

**EFFECTIVENES' OF PRINCIPAL INSTRUCTIONAL
LEADERSHIP IN PREPARATORY SCHOOLS IN SOUTH
WOLLO ZONE**

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**A Thesis Submitted to
The Institute of Educational Research**

**Presented in Partial Fulfillment of the Requirements for
the Degree of Master of Arts (Educational Research and
Development)**

**Addis Ababa University
Addis Ababa, Ethiopia
June 2012**

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Yenenew Ali entitled Effectiveness of Principal Instructional Leadership in preparatory school in South Wollo Zone and submitted in fulfillment of the requirements for the degree of Degree of master of Arts (Educational Research and Development) complies with the regulations of the university and meets the accepted standards with respect to Originality and quality.

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ACKNOWLEDGEMENTS

Pursuing an MA, Thesis is a both painful and enjoyable experience. It's just like climbing a high peak, step by step, accompanied with hardship, frustration, encouragement and trust and with so many peoples kind help. Though it will not be enough to express my gratitude in words to all those people who helped me I would still like to give many, thanks to all these people.

First of all, I'd like to give my Sincere thanks to my advisor, prof, Derebssa Dufera. Who took the pains to look through the main script of my paper and always guiding me in the right direction?

Special thanks are also given to Bekalu Tadesse and Alem Zerabruke. Their encouragement and help made me feel confident to fulfill my desire and to over conceiver difficulty. It is not sufficient to express my gratitude with only a few words.

I am highly grateful to my friends Bereket Tsegaye, Tewdrose Admasu, Tilahun Fesha, my brother Andualem Aragewe and My Sister Yemserach Ali thanks to your cooperation.

I am greatly indebted to my devoted wife Birhane Legesse and my daughters Pome and Dagme. They form the backbone and origin of my happiness. Their love and support with out any complain or regret has enabled me to complete this MA Thesis.

Finally, my deepest gratitude goes to my secretary Semret Yared she devoted her time and energy to write this paper

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Acronyms

MOE. – Ministry of Education

REB. – Regional Education Bureau.

ILE – Instructional Leadership Effectiveness.

LED – Leader’s Effectiveness in Each Dimension.

PIMRS – Principal Instructional Management Rating Scale.

EPL – Executive Professional Leadership.

Abstract

EFFECTIVENES' OF PRINCIPAL INSTRUCTIONAL LEADERSHIP IN PREPARATORY SCHOOLS IN SOUTH WOLLO ZONE

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June 2012

The purpose of this study is to assess the current status of instructional leadership effectiveness and to investigate some of the factors that affect its provision in Preparatory Schools of South Wollo Zone. Leader's engagement in defining mission, managing curriculum and instruction, supervising instruction, monitoring student progress, promoting school learning climate were used as indicators to assess instructional leadership effectiveness. The context in which instructional leadership is held such as, personal characteristics, organization characteristics and district/zone administrative characteristics were treated as influencing factors. The study was conducted in 7 Preparatory Schools selected from 6 wordeas by using a combination of stratified and quota sampling techniques 14 school leaders, 80 teachers and 7 supervision staff were used as the subjects of the study to obtain the necessary data. Questionnaire, document analysis and unstructured interview were the instruments used for data collection. The data collected through the questionnaire were analyzed using percentage, Pearson's correlation coefficient and t-test statistical analyses procedures. Findings from the data analysis revealed that most school leaders are not strong (effective) neither in each dimension nor in their overall instructional leadership role. Of the personal characteristics treated, only experience as department, a leader and number of credit hours taken in educational fields appeared to have significant relationship with ILE. Organizational characteristics, availability of instructional resource, professional norm that greatly value leaders' participation in curricular and instructional issues, and larger teaching staff size contributed positively to ILE, whereas greater role diversity lowered their ILE. among the district Zone education

department characteristics. Generally, expectations of higher officials on activities other than instructional leadership or matters that are secondary to ILE as well as high degree of financial and supply delivery problems and delay of substitutes and deployment of teachers have significantly influenced ILE in the negative direction. Following the findings and conclusion drawn, recommendation are made. that REB in collaboration with zone and district education department should define the instructional leadership roles of leaders clearly in terms of the five dimensions, provide trainings in the area, revise and improve the selection and appointment criteria of leadership positions, reduce and improve the organizational and district/zone/ factors debilitating instructional leadership role of the leader.

CHAPTER ONE

1.2 Background of the Study

Education is widely recognized as one indicator of development. One of the basic purposes of educations is to produce trained human resource which can overcome development impediments of a given country.

The schools are primary responsible for the production and provision of qualified human resource. They are in charge of achieving educational objectives expected to shape pupils in accordance with the needs and interest of beneficiaries. It is generally believed that the society's future depends on the success of schools in effectively carrying out their objectives.

In order to accomplish their purpose or need to deliver learning through effective teaching counts much.(Krug,1992, p.432). And its success is determined by the school outcomes, the quality and quantity of graduates.

However, this cannot be attained without adequate and proper provision of the school curriculum and instruction for each level and grades. The responsibility for proper and adequate provision of the school curriculum and instruction rests with the school instructional leaders (the principal and/ or assistant principal).

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: p.32), for instance, conceptualized instructional leadership in terms of planning, staff and program development and evaluation activities using such organizational properties, however may not entirely capture the normative dimension of school social organization without which the instructional leadership tasks of leaders could not influence the quality of instruction as well as student achievement.

Considering such limitation of Snyder's conceptual model, Hallinger and Murphy (1987:p.56) developed a three dimensional conceptual framework 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:p.431). These researchers and authors believed that the five dimensional are "... Structurally more tenable, simpler to work with and not appreciably less precise".

To this end, the Ethiopia Educational and Training Policy, (MOE, 1994:p:29-30)states that educational management should be democratic, professionally coordinated, efficient and effective. In addition, the

management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, has been organized based on professional principles including professional code of ethics, working condition, incentives and professional growth and over all right and duties.

The policy also gives emphasis to the system of educational management that improves the leadership effectiveness. Besides, educational organization and administration shall be restructured in accordance with the devaluation of power from central government that is being implemented. Changing education or objectives, the intention to improve the standard of education and desire to make management more efficient will require a corresponding adjustment and change in the existing educational system. The administration of elementary school and secondary education and training shall be decentralized in line with the ongoing regionalization process (MOE, 1994: p:16-17).

This strategy implies that the management of each school will be democratized and run with the participation of the community, the teachers, the student and other relevant government institutions that need effective leadership in the overall education system.

Currently, the governments of Ethiopia made the education sector its agenda to insure quality education for all citizens, which was lunched as a major nation wide reform program to improve the quality of general education.

The objective of the reform is to increase results for boys and girls with respect to measured learning out comes primary completion rates and secondary entrance rate. The program will be implemented in the form of two phased general quality improvement program.

That is, the general education quality improvement package is a comprehensive Coverage of critical components quality improvement including revision and upgrading of the national curriculum, development and provision of new text books across all grades and subjects based on the new curriculum, improve pre-service teacher education, strengths continuing professional development/ in-service/ For serving teachers, capacity development for need teachers to, improve school leadership and management, training parent teachers committee, and school boards in school improvement planning, training for regional and federal, ministry officials to improve their planning, building and development of national assessment in particular at post primary and secondary high school level (MOE, 2006;p.34). Thus in general education quality improvement packages leadership and management of school are some of the major components to improve the quality of education.

Therefore, from the actual challenges of Instructional leadership and the need to have effective schools, which provide quality education, a study of practices and problems of preparatory schools leadership in south wollo zone have a vital significance from the perspective of policy and the need of the societies.

1.2 STATEMENT OF THE PROBLEM

Effective educational leadership orchestrates the interrelation ships of the educational environment, There are 3 levels of social forces that influence curriculum and instruction: national and international, local community and school culture. (parkay and Hass 2005:p. 53). Therefore educational leaders must be informed leaders in all these area.

School of developing countries including Ethiopia which manifest limited concern for instructional leadership activities have been criticized for wastage of instructional time, when teachers leave classes for various

reasons and for minimum participation of parents in following up students learning progress (Lockheed and Vers poor, 1991:p.45).

Thus, the researcher has experienced that, most of Preparatory Schools in south wollo zone are characterized by delay; in the commencement time of the instructional process, problem of curriculum coverage, burden of makeup class around the end of the semester, etc. were noticed.

These problems can be generally attributed to the leaders limited skills and abilities in managing the instructional program, of course, there may be some contextual factors which influence principals instructional leadership function. Although such problems and influences seem to be prevalent in the study area (South Wollo), and the caliber 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 and the assumption that school leaders have a positive effect on instructional process of schools, their instructional leadership tasks were examined in terms of the five dimensions described earlier.

Factors influencing this task are also other area of concern for this study.

Generally the purpose of this study is to assess the effectiveness of leaders in their instructional leadership role and to identity the major influencing factors affecting this role in preparatory school of south wollo zone.

Thus the study attempts to obtain reliable response for the following basic question.

1. Do most schools leaders provide adequate instructional leaderships?
2. Do most school leaders perform all the dimension of instructional leadership? (I.e. in defining the schools mission, managing curriculum and instruction; supervising instruction monitoring student progress, promoting school learning climate).
3. Is there any significant relationship between leaders personal characteristics, age, work experience, field of study, position attainment condition (assigned or elected) and Instructional Leadership effectiveness (ILE)?
4. What are the factors that affect the Instructional leadership effectiveness?

1.4 Objectives of the Study

The general objective of this study is to explore the current status of Instructional leadership role and its influencing factors in preparatory school of south wollo zone

To this end, the study is targeted to achieve the following specific objectives to :-

- ❖ Assess leader's effectiveness in their Instructional leadership Role.
- ❖ Identify the instructional leadership dimensions that most leaders perform strongly or weakly.
- ❖ To assess the planning, implementation, monitoring and evaluation of preparatory school principals.

- ❖ Identify the major influencing factors that hinder or facilitate the effectiveness instructional leaders in their instructional leadership role.

1.5 Significance of the Study

This study is assumed to be very important since it is expected to benefit the following bodies.

1. Principals and assistant Principals may get some ideas on how to become effective in their instructional leadership role.
2. Higher official and policy makers may have clear insight into the existing pitfalls in instructional leadership role and the influencing factors so that appropriate measures that enhance instructional leadership could possibly be taken based on the findings and recommendations of the study.

Trainers of school administrators could get clear insight into the magnitude and the nature of the problem, and help them to gear their program to the improvement of instructional leadership role.

5. Researcher may benefit from the study, in that it contributes additional information to the existing findings to serve as literature for related areas.

