Your highest level of education

a. Diploma ☐

b. B.A/B.Sc ☐

C. M.A. M.Sc ☐

D. If other, specify please specify\_\_\_\_\_

5. Your qualification (specialization)

a. Major ☐

b. Minor ☐

## II. Instructional Leadership Dimensions

**Note:** Instructional leadership is conceptualized as the activities of principal and/or assistant principal in setting school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate.

## Part I: Instructional leadership practices

**Direction:** Read each statement carefully. Then **circle the number** that indicates the extent to which you are engaged with the specific job behaviors or practices described in each dimension.

**Please indicate your level as agreement to the following statement using the scale provided.**

|              |        |           |                         |        |
|--------------|--------|-----------|-------------------------|--------|
| 1            | 2      | 3         | 4                       | 5      |
| almost never | rarely | sometimes | many times (frequently) | always |

### B. Related to Managing Vision and Mission (goals that the college is intended to attain)

| No | The college management...                                                                | Responses |   |   |   |   |
|----|------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Develop a set of annual college Wide goal that focus on student learning                 | 5         | 4 | 3 | 2 | 1 |
| 2  | Frame the college's goals in terms of staff responsibilities for meeting them            | 5         | 4 | 3 | 2 | 1 |
| 3  | Use data on student academic performance when developing the college's goals             | 5         | 4 | 3 | 2 | 1 |
| 4  | Discuss the college's goals with instructors at the teaching staff meetings              | 5         | 4 | 3 | 2 | 1 |
| 5  | Ensure that the college's goals are reflected in highly visible displays in the college. | 5         | 4 | 3 | 2 | 1 |

### B. Managing Curriculum and Instruction

| No | The college management...                                                                                                        | Responses |   |   |   |   |
|----|----------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process                   | 5         | 4 | 3 | 2 | 1 |
| 2  | Ensure the beginning of instructional process according to the college calendar                                                  | 5         | 4 | 3 | 2 | 1 |
| 3  | Prevent instructional time from disruptions (external and/or internal)                                                           | 5         | 4 | 3 | 2 | 1 |
| 4  | Consider the factors affecting teaching (nature of the subject, no. of preparations etc.) While assigning tasks for instructors. | 5         | 4 | 3 | 2 | 1 |
| 5  | Schedule co-curricular activities in support of the formal instructional Process                                                 | 5         | 4 | 3 | 2 | 1 |
| 6  | Encourage and support instructors to revise and improve their curriculum                                                         | 5         | 4 | 3 | 2 | 1 |

### C. Supervising Instruction

| No | The college management...                                                                         | Responses |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Make classroom visits for the purpose of instructional improvement                                | 5         | 4 | 3 | 2 | 1 |
| 2  | Hold regular meeting with each department for the purpose of improving curriculum and instruction | 5         | 4 | 3 | 2 | 1 |
| 3  | Create opportunities for professional dialogue or discussions among instructors                   | 5         | 4 | 3 | 2 | 1 |

### D. Monitoring Student Progress

| No | The college management...                                                | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Meet individually with instructors to discuss students academic progress | 5         | 4 | 3 | 2 | 1 |
| 2  | Use test result to assess progress toward college goals                  | 5         | 4 | 3 | 2 | 1 |
| 3  | Ensure the timely distribution of test results                           | 5         | 4 | 3 | 2 | 1 |
| 4  | Inform the college performance result to instructors in a report form    | 5         | 4 | 3 | 2 | 1 |

### E. Promoting Instructional Climate

| No | The college management...                                                                                                                      | Responses |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Communicate to instructors and students that all students have the capacity to excel                                                           | 5         | 4 | 3 | 2 | 1 |
| 2  | Develop college level policy that communicates the need for protecting instructional time from disruptions.                                    | 5         | 4 | 3 | 2 | 1 |
| 3  | Communicate the need for enrichment effort to help students master the intended instructional objectives                                       | 5         | 4 | 3 | 2 | 1 |
| 4  | Develop college level classroom practice policies requiring instructors to implements instructional practices that promote student achievement | 5         | 4 | 3 | 2 | 1 |
| 5  | Maintain close contact with instructional process                                                                                              | 5         | 4 | 3 | 2 | 1 |
| 6  | Use different recognition or reward systems for greater achievement of students                                                                | 5         | 4 | 3 | 2 | 1 |