1.5 Delimitations of the Study

Although instructional leadership roles can be held by department heads and unit leaders, in addition to the principals and assistant principals the emphasis of this study was delimited to the principals and

assistant principals instructional leadership role. This was because most dimensions used to conceptualize instructional leadership role were the responsibilities of the main and assistant principals than others.

Based on the availability of literature and its manageability the influencing factors were delimited to the three contextual factors described earlier (Personal, organizational and zone/woreda education department administration characteristics).

The study was delimited to seven preparatory school of south wollo zone. The selection of the zone as a setting for the study is based on the researcher experience as a student and a teacher in the zone that helped him to sense the problem.

1.6 Limitation of the Study

Any research activity requires availability of sufficient time and accessibility of the relevant current and related materials in carrying out of the study, the researcher did not find his walks free from these problems.

This study could have been more objective and comprehensive if it had wider coverage of the study population. But because of the limited period of the study, and resource as well, it is delimited to the sample areas only.

1.7 Organization of the Study.

This study was organized in to five chapters. Chapter one provides background pertaining of the study the problem and its approach. Chapter two deals with review of related literature, chapter three researches Design and methodology, chapter four provides presentation and analysis of the data, chapter five summary, conclusions and recommendation of the study.

1.8 Definition of key Terms

The following definitions are operational for this study.

- ❖ **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).
- ❖ **Instructional leadership Effectiveness:-** frequency of leaders engagement in the role behavior (or practices) used to represent the five instructional leadership dimensions (Hallinger and murphy, 1987,p.98).
- ❖ **School leader:-** principals and assistant principals of schools.
- ❖ **Woreda:-** an intermediate administration level between zone and kebele.
- ❖ **Zone:-** an intermediate administrative level between region and Woreda

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter reviews the related literature on the definition of leadership and conceptual frame work of school leadership, leadership effectiveness, instructional leadership and teaching and learning, the role of instructional leadership on school success, school leadership development in Ethiopia, tasks of instructional supervision.

Finally the chapter treats the why of leadership effectiveness at school levels to attain effective leadership in education.

2.1 Leadership Defined

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, p.45).

Leadership has been a complex and elusive problem largely because the nature of leadership itself 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. J,meindls, et al. (cited in richarde , L, 2009, p.56).

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership.

- Interpersonal influence, directed through communication to ward goal attainment.
- The influential increment over and above mechanical compliance with directions and orders.
- 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.
- The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective. (Andrew. J, 2008 p.17).

This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position.

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
- ❖ 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.”

Koontz, et al. (cited in, MOE, 2004, p.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,p.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.

2.1.1 The Concept of School Leadership

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources (Holmes, 1993, p.9). Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools. (Holmes, 1993, p.39)

Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard,

research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students achievement. For example, Harris and Bennett (cited in Harris, et al, 2003; p.9) have argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. Teddlie and Reynolds (cited in Brundr et al, 2000; p.56) on their part have indicated that, for many, the term <<leadership>> has become centrally synonymous with school effectiveness.

School leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future.

Sergiovanni, (Cited in Harris, et al, 2003;p.1), has indicated the dependability of school success on effective leadership and stated that. “Tomorrows schools success will depend up on the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsibility.” Again, (warren Bennis, 2003, p.54) has argued that thus, one may say that effective leadership is at the core of every successful organization. In broader context, Harris and Chapman (2002, p.87) stated that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change.

To clearly know about successful school leadership, research based conclusion is summarized by Leith wood and Richi (2003, p.123) in to five claims as follows.

1. Leadership has significant effect on student learning and to the effect of the quality curriculum and teachers instruction.
2. Currently, administrators and teachers leaders provide most of the leadership in schools, but other potential sources of leadership exist.

3. A core of leadership practices form the <<basic>> of successful leadership and are available in almost all educational contexts.
4. Successful school leaders respond productively to challenges and opportunities created by the accountability_ oriented policy context.
5. Successful school leaders respond productively to the opportunities and challenge of education in different group of students.

Brush and Bell (2003:p.60).have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts.

Accordingly, one of the various overall strategies of ESDP_III is to improve quality of education (MOE, 2005:p.37).

But without appropriate leadership no quality programme will work, Hence, West Burnham (1997; p.112), has noticed that “...before the issue of quality is raised within the school, the quality of leadership may need to be explored.” Moreover, to make quality of education more attractive and sustained, leadership does not come only from one person. Accordingly, Harris et al, (2003;p.1), underlined that there is a grouping recognition that deep and sustained school improvement will depend up on the leadership of the many rather than the few, Riley cited in Harris et al.(2003, p.10) has also suggested that school leader ships more than the effort of a single individual. In support of this idea, Leithwood and Richl, (2003, p.231) have also stated that although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles through a school.

2.2 Leadership Effectiveness

The above controversy in the concept of leadership also rises in effectiveness. This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundre. et al, 2003; p.133).

However, for whom are the goals themselves effective? Are all goals equally morally acceptable? For example, in Germany,(in the period of Hitler) an effective school leader is one who helps to produce young fascists for the Rich. In Presbyterian Church schools, the head's leadership style consist of doctrine Macbeth to cut out the "immoral" bits, showing how the Bible prove evaluation to be wrong, rejecting sex education of any kind and using corporal punishment to restrict the innate sinful tendencies of children, Ghouri, cited in Brundret, 2003;p.134).

Then, if democracy is supposed to be the fore most political goal of education, should not this be reflected in the ways in which schools are led if schools are to be judged effective? (Brundrett, et al, 2003; p.135).

Porter et al, (2006; p.68), also emphasize that leadership operates with in the social culture of its times. Now a days, people expect a more 'democratic' style of leadership, and not one where they are deceived, coerced or simply bribed to following the leader's dictates.

Fiedler, 1987:p.43 has developed a contingency model which, says that leadership effectiveness is the result of an interaction between the style of the leader and the characteristics of the environment in which the leader works.

Drawing on the contingency theory of leadership effectiveness frame work bases its notion that no single style is effective in all situations but rather the situation determines the style that will most likely be effective (Sutcliffe, 1997;p.1).

Ayalew (2000; p.24) also stresses that different situations require different style and effectiveness of a style depends on the situations in which it is used. Therefore, effectiveness is context based because it depends on the situation in which it is used and the leader acts.

For an organization to be success- full in the achievement of its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of the leader.

If the leader is capable to influence subordinates in using appropriate leadership styles in accordance with their level job maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success.

Zenebe. (1992; p.19) observes that effectiveness is an expression of a given quality of performance. Effectiveness refers to a level of achievement that result in high employer moral and attainment of organizational goals. In educational institution, particularly in secondary school leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied in consistent with a cultural and interpretive view of the organization. (Birnbaum, 1992;p.56) contends that a “leader who is able to command support constituent has met the needs of multiple and conflicting stake holders and has acclaim to be considered a good leader” and thus effective.

Though the leader cannot be effective without the support of his/her superiors and subordinates, it's in his/her own hand that others can be made to contribute Likewise. Drucker (cited in Hersey, et al 2001; p.2) observes that successful managers must achieve the results valued by the people who have a stake in their organizations accomplishment. Thus an effective leader Commands the support of his/her superiors and

subordinate for boosting employee morale and successful attainment of organizational goals.

2.2.1. Instructional leadership and teaching and learning.

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 (Larson-knight, 2000; Blasé and Blasé 1998; Sheppard, 1996, & chrispeels, 1992). Especially,(Blasé and Blasé, 1998,1999) 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 strategic, 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, and 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, (Chrispeel, 1992, p.231).

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, Blasé and Blasé, 1998).

Locke and Latham (1990, p.52) 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. Book 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 (Book Binder, 1992; Blasé and Blasé, 1998).

2.2.2. The Role of Instructional Leadership on School Success

Early studies of Anderson and Soder, Hollinger and Heck (cited in Mcewen, 2003,P.123), wallence (cited in Harris and Muijs 2005,p.34) asserted that principal's role has significant impact on the achievement of students, their studies demonstrate that high students achievement has direct relation with the function of strong instructional leadership.

However, many of the recent finding state that the influence of the instructional leadership impact is rather indirect Bell et al, (cited in Harris and Muijs, 2005, p.231). In the same way, Deal and Lec (cited in Heck, 2006, p.65) suspected the direct link between school success and effective instructional leadership is very complex than easy to link. Blasé and Blasé,(1999, p.221).Further forwarded their argument that early researchers could not give enough evidence, which validate the direct

link between strong instructional leadership and improved learning outcome.

Regardless of the discrepancies observed on the point of view of the intellectuals, nowadays, instructional leadership are being accountable and 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 (Mctwen,2003, Carlson, 1996; locke,1991) Leadership, as to locke.(1991) is the power of inducing others towards some commonly perceived goals, his 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 posses either formal or informal power that the 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 and Blasé, 1999, p.154.,Hcewen, 2003,P.87).

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's,2000, p.32).

Definition of leadership appears to be more resent 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.(

Sergivanni, 2001; p.66-100); Fullan, (2001, p.175); Marks & Printy (2003;P.272), Harris and Mujjs, (2005,p.221). However, stressed that the link between instructional leadership and school effectiveness is yet unclear and best indirect (Heck, 2006; 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, 1991, p.311).

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 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, p.321).Thus, elaborations of instructional leadership dimensions that support learning centered schools building can be tapped from the work of Dim mock .(2000). The components include the following focus areas of the leader.

- Goal emphasis particularly towards students learning outcome
- Technical knowledge and management of effective teaching and learning.
- Knowledge and management of technology, computer, internet and etc.
- Knowledge and management of organization structure for service.
- Capacity and willingness to desirable model behaviors.

- Building organizational culture that value learning of all.
- Leadership of human resource and management of other resource.
- Monitoring and reviewing performance in the school accountability.
- Strategies for organizational change and innovations that contribute for building learning centered School.

(Brundret, Burton,& smith, 2003;p.12-13).

Similarly, Weber (cited in Lashway, 2007,p.34) identified the following main functions that instructional leader, conducive learning climate, providing feedback of class and evaluation of instructional performances. Colney and Pragger,(cited in Lash way,2007, p.45). Argued that aligning individual interest to common vision, value and belief is changing that needs continuous effort and dialogue of the principal with school members until collegial leadership practice become the culture of the school (Burndret, Burfon, & smith, 2003; p.15).

2.3. School Leadership Development in Ethiopia.

Principalship in schools is one of the influential administrative positions in the success of school plans with respect to the historical back ground of principal ship, authorities give their own argument. As indicated in Knezevich, (in Ahmed, 2006) the origin of principal ship can be traced to 1515 to the time of Johann Sturm in USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces its origin to the introduction of Christianity about fourth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Teshome in Ahmed, 2006).