## Part II: The alignment of instructional leadership practices with the college's strategic plan and objectives

**Direction:** the following statements indicate the alignment of instructional leadership practices with the college's strategic plan and objectives. Would you please express your level of agreement from your college point of view using the options given?

|                    |          |           |       |                |
|--------------------|----------|-----------|-------|----------------|
| 5                  | 4        | 3         | 2     | 1              |
| strongly disagree, | disagree | uncertain | agree | strongly agree |

| No | The college management...                                                                              | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
|    |                                                                                                        | 5         | 4 | 3 | 2 | 1 |
| 1  | Designed the curriculum in line with the college's strategic plan and objectives.                      |           |   |   |   |   |
| 2  | Promote suitable instructional climate on the basis of the college's strategic plan and its objectives |           |   |   |   |   |
| 3  | Undertake supervisory activities in conformity with the college's strategic plan and its objectives.   |           |   |   |   |   |
| 4  | Follow up and check Instructional activities according to the college's strategic plan and objectives  |           |   |   |   |   |
| 5  | Monitor and evaluate students' progress in line with the college's strategic plan and its objectives.  |           |   |   |   |   |

### Part III: Challenges of instructional leadership

Direction: Literature provides the following elements that may constrain the leader's instructional leadership role. From your experience as a college leader, to what extent each of the elements constraining your instructional leadership activities? (Respond it using the options given below)

| 5                          | 4                     | 3                          | 2                    | 1                    |
|----------------------------|-----------------------|----------------------------|----------------------|----------------------|
| Not at all<br>constraining | least<br>constraining | moderately<br>constraining | more<br>constraining | most<br>constraining |

| S/n | Possible challenges                                                                              | Options |   |   |   |   |
|-----|--------------------------------------------------------------------------------------------------|---------|---|---|---|---|
|     |                                                                                                  | 5       | 4 | 3 | 2 | 1 |
|     | <b>A/ related to managing vision and mission</b>                                                 |         |   |   |   |   |
| 1   | Inability to bring together multiple perspectives of stakeholders into a coherent vision/mission |         |   |   |   |   |
| 2   | Limited staff commitment to the college's vision and mission                                     |         |   |   |   |   |
| 3   | Discrepancy of understanding the college's vision and mission among the college staff            |         |   |   |   |   |
|     | <b>B/ related to availability of resources</b>                                                   |         |   |   |   |   |
| 4   | High degree of financial and supply delivery problems                                            |         |   |   |   |   |
| 5   | Numerous reporting requirements                                                                  |         |   |   |   |   |
| 6   | Transfer and deployment of instructor                                                            |         |   |   |   |   |
| 7   | Shortage of staff development resource                                                           |         |   |   |   |   |
| 8   | Shortage of qualified instructors                                                                |         |   |   |   |   |
|     | <b>C/ related to organizational characteristics</b>                                              |         |   |   |   |   |
| 9   | Long list of administrative duties (Role diversity)                                              |         |   |   |   |   |
| 10  | The existing informal culture of the college                                                     |         |   |   |   |   |
| 11  | Expectations of higher officials on activities other than instructional leadership               |         |   |   |   |   |
| 12  | Instructors heavy workload                                                                       |         |   |   |   |   |
|     | <b>D/ Related to Personality characteristics</b>                                                 |         |   |   |   |   |
| 13  | Conflicts between college leaders and instructors                                                |         |   |   |   |   |
| 14  | Difficulty to maintain and respect the needs of the college with individual instructors needs.   |         |   |   |   |   |
| 15  | Staff reluctance to change                                                                       |         |   |   |   |   |

**Appendix C**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**  
**Questionnaire for Students**

**Dear Respondent!**

This questionnaire intends to gather data on assessment of practices and challenges of instructional leadership in Joint Military staff Collage. The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete the questionnaire carefully and honestly. All the responses you provide will be strictly confidential and shall only be used for the purpose of academics.