However, the western type of education system was formally introduced in to Ethiopia in 1908 with opening of Menilik Secondary

School and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened. According to Ahmed the history of principal ship in Ethiopia, at its early stage was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

After the restoration of independence in 1941, education was given priority which resulted in opening of schools in different parts of the country. As there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from foreign countries such as UK, USA, Canada, Egypt and India (ICDR 1990). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and Secondary Schools of different provinces of Ethiopia during the 1930's and 1940s'. During this time Indian was given the principalship position which may be for their higher educational level and experiences in principal ship.

However, the history had developed in to a new phase where Ethiopians began to replace expatriate which started in 1964, According to Teshome (in Ahmed 2006).This new phase of principalship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's,documents prove that Ethiopian school Heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority of principal ship. After 1960 it was known the Ethiopians who graduated with B.A. BSC degree in any field were assigned as principals in schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MOE, 2002; p. 42).

However, during the first few years of 1960's it was understood that those graduates of B.A degree in pedagogy were directly assigned in secondary schools. On the other hands career structure, promotion that secondary school principals were those who held first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head, or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision including sufficient work experiences.

Currently(MOE),uses different criteria to select Scholl principals, especially to lead preparatory school leaders should have MA Degree in EDPM. To sum up, considering education as key element for economic, social and technological development many countries invest substantial amount of their national resources for the improvement of their education. Similarly, the federal Government of Ethiopia, recognizing the role of education in developing other sectors, by undertaking teachers' continuous professional development program and other (MOE, 2007).

School improvement program in Ethiopia, since the formulation of new education and Training policy (1994), Ethiopian Government has made different educational reforms. Similarly, Ethiopian has been found implementing the newly launched school improvement program. It is one of the components of the General Education Quality Improvement Program (GEQIP) (MOE, 2007).

The current school improvement program framework was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MOE, 2007).

The main objective of the program is to maximize students learning outcomes by improving the conditions might have impact on it. As it was mentioned before, the program focuses on four major domains of the

school namely improving the teaching and learning, creating conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership (MOE, 2007).

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

2.4 Task of Instructional Supervision.

A survey of the literature dealing with supervision uncover many definitions and purposes and “these range from a custodial orientation to humanistic orientation”(Wanzare and Dacosta, cited in Glickm et al, 2004).

Sergiovanni and Starratt (1987,p.112) believed that supervisory activities needed to include the process that includes the teacher’s knowledge skills and ability to make better informed decisions or to become active researchers in to their own teaching methods as part of the supervisory process. In relation to this, Glick man (2004) states by using the supervisory skills supervisors 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’s 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.

Clinical supervision and peer coaching are currently the two most popular forms of direct assistance in schools but a variety of other forms are available. A few additional examples of direct assistances are demonstrated teaching, Co-teaching, assistance with resource and materials, assistance with student assessment, problem solving and mentoring.

Group Development; can assess and improve group culture by gathering and analyzing data on how teachers treat each other. Enhancing dialogue, empathy, trust, collaboration within adult teams will improve the function of those teams, and ultimately affect the way teachers work with students.

Professional development: - can address teachers as whole persons, fostering their pedagogical. Cognitive, emotional, social and ethical development, it can provide teachers' opportunities to enhance their teaching through learning and leading critical reflection and professional dialogue can help teachers develop the skills to actualize more principles in their classrooms.

Curriculum Development: - can involve teachers in preparing moral principles throughout the curriculum. Teachers can design a curriculum that educates the whole child_ teacher's compassion and implementing justice, include all children in significant learning.

Teachers can develop curriculum that can integrate learning within the school and connects academic learning within the school and connects academic learning with community service.

Action Research: - can gather data to assess the gap between the community vision of good school and current reality. Plan for change aimed at bridging the gap, integrated the tasks of supervision to bring about change evaluate results, and revise action plan in a cycle of continuous improvement, only the school that becomes a central of inquiry will continue to envision a better future and continue the journey toward its vision.

2.5 Factors Affecting Leadership Effectiveness.

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:p.12_13) assert, 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 (MOE,2007:p.1).

Such factors can be classified in to personal characteristics, Organizational, characteristics and district or zone education department characteristics.

2.5.4 Personal Characteristics and Leadership

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship, 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,(Gross & Herriott ,1965;p.76) for instance, found “negative” relations that dictate older principals provide less leadership than do the younger, whereas. (Jacobson, et al, 1973; P.33), reported “very little” relationship between age and successful leadership”.

Work experience as a second factor, has been commonly used as criteria in selecting principles and assistant principals. (MOE,1996: p.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 & Herriott,(1965; p.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 (measured as EPL).

Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, MOE (1996; P: 8) 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 fore leader effectiveness.

In this connection with, Halinger and Murphy (1987:P.55) suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role.

2.5.5 Organizational Characteristics

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial).

In instructional leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for its success, Mibit, (1994;P.113), 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 & Verspoor, 1991;p.44). 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, Jacobson, et al, (1973; p.135). Reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction.

Seymour (1976; p.89).also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties.

So the multiplicity of roles and expectations by parents, students and teachers tend to fragment whatever vision the principal maybe attempting to Shape in the school. (Hallinger & Murphy, 1987; p.57).

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. (Corbally, et al, 1990:P.38).

Such professional norm makes the relationship between teachers and school leaders on the matters of instructional 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 (Hallinger & Murphy, 2001P.56).

Many authors and research findings also, identified school size as one factor that influences principal's Leadership. Zenbe.(1992; P.127), For example, found that "the size of the school stress the job demands ofthe principal".

Holmes,(1993; P.41). Again confirmed that the learning priorities and needs of children can easily be detected in small schools than in larger ones.

The findings of gross and Herriott (1965; p.153) also reveal that principals' leadership effectiveness increases in small schools of the principals. Time budgeting over concluded that.

Principals of small schools spent more time in teaching while principals of longer schools spent more time in curriculum and instruction, guidance and problem of the staff. (Herriott, 1986; p.17).

These implies, that school size and instructional leadership effectiveness have a direct relationship.

Other studies shows that principals have multiple roles they play Information over load, paper work, too many reports, many non academic demands and work over load consume much of the Principals time, Hence ,only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (sergiovani, 2007).

2.5.6 District or Zone Education Department Characteristics.

The third source of influence of the principals leadership is district or zone office characteristics, one of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principal's role.

As Hallings and Murphy ,(1997;p.56), pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement.

On the positive side, Gross and Herriot's (1985;p.109) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership.

Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems numerous reporting requirements untimely teacher transfer and in deployment of teachers are suggested as constraining elements in principals instructional leadership process (Bossert et al, 1992; p.53).

Summary

The chapter addressed the definition of leadership and conceptual frame work of school leadership, leadership effectiveness, instructional leadership and teaching and learning, the role of instructional leadership on school success, school leadership development in Ethiopia, tasks of instructional supervision and barriers to instructional leadership effectiveness to answer the following basic question.

1. Do most schools leaders provide adequate instructional leaderships?
2. Do most school leaders perform all the dimension of instructional leadership (i.e in defining the schools mission, managing curriculum and instruction; supervising instruction monitoring student progress, promoting school learning climate)
3. Is there any significant relationship between leaders personal characteristics age, work experience, number of credit hours taken in education fields, level of education, qualification and position

- attainment condition assigned or elected) and Instructional Leadership effectiveness (ILE)?
4. What are the factors that affect the Instructional leadership effectiveness in preparatory school of south Wollo zone?

To this end, to understand the current roles of instructional leadership, dimensions of instructional leadership such as, defining school mission, managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional program and promoting a conducive learning were addressed.

Concerning on the major problems that affected leadership effectiveness are classified in to: personal characteristics, organizational characteristics, and zone or woreda education department characteristics were consulted, thus, the reviewed literature helps the researcher to get the insight about the issue/basic question/in detail.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

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

3.1 Design of the Study

The descriptive survey method was employed in this study. A descriptive survey describes and interprets what is there currently. This is because the intention of the study was to assess the existing situation and to describe opinions that are held on school leadership practices by participants of the study and to look into school leadership problems. In the same line of argument, Best and Kahn,(2003;p.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 was preferred on the ground that practices and problems of school leadership are better perceived from the opinion survey of school leaders (Principals, vice principals) and staff members (teaching and non teaching).

3.2 Source of Data

The source of data for this study were

1. Preparatory school principals
2. Preparatory teachers
3. Supervisors
4. Documents

3.3 Sampling technique.

The determination of the population and sample schools is based on the 2010 Annual staticall report of South Wollo education office. According to this report there are 23 preparatory schools in 21 woreda of the zone. Among these, four schools had teaching staff size less than 15. These 4 schools some have grade 7 to 11 and others grade 7 to 12, both with very few numbers of teachers for the preparatory part. Thus in order to reduce extreme deviations of such schools from others, the researcher excluded these 4 schools intentionally.

Accordingly, the target population of schools are limited to those 19 (out of 23) schools with teaching staff size of 15 and above in each school, similarly, to represent schools from different location and complexity, (the teaching staff size were used once again to select sample schools. Based on their staff size characteristics and Performances of the school), 7 schools were selected by stratified sampling technique as shown in the table below.

Table 1.

Distribution of sample schools based on Teaching staff size.

Total staff size	No of schools	No sample of schools
15 – 34	11	3
35 – 54	5	2
55 – 75	3	2
> 75		
Total	19	7

Then in order to facilitate easy access to reach the required respondents with the limited time available, the unit schools from each stratum were selected by quota sampling technique and 6 woredas were selected by random sampling technique. The following table displays the distribution of sampling schools by staff size and woredas.

Table 2

Distribution of sample schools by staff size and woredas

Woreda	Staff size				Total
	15 – 34	35 – 54	55 – 75	> 75	
Ambassel		*01			1
Kutaber	04				1
Werbabo	07				1
Tehuldare		06			1
Desse Cite	02		03		2
Kumbolcha			05		1
Total	3	2	2		7

* Code of Schools

After such selection of sample schools and woredas, the subjects of the study were chosen from three role groups; school leaders (principals and assistant principals), supervisors and teachers.

About 14 school leaders (2 from each schools) and 7 supervisors (1 from each woreda) were taken by availability sampling technique, where as the selection of teachers was done through two steps, first the number of sample teachers from each school was determined by probability proportion to size /PPS/ sampling technique. That is 23% of teachers in each school were included in the study which makes up a total of 90 teachers. Then quota sampling technique was used to pick up the different number of respondents in each school. Moreover, the representations of teachers from different departments are considered to increase the reliability of responses.

3.4 Data Gathering Instruments

Three instruments were used in the process of gathering the necessary data for the study. These are questionnaire, unstructured interview and document analysis.