**Dear respondents! Please note that:**

- You do not need to write your name on the questionnaire
- You need to respond all of the item
- You should not conduct other respondents to fill it
- Put a tick mark (✓) inside the box provided next to each alternative or write your comments whenever necessary.
- You can put a tick mark (✓) more than one alternative.

**Thank you in advance for your cooperation!**

### Section I: Personal Data

**Direction:** - Please check by writing an “X” mark on the space provided against the items.

1. Sex: Male ☐ Female ☐

2. Age: 21-30 ☐ 41-50 ☐

31-40 ☐ 51& above ☐

3. Years of academic

a, First year ☐

b. Second year ☐

4. Your level of study

a. Diploma ☐

b. B.A/B.Sc ☐

5. Specify your qualification (specialization)

a. Major ☐

b. Minor ☐

### Section II: Instructional Leadership Dimensions

**Not:** Instructional leadership is conceptualized as the activities of principal and/or assistant principal in setting school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate.

#### Part I: Instructional leadership practices

**Direction:** Read each statement carefully. Then **circle the number** that indicates the extent to which you are engaged with the specific job behaviors or practices described in each dimension.

Please indicate your level as agreement to the following statement using the scale provided.

|              |        |           |                         |        |
|--------------|--------|-----------|-------------------------|--------|
| 1            | 2      | 3         | 4                       | 5      |
| almost never | rarely | sometimes | many times (frequently) | always |

**C. Related to Managing Vision and Mission** (goals that the college is intended to attain)

| No | The college management...                                                              | Responses |   |   |   |   |
|----|----------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Develop a set of annual college Wide goal that focus on student learning               | 5         | 4 | 3 | 2 | 1 |
| 2  | Frame the college goals in terms of staff responsibilities for meeting them            | 5         | 4 | 3 | 2 | 1 |
| 3  | Use data on student academic performance when developing the college goals             | 5         | 4 | 3 | 2 | 1 |
| 4  | Discuss the college goals with teachers at the teaching staff meetings                 | 5         | 4 | 3 | 2 | 1 |
| 5  | Ensure that the college goals are reflected in highly visible displays in the college. | 5         | 4 | 3 | 2 | 1 |

**B. Managing Curriculum and Instruction**

| No | The college management...                                                                                                       | Responses |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process                  | 5         | 4 | 3 | 2 | 1 |
| 2  | Ensure the beginning of instructional process according to the college calendar                                                 | 5         | 4 | 3 | 2 | 1 |
| 3  | Prevent instructional time from external and/or internal disruptions                                                            | 5         | 4 | 3 | 2 | 1 |
| 4  | Consider the factors affecting teaching (nature of the subject, no. of preparations etc.) While assigning tasks for instructors | 5         | 4 | 3 | 2 | 1 |
| 5  | Schedule co-curricular activities in support of the formal instructional Process                                                | 5         | 4 | 3 | 2 | 1 |
| 6  | Encourage and support instructional to revise and improve their curriculum                                                      | 5         | 4 | 3 | 2 | 1 |

### C. Supervising Instruction

| No | The college management...                                                                         | Responses |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Make classroom visits for the purpose of instructional improvement                                | 5         | 4 | 3 | 2 | 1 |
| 2  | Hold regular meeting with each department for the purpose of improving curriculum and instruction | 5         | 4 | 3 | 2 | 1 |
| 3  | Create opportunities for professional dialogue or discussions among instructors                   | 5         | 4 | 3 | 2 | 1 |

### D. Monitoring Student Progress

| No | The college management...                                                | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Meet individually with instructors to discuss students academic progress | 5         | 4 | 3 | 2 | 1 |
| 2  | Use test result to assess progress toward college goals                  | 5         | 4 | 3 | 2 | 1 |
| 3  | Ensure the timely distribution of test results                           | 5         | 4 | 3 | 2 | 1 |

### E. Promoting Instructional Climate

| No | The college management...                                                                                                                      | Responses |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| 1  | Communicate to instructors and students that all students have the capacity to excel                                                           | 5         | 4 | 3 | 2 | 1 |
| 2  | Develop college level policy that communicates the need for protecting instructional time from disruptions.                                    | 5         | 4 | 3 | 2 | 1 |
| 3  | Communicate the need for enrichment effort to help students master the intended instructional objectives                                       | 5         | 4 | 3 | 2 | 1 |
| 4  | Develop college level classroom practice policies requiring instructors to implements instructional practices that promote student achievement | 5         | 4 | 3 | 2 | 1 |
| 5  | Use different recognition or reward systems for greater achievement of students                                                                | 5         | 4 | 3 | 2 | 1 |

**Part II: The alignment of instructional leadership practices with the college's strategic plan and objectives**

**Direction:** the following statements indicate the alignment of instructional leadership practices with the college's strategic plan and objectives. Would you please express your level of agreement from your college point of view using the options given?

|                    |          |           |       |                |
|--------------------|----------|-----------|-------|----------------|
| 1                  | 2        | 3         | 4     | 5              |
| strongly disagree, | disagree | uncertain | agree | strongly agree |

| No | The college management...                                                                              | Responses |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|
|    |                                                                                                        | 5         | 4 | 3 | 2 | 1 |
| 1  | Designed the curriculum in line with the college's strategic plan and objectives.                      |           |   |   |   |   |
| 2  | Promote suitable instructional climate on the basis of the college's strategic plan and its objectives |           |   |   |   |   |
| 3  | Undertake supervisory activities in conformity with the college's strategic plan and its objectives.   |           |   |   |   |   |
| 4  | Follow up and check Instructional activities according to the college's strategic plan and objectives  |           |   |   |   |   |
| 5  | Monitor and evaluate students' progress in line with the college's strategic plan and its objectives.  |           |   |   |   |   |

### Part III: Challenges of instructional leadership

**Direction:** Literature provides the following elements that may constrain the leader's instructional leadership role. From your experience as a college leader, to what extent each of the elements constraining your instructional leadership activities? (Respond it using the options given below)

|                            |                       |                            |                      |                      |
|----------------------------|-----------------------|----------------------------|----------------------|----------------------|
| 5                          | 4                     | 3                          | 2                    | 1                    |
| Not at all<br>constraining | least<br>constraining | moderately<br>constraining | more<br>constraining | most<br>constraining |

| s/n | Possible challenges                                                                              | Options |   |   |   |   |
|-----|--------------------------------------------------------------------------------------------------|---------|---|---|---|---|
|     |                                                                                                  | 5       | 4 | 3 | 2 | 1 |
|     | <b>A/ related to managing vision and mission</b>                                                 |         |   |   |   |   |
| 1   | Inability to bring together multiple perspectives of stakeholders into a coherent vision/mission |         |   |   |   |   |
| 2   | Limited staff commitment to the college's vision and mission                                     |         |   |   |   |   |
| 3   | Discrepancy of understanding the college's vision and mission among the college staff            |         |   |   |   |   |
|     | <b>B/ related to availability of resources</b>                                                   |         |   |   |   |   |
| 4   | High degree of financial and supply delivery problems                                            |         |   |   |   |   |
| 5   | Numerous reporting requirements                                                                  |         |   |   |   |   |
| 6   | Transfer and deployment of instructor                                                            |         |   |   |   |   |
| 7   | Shortage of staff development resource                                                           |         |   |   |   |   |
| 8   | Shortage of qualified instructors                                                                |         |   |   |   |   |
|     | <b>C/ related to organizational characteristics</b>                                              |         |   |   |   |   |
| 9   | Long list of administrative duties (Role diversity)                                              |         |   |   |   |   |
| 10  | The existing informal culture of the college                                                     |         |   |   |   |   |
| 11  | Expectations of higher officials on activities other than instructional leadership               |         |   |   |   |   |
| 12  | Instructors heavy workload                                                                       |         |   |   |   |   |
|     | <b>D/ Related to Personality characteristics</b>                                                 |         |   |   |   |   |
| 13  | Conflicts between college leaders and instructors                                                |         |   |   |   |   |
| 14  | Difficulty to maintain and respect the needs of the college with individual instructors needs.   |         |   |   |   |   |
| 15  | Staff reluctance to change                                                                       |         |   |   |   |   |