3.4.1 Questionnaire

Separate questionnaires were prepared for teachers and principals. The questionnaires were filled by the school principals. They contained four parts designed to address the variable in the study and provide information in conformity with the leading questions. A first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. An item in the second part was designed to obtain information on the critical job related behaviors of the principles in the five dimensions of instructional leadership. The items in each dimension were prepared in five point interval scale. Some of them

were adopted from Hollinger's PIMRS and others were developed by the researcher based on the literature. The respondents indicate the extent of their engagement to a particular behavior or practice scale choosing one of the five point scale ranging from "almost always" (5) to "almost never" (1).

Items in the third section were designed to obtain information on some organizational characteristics of the school that seem to influence the provision of instructional leadership. These items address the extent of instructional resources, school size, role diversity and state of professional norm of each school.

The availability of instructional resources were treated in terms of qualified teachers, student text books, teachers guides instructional equipments, supplies and operational funds. Respondents were required to indicate the extent of availability of these resource by labeling numbers ranging from 1 (almost none) to 5 (more than adequate).

The school size in terms of student number, teacher and non-teaching staff size was treated in intervals, in order to measure the extent of role diversity that leaders have in each school. Respondent were required to indicate the percentage of their time devoted to their instructional leadership role, administration and other duties. Moreover, they were required to express the extent of constraining effect of role diversity on their provision of instructional leadership in their school. They responded by choosing one of the alternatives 5= a great deal, 4= a lot, 3= somewhat, 2= a little, 1= not at all.

Regarding the professional norm each schools five point interval scale items were prepared based on the literature used. Respondents, then indicate the extent to which their teaching staff value the norms

expressed in each item by choosing a number from the five point interval scale ranging from a great deal “(5) to “not at all” (1).

The last section of the questionnaire for leaders contained items designed to obtain information on the perception of respondents regarding the characteristics of Zone/ woreda education department to which they are accountable.

In order to get information on the higher officials expectations, respondents were required to express the degree of emphasis given for their instructional leadership role as compared to administrative duties by the higher officials and they responded by choosing (5) much higher, (4) higher, (3) equal, (2) Lesser, (1) much lesser .

Respondents were also made to rank priorities from the listed requirements commonly used for recognition and promotion of leaders to higher position.

In the same fashion, other woreda education department administrative elements, provision of instructional leadership was listed down to be ranked by respondents in their order of constraining effects. On the other hand, questionnaire for teachers were prepared containing two parts.

The first part was on personal characteristics of the respondents and the second part was on instructional leadership dimensions.

Items for the second part were identical with those in leader’s questionnaire, except the directions. In this case teachers rate leader’s performance on their behaviors (practices) but in the principal’s questionnaire, leaders rate themselves.

3.4.2 Interview and Document Analyses

In addition to the questionnaires, unstructured interview and document analysis were used to substantiate the information gathered by the questionnaire. The interview mainly addressed the frequency of supervisory service offered to preparatory school, the area supervision mainly focused on, and issues on the assignment of leaders according to the current policy and its effect on the instructional leadership process.

3.5 Method of Data Analysis

Depending on the nature of the basic questions and variables treated, different statically tools were employed. In order to determine the current status of instructional leadership effectiveness, leader's engagement in each dimension and quantity of credit hours taken in the field of education, percentage has been employed.

The relationship between ILE and personal characteristics like age, work experience were computed by Pearson's correlation coefficient. On the other hand, mean difference between, educational planning and management(EDPM) and subject majoring leaders and elected and appointed leaders were computed by using t-test to determine whether, field of specialization and position attainment condition have resulted in (related with) Instructional leadership effectiveness differences.

The observed relationship between personal characteristics and ILE was used to determine those personal factors affecting instructional leadership effectiveness.

In order to determine the organizational factors which significantly influenced instructional leadership effectiveness, t-test was employed. Finally, comparisons of mean differences between two independent sample groups (resulting from the effects of zone/woreda administrative characteristics) on their ILE was made using t-test to determine whether the resulting differences are consequences of those characteristics or not.

3.6 Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the purpose of the study i.e., purely for academic.

As he introduced its purpose in the introduction part of the questionnaire and interview guide to the respondents, he confirmed that subjects, confidentiality will be protected. In addition, in the study was based on their consents.

The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

CHAPTER FOUR

4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section of the thesis deals with the description of the sample analysis and interpretation of the data.

4.1.1 Respondent Characteristics

Based on the sampling procedure described in chapter three, seven Schools were included in the study. The sample size of teachers has been slightly reduced for the following reasons. A total of 90 questionnaires were distributed to teachers. However,10 of them didn't return it. And

this reduces the sample size of teachers' to 80. Leaders and Supervisory staff were represented as planned.

Thus, the analysis was on the basis of information obtained from the returned questionnaires (100%) of leaders and (88.9%) of teacher responses. Interview held with supervisor and information from document analysis is used as supplementary.

4.1.2 Biography of Respondent.

Table 3

Characteristics of respondents

Characteristics	Respondents					
	Teachers		Leaders		Supervisor	
	N	%	N	%	N	%
Sex: - M	52	65	14	100	7	100
- F	28	35	-	-	-	-
Total	80	100	14	100	7	100%
Age 21 – 25 Years	14	17.5	-	-	-	-
26– 30 >>	23	28.7	2	14.3	2	28.6
31 – 35 >>	22	27.5	8	57.1	3	42.8
36 – 40 >>	16	20.0	2	14.3	2	28.6
41 - 45 >>	4	5.0	-	-	-	-

46 – 50 >>	1	1.3	2	14.3	-	-
Total	80	100%	14	100%	7	100%
Level of education						
Diploma	-	-	-	-	-	-
Bachelor's Deg.	70	87.5	13	100	6	85.7
Master's Deg.	10	12.5	--	-	1	14.3
Other	-	-	-	-	-	-
Total	80	100%	14	100 %	7	100%
Specialization						
Edpm major	2	2.5	2	14.3	1	14.3
Different social science fields	46	57.5	12	85.7	6	85.7
Different natural science fields	32	40	-	-	-	-
Total	80	100 %	14	100%	7	100%
No of credit hours taken in education fields*						
None			1	7.1		
1 – 10 credit			4	28.6		
11 – 20 credit			7	50		
Above 20			2	14.3		
Total			14	100		

*Only for principals.

As Table 3 Shows, the gender of respondent indicates that 65% of teachers were males and 35% of teachers were females, but 100% of leaders and supervisor were males because there is no any female leader in the position. Hence, females participation is completely absent in the leadership as well as supervisory positions.

Regarding the age distribution teachers and leaders have almost the same pattern.17.5%of teachers were between20—25years old, 28.7% of teachers were between, 26– 30 years old.

27.5% of teachers and 57.1% of leaders were between 31 and 35 years, 20 % of teachers and 14.3% of leaders were 36--40years old, whereas the remaining 6.3% of teachers and 14.3% of leader's age range

from 41 to 50 years. The supervisors are, however, mainly over 30 years, which may be due to their long years of services in their previous positions as teachers and school leaders.

Regarding the educational level of respondents, the data on the part of teachers reveal that majority of teachers (87.5%) are bachelor degree holders, a negligible number (10 or 12.5%) hold a master's degree, thus, there seem to be a significant number of under qualified teachers teaching in preparatory school of the zone. On the part of the principals 100% were bachelor degree holders. It may, therefore, be inferred that all of the principals and considerable number of teachers did not satisfy the standard set by MOE (1996:8) which requires at least MA degree for principals, supervisor and teachers of preparatory school. Thus, it would be possible to assume the placement of these principals was on appointment basis rather than on proper educational background. On the part of the supervisor 85.7% of them are bachelor degree holders, Only 1 (14.3%) of the supervisors had master's degree. Generally the placement of school leaders, Teachers and supervisor does not satisfy the standard set by MOE (1996).

In terms of their field of study, the data on the part of teachers shows that 40% were from natural science 57.5% were from the social science fields, the reaming 2.5% teachers were graduate of Educational Planning and Management. Although, these were trained for principal ship, they were not assigned to the right position.

As regard to the principals (85.7%) were graduated in different social science subject areas, only 2(14.3%) were graduated in educational planning and management. As the data shows, majority of schools are not headed by professional principals. The key element in school leaderships is the principal. Without well qualified principal the goal of achieving high standard of educational plans will be threatened (Mc Ewen,E.K, 2003:p.57)

Such representation of respondents from different levels of education and qualification will have its contribution to the study, i.e., teachers' representation from different levels and fields of specialization makes their assessment of leaders' ILE more reliable and unbiased. Besides, the supervisors level of education and areas of study (professional education) make their information more professional and comprehensive. The leaders' distribution or representation from different level and specialization also help test whether these characteristics can contribute to leader's success in instructional leadership role.

Although, consensus has not been reached about the contribution of training in educational courses like curriculum and instruction, supervision, and measurement and evaluation to instructional leadership effectiveness, this study attempts to test whether such courses offerings can tell us something about the effectiveness of leaders in this role. The above data in this respect revealed that one leader (7.1%) has taken no course in those areas, four (28.6%) have taken 1 to 10 credit hours, seven(50%) have taken 11 to 20 credit hours and the remaining, two leaders (14.3%) have taken over 20 credit hours. This conforms to Halinger and Murphy (1987:P.55) findings that suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role.

Work Experience of Respondents

Table 4:

Characteristics of Respondents by their work Experience

Characteristics (experience)	Respondents					
	Teachers		Leader		Supervisor	
	N	%	N	%	N	%
In teaching						
1 - 10 years	38	47.5	3	21.4	2	28.6
11 – 20 >>	37	46.2	9	64.3	4	57.1
> 20 >>	5	6.3	2	14.3	1	14.3
Total	80	100%	14	100 %	7	100 %
As a unit leader	23*					
No service			8	57.1	-	-

1 – 5 years			4	28.6	-	-
6 -10 years			2	4.3	-	-
Total			14	100	-	-
As a department head					-	-
No service	54*	81.8	1	7.1	-	-
1- 5 years	26*	18.2	10	71.5	-	-
6 – 10 years	-	-	3	21.4	-	-
Total	80*	100%	14	100%		
In principal ship						
1 – 2 years			3	21.4	2	28.6
3 – 6 >>			7	50.0	4	57.1
7 – 10 >>			2	14.3	1	
> 10 >>			2	14.3	-	14.3
Total			14	100%	7	100%
As a supervisor						
1 – 3					3	42.9
4 – 6					4	57.1
≥ 7					-	
Total					7	100%

* Indicate the number of teachers serving in the particular position.
The interval years do not work for this group.

Apart from professional preparation, the selection and placement of leaders commonly requires work experience on the job as well as on related tasks such as teaching, unit leader, department head and other responsibilities (MOE: 1996:7). This was so because of the belief that such experiences improve the competency as well as effectiveness of leaders in their position. The data in Table 3 also states to this tendency. About 21.4% of leaders have served 1 to 10 years in teaching and 64.3% leaders have served 11 to 20 years the remaining 14.3% served for over 20 years in teaching.

Similarly, 71.5% and 21.4 % of leader have served as department head for 1 to 5 and 6 to 10 years respectively and a considerable size of

them (42.9%) also served as a unit leader for 1 to 10 years. Thus, it can be concluded that most leaders included in the study have gained a great deal of work experience in teaching, unit leader and department head responsibilities prior to their present position.

In addition, about 21.4% of leaders have served for 1 to 2 years in their present position (principal ship), 50% have served for 3 to 6 years and 14.3% have served 7_10 years the remaining 14.3% have served for over 10 years as principals. Thus, it can be assumed that most leaders have good knowledge in school leadership.

However, consensus has not yet been reached about the contribution of such experiences to instructional leadership effectiveness. Hollinger and Murphy (1987; 55) and Gross and Herriott (1985:74) can be mentioned in this vein in this book. Yet, MOE uses it as policy alternative in the appointment of leadership position. This debatable fact initiated the researcher to consider the relationship of such experiences and instructional leadership effectiveness, which is treated in section 4.2.2

As shown in Table 4, Teachers who have participated in assessing leaders' instructional leadership effectiveness were with different number of years of teaching experience and a considerable size of them were also department heads and unit leaders who have had close contact with instructional leadership activities. Thus, the information obtained from teachers will increase the reliability of the study. The wide range of experiences of most supervisors as teachers, leaders and supervisor also help to get relevant information on the problem under study.

4.2. Presentation and Discussion of data

4.2.1 Instructional Leadership Effectiveness

As already defined in chapter one, instructional leadership effectiveness is the frequency of the leader's engagement in specific role

behaviors/practices used to represent each dimension of instructional leadership. Leader's engagement in specific role is used to represent each dimension of instructional leadership. Leaders' engagements in the role behavior were evaluated by teachers and through their own rating.

To maximize the reliability of the evaluation results, the scores of the two groups were changed into a single whole score. In doing so, the teacher's data were first aggregated to form two leader scores in each school on the five dimensions. Thus, the scores of 80 teachers are changed into 14 scores of each dimension.

Next, the average of the 14 teacher scores and the corresponding 14 leaders' self – rating scores on each dimension were calculated. The resulting scores were used as a measure of leader's effectiveness in each dimension (LED).

The mean score of the dimensions used as LED was calculated to be used as a measure of instructional leadership effectiveness (ILE) for each leader

. See Appendix B.

In using the ILE and LED scores in this research, they are considered to be a continuous variable running from “relatively lowest” (1.00) to “relatively highest” (5.00) with two trisecting scores 2.33 and 3.66. Based on the trisecting scores leaders were grouped into three effectiveness levels; “weak leader” (ILE= 1.00 – 2.33), “moderately effective leader” (ILE = 2.34 – 3.66) and “strong leader” (ILE = 3.67 – 5.00). These intervals and levels also work for LED.

Thus, the distribution of leaders in each effectiveness levels is presented in tables 5 and 6 below.

Table 5

Distribution of leaders in the three ILE Levels

Leader's ILE Level	No.	%
Weak	1	7.14
Moderate	10	71.43
Strong	3	21.43
Total	14	100%

As the data in Table 5 reveals, 21.43% of leaders are strong, 71.43% are moderate and a negligible size (only one or 7.14%) are weak in their ILE. This implies that the great majority (71.43%) of leaders are moderately providing instructional leadership.

Furthermore, detailed examination of leaders' performance in each dimension shows that about 21.4% were weak, 64.3% were moderate and only 2 (14.3) were strong in defining their school's mission (see Table 6).

Table 6
Distribution of Leaders in the Three LED Levels

Leader's LED Levels	Dimensions									
	Mission		M.C.& In.		Sup. Inc.		Mon. St.P		Climate	
	No.	%	No.	%	No.	%	No.	%	No.	%
Weak	3	21.4	1	7.1	2	14.3	1	7.1	1	7.1
Moderate	9	64.3	11	78.6	10	71.4	11	78.6	10	71.4
Strong	2	14.3	2	14.3	2	14.3	2	14.3	3	21.5
Total	14	100	14	100	14	100	14	100	14	100

As the data in Table 6, reveals, most leaders' (78.6%) performance in managing curriculum and instruction were moderate whereas 14.3% of them were strong. But a negligible proportion (7.1%) was found to be weak. In other words, the majority (64.3%) of leaders were not strong (effective) in managing curriculum and instruction. Similarly, about 14.3 percent were effective and the majority (71.4%) was moderate in their engagement in supervising instruction, whereas the remaining 14.3 percent were weak in ILE.

Most school leaders are not strong enough in monitoring student progress. Only 2 (14.3%) were strong, whereas the majority (78.6%) moderate performers and the remaining 7.1% were weak. Promoting school learning climate has also ineffective leadership. Only 21.5% of leaders were strong in promoting their school learning climate whereas the great majority (71.4%) performed at a moderate level and 7.1% were weak in ILE.

In general, the leader's effectiveness in each dimension ranges from weak to strong. However, almost all leaders are found at the moderate level.

The information obtained from documents of school profile from 2000-2003 and faculty minutes from 1999-2003), in each school confirms the described findings about leaders engagement in each dimension. The annual school plan, for instance, revealed most leaders set their plans without clear statement of goal for this reason, their plans were found non-development and mere repetitions of past years' experience. It also meant that they led their schools without clear vision of where to go and what to achieve.

The other leaders, although they have stated the school goals they intended to reach through the activities included in their plans, they

concentrated on administrative areas than student learning and achievement.

Besides such shortcomings of mission statements, the teaching staff minutes observed revealed that only few leaders discussed the school goals with teachers at the beginning of the year, and moreover, the statements were not revised and reframed subsequently following their implementation and success.

In most cases – as the minutes revealed – discussions dealt with and issues raised at the staff meetings were disciplinary problems, organizational tasks and other administrative problems. Little attention was given to curriculum and instructional areas. This had even come to the attention of leaders when it become a serious problem among the issues raised in staff meetings, problems in teacher performance evaluation for career promotion took the largest part. And the exercise of classroom visiting in almost all schools was intended for this purpose and not to diagnose or improve instructional problems.

From the information obtained from school documents and the interview with supervisors, it was evident that school level supervision was being introduced in all preparatory schools of the zone.

Although negligible size of leaders had started to implements it, the provision of in school supervision was in the form of staff development and was held by teachers mandated by the career ladder.

Regarding monitoring the progress of students, most schools conduct tests at most six times a year. However the test results are not used for informative purpose. And the progress of students in most schools, were reported to parents at most twice a year (semester ends) in most schools. In the staff meetings this aspect gets attention at the end of each

semester and the discussions mainly focus on the administration of tests than other aspects of administrative issue.

Thus, number of periods wasted, teachers' and students' disciplinary problems reported in staff meetings also dictate that leaders have problems in promoting school learning climate.

4.2.2 Correlation of Instructional Leadership Effectiveness

Despite the inconsistency of different findings, Hollinger and Heck (cited in Mcewen, 2003, p.123) and Wallence (cited in Harris and Muijs 2005,p.34) indicated the potential contributions of personal characteristics of leaders on their leadership effectiveness. Based on this, this section tries to test whether some personal characteristic variable have statistically significant relation with ILE.

Table 7

Summary of Correlations of Age and Experience with ILE

Significant at 0.05 level	Age	Experience as			
		Teacher	Unit Leader	Dept. Head	Leader
ILE r	0.018	0.279	0.309	0.636*	0.725**
P	0.952	0.085	0.124	0.014*	0.003**

As the result in Table 7, shows age and all experience variables have positive correlation with ILE. However, experience as a leader ($r=0.725$, $P<0.01$) and experience as a department head ($r=0.636$, $P<0.05$) has shown statistically significant – correlation with ILE. The reaming

variables Age, experience as a teacher ($r=0.279$, $p=0.952$) and a unit leader ($r=0.279$, $p=0.085$) has shown better although statistically insignificant correlation with ILE. These findings, with a experience as a department head and experience as principal/or assistant principal are in conformity with Hallingers' and Murphys' (1987), Gross and Herriott (1995) and Jacobson and others (1973) findings and conclusion the length of experience as teacher, previous administrative experience and even the number of years at the principal ship position have significant relationship with leadership effectiveness (measured as EPL)".

The possible explanation for significant positive correlation between experience as a leader, a department head and ILE may be that the responsibility in this position requires close attention to curricular and instructional issues at individual and group level than other positions in the school.

Other personal characteristics assumed to have significant correlation with ILE were qualification and position attainment condition. To examine their relationship with ILE, t-test was computed for each.

Besides level of education, the qualification (specialization) that the leader had was believed to result in significant difference in ILE among leaders. Considering the potential contribution of professionalism for effectiveness in certain positions and responsibilities, t-test was computed on the assumption that leaders qualified in educational planning are higher in ILE than subject majoring leaders.

i.e. . $H_1: N_1 > N_2$

$H_0: N_1 - N_2 = 0$

There is no significance and the null hypothesis being; there is no significant difference between the two group mean.

Table 8

T-test of mean Difference for EDPM Graduates and subject specialists on their ILE.

Variable (level of education)	No. of Cases	Mean	S.D	t-test	P
EDPM major	2	4.0000	.537	1.209	0.25
Subject major	12	3.4967	.545		

In Table 8, the computed t-value is $(t(2,12)=1.209, p=0.25)$. $(0.25 < 0.05(12) \ 1.209)$ thus we accept the null hypothesis. That means there exist no statistically significant mean difference between leaders qualified in EDPM and subject specialists on their ILE. Thus, qualification has no statistically significant relation with success in instructional leadership.

But MOE (1996;p:8) states for preparatory school principals educational attainment of MA degree and more preferable qualified in educational planning and management.

Other characteristic is position attainment condition. Is there any statistically significant relationship between position attainment condition and leadership effectiveness? Some modes of assuming principalship position were in place, which included election of leaders. According to the information obtained from five woreda supervisors through interview, selection of leaders is made by zone and woreda education and training boards. And since the accountability of the board is to district administrative council, supervisors could not have chance to exert professional pressure on the selection of leaders. The response of all supervisors indicated the selection of leaders being exercised is neither based on empirically justified effectiveness criteria nor considering professional training. Even the staff members were not involved in the selection of their own leaders in some-cases. On the other hand, the responses of leaders to the questionnaire revealed that most of

the assigned leaders were from non- professional groups. Thus, in testing the relationship between position attainment condition and ILE, the comparison of assigned to elected assumed only the existence of significant difference between the two groups. To this end, t-test was computed based on the assumption that the elected and assigned leaders differed significantly in their mean of ILE (H1; $N_1 \neq N_2$). And the null hypothesis was; the two groups are not significantly different.