## **Appendix D**

### **ADDIS ABABA UNIVERSITY**

#### **COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

#### **DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**

#### **Interview for selected top, middle and line managers of the college**

1. How do you express the instructional leadership practices in your college in terms of :
  - a. Defining and communicating college mission
  - b. Managing Curriculum and Instruction
  - c. Supervising instruction
  - d. Monitoring student progress
  - e. Promoting instructional climate
2. To what extent is the instructional leadership practices aligned with the strategic plan and objectives of the college?
3. Are instructional practices and objectives designed to produce an expected (targeted) skilled manpower?
4. Do the instructors get continuous training to narrow their gaps?
5. What are the major challenges you faced in leading the instructional process? In terms of:
  - a. Students
  - b. Instructors
  - c. Facilities and resources
  - d. Others...

## Appendix E

### አዲስ አበባ ዩኒቨርሲቲ

### የትምህርትና ባህሪ ጥናት ኮሌጅ

### የትምህርት እቅድ እና አስተዳደር ትምህርት ክፍል

### ለተመረጡ ከፍፈተኛ መሀከለኛ እና ለዝቀድተኛ የኮሌጅ አመራር ቃለመጠየቅ

1. የኮሌጅን የትምህርት አመራር የስራ እንቅስቃሴ እንዴት ይገልፁታል?

ሀ. ከኮሌጅ ራሱ እና ተልኮ አንጻር (the college vision and mission)

ለ. ከስራአተ ትምህርት እና ከመማር ማስተማር (Curriculum and Instruction)

ሐ. የመማር ማስተማሩን ሂደት ቁጥጥር ማድረግ (Supervising instruction)

መ. የተማሪውን የመማር ፍላጎት ማበረታታት መቆጣጠር (Monitoring student progress)

ሠ. የመማር ማስተማሩን ሁኔታን መደገፍ (Promoting instructional climate)

2. የትምህርት አስተዳደሩ ስራ እንቅስቃሴ ከኮሌጅ ስትራቴጂክ እቅድ (strategic plan) እና ግብ (objectives) ጋር ምን ያህል የተዘመደ ነው?

3. የመማር ማስተማር የስራ እንቅስቃሴ እና ግብ የሚጠበቀውን የሠው ሀይል እንደሚፈለገው እያመረተ ነው?

4. አስተማሪዎች ያለባቸውን ክፍተት ለመሙላት ቀጣይ የሆነ ስልጠና እየወሰዱ ነው?

5. አሁን ምን ዋና ዋና ተግባሮች (challenges) በመማር ማስተማር ሂደት ማለትም

ሀ. በተማሪዎች

ለ. በአስተማሪዎች

ሐ. የትምህርት መረጃ እና የሠው ሃይል (Facilities and recourses)

መ. ሌሎችም ካሉ

## DECLARATION

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

Name: Alemu Aragaw

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This thesis has been submitted for examination with my approval as an advisor.

Name: Kenenissa Dabi (Ato)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_