Table 9

T-test of Mean Difference for Assigned and Elected Leaders on Their ILE

Variable (Position att. condition)	No. Cases	Mean	SD	t-test	P
Assigned	6	3.3967	.80134	.091	.335
Elected	8	3.6975	.26147		

Significant at 0.05.

The result shown in Table 9 shows that the absolute value of computed t-value is less than 0.5 (12) (i.e. $0.091 < 0.335$) Thus, the null hypothesis is accepted. Hence, position attainment conditions do not result in statistically significant mean difference in ILE.

TABLE 10

Summary of correlation of organizational factors and ILE.

	Organizational Factors						
	Inst. resources	Prof. Norm	Student size	Teaching Staff size	Non T, staff size	Time Devoted to Ins. Leadership	Extent Of role diversity

ILE r	0.523	0.651	-0.045	0.552	0.012	0.61	-0.193
P	0.006*	0.003*	0.827	0.003*	0.954	0.001*	0.344

Significant at 0.05 and 0.01

As shown in the table above. ILE has significantly positive relation with the extent of instructional resources available in the school($r=0.523$; $p<0.01$)

This implies that the extent of instructional resource, such as qualified teachers, student text books, teacher’s guide, instructional equipment, supplies and operative funds jointly determine the ILE of leaders.

The observed significant positive relationship of ILE and professional norm implies that in schools where the staff value and accept leaders’ participation in curricular and instructional issue, leaders’ ILE increases. Thus, professional norm of a school has positive influence on ILE of leaders.

Regarding the size of the school, although numbers of student, teaching staff and non teaching staff size have direct relationship, only the teaching staff size has shown statistically significant positive relation with ILE. This implies that the leader working with larger teaching staff size is higher in his/her ILE than in smaller schools, ($r=0.651$; $p<0.01$). Hence, the size of the school particularly in terms of teaching staff size has positive influence on instructional leadership effectiveness. This result contradicts Zenebe’s (1992) leadership effectiveness finding which states that “the size of the school stress the job demands of ...the principal”.

Holmes, (1993) and Gross and Herriott’s (1985) findings, support Ovard’s (1966) result which showed that larger school leaders devote

more time to instructional leadership role than smaller schools. Thus, the possible reason for the relationship obtained may be due to the fact that leaders in smaller schools have little time for instruction leadership because of their engagement as teachers.

As depicted in Table 10, the statistically significant positive relationship of time devoted to instructional leadership role along with the negative – although not significant – relationship of extent of role diversity with ILE means that role diversity has negatively influenced leaders' ILE. In other words, the lesser the extent of role diversity the higher will be the ILE.

4.2.3 Zone or Woreda Education Department Factors influencing ILE.

These factors are treated in two main groups, I.e. higher official expectations and administrative elements, from zone or woreda education department.

4.2.3.1 Higher officials Expectations.

With regard to higher officials' expectations and the influence on leaders' ILE, leaders were asked to respond to the item "To what extent do your higher officials place emphasis on your instructional leadership role as compared to administrative duties?" Their reaction to this statement was re-grouped into two categories and found that 76.9% of them reported that lesser emphasis was given to instructional leadership role as compared to administrative duties. And the remaining 23.1% reported that equal or higher emphasis was given to both duties.

For the critical investigation of the influence of higher officials' expectations on leaders ILE, t-test was computed based on the assumption that leaders who perceive that their higher officials placed

higher or equal emphasis on instructional leadership as compared to administrative duties are higher in ILE than, otherwise ($H_1; N_1 > N_2$), the null hypothesis being no significant mean difference between the two groups ($H_0; N_1 - N_2 = 0$).

Table 11.

T-test of mean Difference for leaders perceiving High and Equal Emphasis, and Lesser Emphasis by Higher Officials on Their ILE.

Variable		No. cases	Mean	S.D	t-test	P
Higher officials emphasis on instructional leadership	Equal & high	6	3.704	0.399	1.058	0.311
	low	8	3.388	0.714		

Significant at 0.05,

As revealed in the table 11, computed t-value =1.058, df=12, P=0.311.(1.058>0.311). Thus, reject the null- hypothesis. This conforms, (Hallings and Murphy,1997;56), pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement.

So there is significant mean difference between leadership by higher officials have significant influence on leaders ILE. But the closeness of t-value (1.058), P-value (0.311) dictates that it has some contributions. The reason for this outcome may be attributed to commonly used requirement for promotion and recognition that were listed and ranked by leaders in the order of priority. And the responses were categorized into two groups promotion by instructional leadership competency and promotion by other requirement).

Accordingly, about 21.24 % of leaders responded that the priority requirement for promotion and recognition was instructional leadership competency, whereas the majority (78.6%) responded otherwise. To examine the influence of such expectations of higher officials on leaders ILE t-test was computed. The computation was based on the assumption that leader expecting promotion and recognition by their instructional leadership competency were higher in their mean of ILE than others (H1; $N_1 > N_2$). The null hypothesis states no significant mean difference between the two groups.

Table 12

T-test of Mean Difference for Leaders Expecting promotion Through Instructional Leadership Competency and Other Competency on Their ILE.

Variable		No. cases	Mean	S.D	t-test	P
Promotion for	In. L.Cometency	4	77.25	.957	1.607	.134
	Other competency	10	76.00	1.414		

Significant at=0.05,.

As the result in Table 12 shows, the null hypothesis is rejected since t-computed (1.607), $df=12$, $P=.134$. ($1.607 > 0.134$). That means, leaders who expect recognition and promotion through their instructional leadership competency are higher in ILE than the other group. This confirms Gross and Herriott's (1985) finding that reward and encouragements from higher officials increase leadership effectiveness. Thus, from the two consecutive results it is evident that the emphasis on instructional leadership role of leaders that the higher officials place will result in significant increase in ILE when it is followed by recognition and rewards. In sum, the higher officials' expectation on the leaders' role has significant influence for the success of leaders as instructional leader.

4.2.3.2 Administrative Elements.

About six administrative elements expected to have potential influence on leaders' ILE were listed and leaders ranked them according to their constraining effect. For computation purpose the responses of leaders for each element were grouped into two categories. That is, if leaders' ranked an element 1,2, or 3 then they are more constrained by the element. And if leaders ranked an element 4, 5 or 6 then they are less constrained by the element. The element, Based on this grouping, t-test was computed to test the impact of each element on ILE of leaders. The assumption used in computing the t-test was leaders more constrained by an element are less effective in their instructional leadership role than otherwise (i.e., $H_1; N_1 < N_2$). And the null hypothesis being no significant difference between the two groups (i.e., $H_0; N_1 - N_2 = 0$).

Table 13.

T-test of Mean Differences for more Constrained and Less Constrained Leader (of each administrative element) on Their ILE

No.	Elements	More Constrained N=10		Less Constrained N=4		MD	DF	TC	P
		Mean	S.D	Mean	S.D				
1	Policies, rules & regulations	2.20	1.033	2.25	0.957	-0.050	12	-0.083	0.985

2	Numerous reporting requirements	1.80	0.632	3.00	1.414	-1.200	12	0.495	0.630
3	Financial & supply delivery problem	1.20	0.422	2.00	0.816	-0.800	12	-2.469	0.080
4	Untimely teacher transfer	1.70	0.823	1.50	0.577	0.200	12	0.439	0.668
5	Teaching material delivery problems	2.80	1.229	2.75	1.50	0.050	12	0.065	0.949
6	Delayed substitute and deployment of teachers	4.80	1.814	5.50	1.00	0.150	12	-2.268	0.043

As shown in Table 12 the computed t-values for each of the elements 1, 2, 4 and 5 between the two groups are not less than the critical t-value (2.179) at 0.05 level of significance and 12 degree of freedom. Thus, the null hypothesis is not rejected. Meaning, leaders more constrained by Policies, rules & regulations, numerous reporting requirements untimely teacher transfer and teaching material delivery problems are almost equally effective in their instructional leadership roles as the less ones. Thus, the evidence does not support the influence of these elements on leaders' ILE.

However, since the computed t-values for each of the elements 3 and 6 are greater than the critical t-value (2.179) at 0.05 level of significance and 12 degree of freedom, the null hypothesis is rejected. This implies that the greater constraining degree of the two elements, financial and supply delivery problem and delayed substitute and deployment of teachers- resulted lower performance of leaders in their instructional leadership. The finding is supported by Gross and Herriot's (1985;P.109) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate

that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership.

Hence these two elements significantly affect ILE to the negative direction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

After analyzing and interpreting the data secured from questionnaires documents and interviews, the following summary, conclusion and recommendations are made.

5.1 Summary

This study is set out to explore the current status of instructional leadership role and to detect some of the factors influencing it in preparatory schools of south Wollo zone. To this end, basic questions addressing the adequacy of instructional leadership provision in general and in each dimension, leaders' personal characteristics and their relationship with instructional leadership effectiveness and the factors affecting its provision were raised.

In order to answer the basic questions raised, the study was conducted in 7 preparatory schools of south Wollo zone, selected on the basis of stratified and quota sampling techniques. The subjects of the study used to obtain the necessary information include 14 school leaders, 80 teachers and 7 supervisors. The information for the study was obtained through questionnaires, document analysis and interview. However, the later two were supplements to the questionnaire to make the study more reliable and comprehensive.

The data obtained were analyzed using different statistical tools such as percentages, Pearson's correlation coefficient and t-test. According to the results of the data analysis, the major findings of the study are the following.

1. Most of the school leaders (71.43%) were providing instructional leadership moderately; similarly, the majority of them were performing moderately on each dimension. Only 14.3% of leaders were found very capable in defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and 21.3% are capable to promote school learning climate respectively. Thus, only the minorities of leaders were performing effectively (strongly), in each dimension as well as in overall instructional leadership role.
2. In search of relationships between instructional leadership effectiveness and personal characteristics, the correlation

coefficient between ILE and age ($r = 0.018$), teaching experience ($r = 0.279$), experience as a unit leader's ($r = 0.309$) indicate that these personal characteristics have no significant relationship with ILE. On the other hand, the correlation coefficient of ILE and experience as a department head ($r = 0.636$, $p < 0.05$) and experience as a leader ($r = 0.725$, $p < 0.05$) revealed that these two personal characteristics have statistically significant relationship with ILE.

Regarding the factors affecting instructional leadership effectiveness of leaders, the study revealed that;-

3. The three characteristics namely; Experience as department head, experience as a leader and number of credit hours taken in education fields, have positive significant influence on ILE.
4. The availability of instructional resources ($r = 0.523$, $p < 0.05$) state of professional norm ($r = 0.651$, $p < 0.05$) and teaching staff size as indicator of school size ($r = 0.552$, $p < 0.05$) have been identified among organizational factors that affect ILE significantly in the positive direction. Observed relationship between ILE and role diversity expressed in terms of time devoted to instructional leadership role ($r = 0.615$, $p < 0.05$) along with extent of role diversity ($r = -0.193$; $p < 0.344$), it implies that the amount of role diversity influences ILE negatively. Although their influence has been negligible, the remaining school size variable (i.e. number of student $r = 0.045$) and non-teaching staff size ($r = 0.012$) correlate positively with ILE.
5. The computed t-value ($t = 1.058 > 0.311$) that compared ILE mean between leaders whose instructional leadership role has been given greater emphasis by their higher officials and those who haven't been treated that way shows significant difference. However, the computed t-value ($t = 1.607 > 0.154$) between leaders

expecting their promotion and recognition through instructional leadership competency and leaders who don't expect their promotion that way has shown that the first group out-rank the second in their ILE significantly. These results, therefore, imply that the emphasis of higher officials on instructional leadership could result in greater ILE only when it is followed by rewards. Hence, the expectation that higher officials set on leader's performance seems to have significant influence on leaders' ILE.

6. With regard to other administrative elements of zone/Woreda education department the t-test was computed for each of the six elements with respect to their constraining to a leader. The results show that ILE is negatively influenced for that greater constraining degree of two elements i.e. financial and supply delivery problems and delayed substitute and deployment of teachers. Although, they exist as problems the remaining four factors. Zone/woreda policies, rules and regulations, numerous reporting requirement, untimely teachers transfer and teaching material delivery problems do not significantly affect ILE.

5.2, Conclusions

As the central goal of schools is providing learning through effective teaching, school leaders are expected to provide effective instructional leadership for the attainment of the school goal. However, the study revealed that most leaders have given moderate attention to this part of their role. As a result, instructional leadership is not provided strongly by

most school leaders. Moreover, the majority of leaders did not also perform effectively in each instructional leadership dimension.

How ever the findings revealed that majority of the principals were not in the area of educational management institution. They were assigned the post with out having educational planning and management skills.

In the hope of shading light on practical problems of instructional leadership provision in preparatory school of south wollo zone, the study attempted to find the correlates and factors affecting the effectiveness of leaders in this role.

Accordingly, it has been found that some personal characteristics (usually used for selection and appointment of leaders to the principal ship position) failed to discriminate significantly among leaders as to their ILE, among these are age, teaching experience, experience as a unit leader, qualification and position attainment condition. The findings did reveal, however, that three personal characteristics greater quality of credit hours (courses) in education fields, experience in leaders and greater experience as a department head, – may have some predictive value in selecting leaders who promise effectiveness in providing instructional leadership. Thus, the cause for – incapability of most leaders to provide leadership strongly may be attributed to their lack of the three personal characteristics.

Besides personal characteristics such as instructional leadership effectiveness has been found subject to organizational and district /zone education department administrative characteristics of The organizational factors, greater availability of instructional resources, a professional norm that gives high value to the involvement of leaders in curricular and instructional matters, and greater number of teachers in

a school have contributed positively and significantly to the success of a leader in his/her instructional leadership role.

On the other hand, a good range of role diversity has influenced ILE significantly to the success of a leader in his/her instructional leadership role. On the other hand, a good range of role diversity has influenced ILE significantly in a negative direction. Thus, it has been found difficult to expect leaders perform their instructional leadership role strongly without considering such organizational factors.

Similarly, the study reveals that instructional leadership effectiveness significantly depends on expectations of higher officials from leaders in the form of emphasis as well as requirement for promotion.

On the other hand, the study reveal that high degree of financial and supply delivery problems and delay in assigning substitutes and deployment of teachers have significantly influenced the ILE of leaders negatively. Thus, instructional leadership effectiveness again requires the attention of higher officials or district / zone education department.

In general from the observed findings it can be concluded that instructional leadership effectiveness is a function of personal, organizational and district/zone education department administrative characteristics (or factors).

5.3. Recommendations.

Based on the findings and conclusion reached the following possible solutions are recommended so as to increase ILE of school leaders.

As evidenced by the study the status of instructional leadership effectiveness in some preparatory schools of south Wollo zone needs improvement. And this has to start with introducing leaders with appropriate instructional leadership role behaviors and skills. In doing so, Amhara Regional Education Bureau (AEB) in collaboration with zone and woreda education department needs to define the instructional leader's duties in terms of the five dimensions: defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress, and promoting the school learning climate as well as providing long and short term training climate as well as to equip them with appropriate knowledge and skill in the area.

Moreover, reducing various factors influencing the provision for instructional leadership should be another alternative for the success of leaders. In this endeavor, the most important and worthy recommendation is, that the Amhara Regional Education Burro with zone and Woreda education office need to revise the criteria used for selecting and appointing preparatory school principals and serious consideration should be given for field of study and Leve of Education.

Despite some inconsistency of the findings with those of other studies, some of personal characteristics associated with instructional leadership effectiveness have been deemed as having little empirical justification to contribute to leadership effectiveness in this study.

The characteristics identified to contribute significantly and positively are greater experience as department head, greater experience as a leader and great number of courses taken in education fields.

Although the findings tend to give greater weight to the above three personal characteristics in the selection and appointment of school leaders, the smallness of sample size and the study unfair to give less value to other personal characteristics to serve as selection and assignment criteria. The possible recommendation is, thus, that Amhara

Education Bureau (REB) with zone and district education department needs to make wider study and revise the criteria used for selecting and appointing school leaders particularly for instructional leadership position.

Evidently, it is unimaginable to provide instructional leadership strongly under the chronic shortage of instructional resources like qualified teachers, teacher's guides, student textbooks, instructional equipment, supplies and operational funds. The school leaders should take the responsibility and initiative to influence the concerned bodies to provide the necessary resources timely and adequately.

The other possibility for school is to create mechanisms by which individual schools through their own initiative along with the community can make resources available.

It is hardly possible for leaders to be engaged frequently in instructional leadership activities unless their involvement gets recognition and reward from both teachers and higher officials. To this end, the professional norm that limits the involvement of leaders in instructional matters should be improved. One means to attain this, developing leader's skills and knowledge in instructional leadership areas so that they can be influential and confident to suggest solutions for the instructional problems.

In line with this the strategies in the selection of leaders should take into consideration the higher level of educational attainment of school leaders. Providing seminars, workshops or formulating policies on the improvement of teacher leader work relationships could be the other alternative. Above all leaders also need to create strong professional relationships with and among teachers through prolonged efforts.

Moreover, higher officials should give greater emphasis to instructional leadership part of leaders' role. This could be attained by

working closely with school leaders on instructional aspects and by giving greater value to it in the appraisal of leaders' performance and promotions. The administrative support from district or zone education department should also give great emphasis to the activities that have great influence on the instructional leadership role of leaders. This could be attained by providing the necessary budget and supplies adequately on time and making the transfer and deployment of teachers before the opening or after the closing of schools.

As the study has indicated, leaders' engagement in instructional leadership is highly constrained by role diversity they faced. Thus, Amhara regional education Bureau in collaboration with zone /woreda/ education departments needs to minimize the burden of roles by assigning additional administrative personnel and by making leaders free from teaching duties.

Finally, the researcher having identified the needs, recommends further researcher in the area with broader scope and depth including other variables like leaders attitude to their profession, sex and staff morale.

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Appendices A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

EDUCATIONAL RESERCH AND DEVELOPMENT

Questionnaire for Principals and Assitant Principals

This questionnaire is designed to assess principals and /or assistant principal's instructional leadership effectiveness and gather information on the factors affecting this role of the leaders.

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

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

Note

- ❖ No need of writing your name.
- ❖ Each question has its own instruction to follow.

You have to return the questionnaire to the person for which you received as soon as possible after completion.

Thank you in advance to your kind cooperation!

School code _____

Name of the school _____

Location a. Woreda _____

b. Town _____

I. Personal characteristics

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

1. Sex: Male _____ Female _____

2. Age: a. below 20 _____ e. 36 – 46 _____

b. 21 -25 _____ f. 41-45 _____

c. 26 – 30 _____ g. 46 – 50 _____

d. 31-35 _____ h. 51 – 55 _____

3. Work experience In years

3.1 in Teaching

a. 1 -5 _____ c. 11 – 15 _____ e. 21 – 25 _____

b. 6 – 10 _____ d. 16 – 20 f 26 – 30 _____ f. 31 and above _____

3.2 In administration before your present position. Please use the above intervals and write the letter representing the interval for our experience (if any) as:

a. An assistant principal _____ e. A guidance officer _____

b. A unite leader _____ f. A head of pedagogical center _____

c. A department head _____ g. Other specify (with service years) _____

d. School Supervisor _____

3.3 In your present position.

a. 1-2 _____ c. 7 – 10 _____

b. 3 – 6 _____ d. 11 and over _____

4. Level of educational attainment at present.

a. Diploma (12 + 2) _____ c) M.A. / M.Sc. Degree _____

b. B.A / B.Sc. Degree _____ d. Other specify _____

5. Qualification (field of specialization) in

5.1 Under graduate program

a. Edpm _____ b) Subject major _____

c. Pedagogical science _____ d. Other specify _____

5.2 Graduate program

a. Edpm _____ c. Psychology _____ e. other specify _____

b. Curriculum _____ d. Subject area _____

6. Number of semester hours or credits you took in educational fields (i.e curriculum and instruction, measurement and evaluation, supervision and physiology courses

- a. 0 = (none) _____ c. 11 - 20 cr. _____ e. Over 3- cr. _____
b. 1 – 10 cr. _____ d. 21 – 30 cr. _____

7. Position attainment condition

- a. Appointed by region office _____
b. Appointed directly by zone education office _____
c. Elected by the staff by woreda education office _____
d. Elected by kebele Education Board.
e. Other specify _____
f. Elected /Assigned by school Management Comates.

8. What were the Criteria used electing /appointing you to the director position?

- a, Training in Education leadership and Management
b, Prior Experience as school leader at lower levels
c, Prior Experience as teacher
d, Political affiliation
e, Any other _____

9. How was the school Management Committee members elected?

- a, by secret ballot _____
b, By show of hands _____
c, Elected unopposed _____
d, By consensus _____
e, Assigned by the Director _____
f, Assigned by Authority _____

II. Instructional Leadership Dimensions

Note:- Instructional leadership is conceptualized as the activities of leader (main and /or assistant) is setting school mission, managing and instruction, supervising instructional, monitoring student progress and promoting school learning climate. Each dimension is described in terms of the principal's and/or assistant principals job behaviors/ 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.

A. Defining and communicating School mission

(Goals that the school is intended to attain)

No	Item	Responses				
		always	rarely	somet imes	many times	always
1	Develop a set of annual School-wide goals focused on Student learning	1	2	3	4	5
2	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3	Use data on student academic performance when developing the school's goals	1	2	3	4	5
4	Communicate the school's goals effectively to staff, student and parents	1	2	3	4	5
5	Refer to the school's goals when making curricular and instructional decisions	1	2	3	4	5
6	Ensure that the school's goals are reflected in highly visible displays in the schools	1	2	3	4	5

B. Managing Curriculum and Instruction

No	Item	Responses				
		always	rarely	somet imes	many times	always
1	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process	1	2	3	4	5
2	Control class size for effective instructional	1	2	3	4	5

	process					
3	Control student composition by maintaining overall achievement distribution in classrooms	1	2	3	4	5
4	Schedule co-curricular activities in support of the formal instructional process	1	2	3	4	5
5	Consider factors affecting teaching (no.of preparation, Nature of the subject, etc.) while assigning tasks for teachers	1	2	3	4	5

C. Supervising Instruction

No	Item	Responses				
		always	rarely	somet imes	many times	always
1	Make classroom visits for the purpose of improving instructional process.	1	2	3	4	5
2	Confer with help needed teachers after the visit to discuss the problems and plan improvement together	1	2	3	4	5
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction	1	2	3	4	5
4	Encourage teachers to use different instructional methods	1	2	3	4	5

D. Monitoring Student Progress

To what extent do you.....?

No	Item	Responses				
		always	rarely	somet imes	many times	always
1	Meet individually with teachers to discuss students' academic progress	1	2	3	4	5
2	Use test results to assess progress towards school goals	1	2	3	4	5

3	Ensure the timely distribution of test results	1	2	3	4	5
4	Inform the school's performance results to teachers in a report form	1	2	3	4	5
5	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function	1	2	3	4	5

E. Promoting School Learning Climate

To what extent do you.....?

No	Item	Responses				
		always	rarely	somet imes	many times	always
1	Communicate to teachers and students that all students have the capacity to excel	1	2	3	4	5
2	Develop school level policy that communicate the need for protecting instructional time from disruptions	1	2	3	4	5
3	Communicate theneed for enrichment effort to help students master the intended instructional objectives	1	2	3	4	5
4	Develop school level classroom practice policies requiring teachers to implement instructional practices that promote student achievement	1	2	3	4	5
5	Be absent from school for different reasons	1	2	3	4	5
6	Use different recognition or reward systems for greater achievement of students	1	2	3	4	5
7	Recognize and reward teachers for their productive work	1	2	3	4	5

III. Organization Characteristics

Direction:- Below are sets of items concerning some characteristics of your school. Sub directions on how to give your response are included with the items. Please read the items and directions carefully and react accordingly.

1. Availability of instructional resources.

Indicate the extent of availability of the following resources by labeling numbers.

1 upto 5. the numbers represent.

5= more than adequate 3= slightly deficient 1= almost none

4= adequately 2= very deficiently

- a. Qualified teachers _____
- b. Student textbooks _____
- c. Teacher guides _____
- d. Instructional equipment _____
- e. Supplies (paper, chalk etc.) _____
- f. Operative funds _____

2. Role Diversity;

2.1 what percent of your time do you devote on matters that concern for;

- i. Instructional leadership _____%
- ii. Administration _____ %
- iii. Political Activate _____ %
- iii. Other duties _____%

2.2 To what extent do the diversity of roles in your school constrain your instructional leadership? (circle one)

5, a great deal 4, a lot some what 2, a little 1, not at all

4. Professional Norm

Please circle the numbers that indicate the extent to which the teaching staff in your school value the following professional norm indicators. The numbers represent;

To what extent does the teaching staff in your school value.....?

No	Item	Responses				
		not at all	a little	some what	a lot	a great deal
4.1	Principal’s (or assistant) involvement in educational decisions	1	2	3	4	5
4.2	Principal’s (or assistant) initiative in	1	2	3	4	5

	consulting teachers about instructional matters					
4.3	Principal's (or assistant) initiative for frequent classroom visits	1	2	3	4	5

IV. Zone/Woreda Education Department Characteristics

1. Higher Officials' Expectations

1.1 To what extent do your higher official (s) place emphasis on your curriculum and instructional activities as compared to administrative duties (Choose one of the following alternatives)

5= much higher; 4= higher; 3= equal; 2= lesser and 1= much lesser

Which of the following requirements do you think are sound for your recognition and promotion to higher position in your Zone/wereda education department administration?

(Rank them in the order of importance, i.e 1 for the best recognized hen 2,....)

Requirements	Rank
1.2.1 Competency in instructional leadership	_____
1.2.2 Administrative efficiency	_____
1.2.3 Political involvement/membership	_____
1.2.4 Gender priority	_____
1.2.5 District /Zone visibility (loyalty to and informal Relationship with higher administrative officers)	_____
1.2.6 If any more, please describe & include in your ranking	_____

2. Other Zone/Woreda administrative elements

Direction: Literature provides the following elements from the Zone/Wereda administration that may constrain the leader's instructional leadership role. From your experience as a school leader which elements did you find constraining your instructional leadership activities? (Rank them in their order of constraining effect i.e 1 for highest then 2....).

Factors/elements	Rank
2.1 Zone/Wereda policies, rules and regulations	_____
2.2 Financial and supply delivery problems	_____
2.3 Numerous reporting requirements	_____
2.4 Untimely teacher transfers	_____
2.5 Delay substitute of or deployment of teachers	_____
2.6 Teaching materials delivery problems	_____
2.7 If any more please describe and include in your ranking	_____

* The item is reversed when scored.

Appendices B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
EDUCATIONAL RESEARCH AND DEVELOPMENT

Questionnaire for Teachers

This questionnaire is designed to assess principal's (and/or assistant principal's) instructional leadership effectiveness.

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 researcher and the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

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

Note: No need to write your name in any part of the questionnaire.

Thank you in advance for your kind cooperation.

School code _____

Name of the school _____

Location a) Woreda _____

b) Town _____

I. Personal Data

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

1. Sex: M _____ F _____

2. Age: a. below 20 _____ e. 36 – 40 _____

b. 21-25 _____ f. 41-45 _____

c. 26-30 _____ g. 46-50 _____

d. 31-35 _____ h. 51 – 55 _____

3. Years of experience in teaching

a, 1-5 _____ d, 16-20 _____ g. 31 and above _____

b. 6-10 _____ e. 21-25 _____

c. 11-15 _____ f. 26-30 _____

4. Your highest level of education

a. Diploma (12+2) _____ b. B.A/B.Sc _____

c. M.A.M.Sc _____ d. Other specify _____

5. Specify your qualification (specialization)

Major _____ Minor _____

6. Your position other than teaching

a. A department Head _____

b. A unit leader _____

c. Specify any other _____

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. Each dimension is described in terms

of the principal's and/or assistant principal's job-related behaviors /practices.

Direction: Read each statement carefully and complete both columns by circling the number that indicate the extent to which you fell the principal and/or assistant principal has demonstrated the specific job behaviors (practices) in each dimension. For the response to each statement;

For the response to each statement

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

A. Defining and communicating school mission (goals that the school is intended to attain)

To what extent do you principal and/or assistant principal?

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

B. Managing Curriculum and Instruction

To what extent do your principals and/or assistant principal.....?

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

C. Supervising Instruction

To what extent do you principal

And /or assistant principal.....?

No	Items	Responses for the									
		Principal					Assistant Principal				
1	Make classroom visits for the purpose of instructional improvement	1	2	3	4	5	1	2	3	4	5
2	Hold regular meeting with each department for the purpose of improving	1	2	3	4	5	1	2	3	4	5

	curriculum and instruction										
3	Create opportunities for professional dialogue or discussions among teachers	1	2	3	4	5	1	2	3	4	5

D. Monitoring Student Progress

To what extent do your principal
And/or assistant principal.....?

No	Items	Responses for the									
		Principal					Assistant Principal				
1	Meet individually with teachers to discuss students academic progress	1	2	3	4	5	1	2	3	4	5
2	Use test result to assess progress toward school goals	1	2	3	4	5	1	2	3	4	5
3	Ensure the timely distribution of test results	1	2	3	4	5	1	2	3	4	5
4	Inform the school's performance result to teachers in a report form	1	2	3	4	5	1	2	3	4	5

E. Promoting Instructional Climate

To what extent do your principal
And/or assistant principal.....?

No	Items	Responses for the									
		Principal					Assistant Principal				
1	Communicate to teachers and students that all students have the capacity to excel	1	2	3	4	5	1	2	3	4	5
2	Develop school level policy that communicate the need for protecting instructional time from disruptions.	1	2	3	4	5	1	2	3	4	5
3	Communicate the need for enrichment effort to help students master the intended instructional objectives	1	2	3	4	5	1	2	3	4	5

4	Develop school level classroom practice policies requiring teachers to implements instructional practices that promote student achievement	1	2	3	4	5	1	2	3	4	5
5	Maintain close contact with instructional process	1	2	3	4	5	1	2	3	4	5
6	Use different recognition or reward systems for greater achievement of students	1	2	3	4	5	1	2	3	4	5

Appendices C

INTERVIEW FOR SUPERVISORS

Woreda: _____

1. Background Information

Age _____

Sex _____

Year of experience (service) as:

i) a teacher _____

ii) a principal _____

iii) a supervisor (supervisory member)

Qualification Major _____

Level of educational attainment _____

2. How often do your Woreda provide supervisory services for senior secondary schools in a year?
3. Which areas of principal’s activities are treated in the supervisory service? Which aspects got due attention?
4. How do you see the currently employed selection/election of leaders /for principal ship position from professional point of view?
5. What factors are influence the effectiveness of instructional leadership.

Appendices D

Code and Name of Sample Schools

Woreda	Code	Name of Schools
Ambasel	01	Wuchale 17 preparatory School
Desse cite	02	Hote Preparatory School
	03	Memher Akalewolde Preparatory School
Kutaber	04	Kutaber Preparatory School
Kumbolcha	05	Kumbolcha Preparatory School
Tehuldare	06	Hailk Preparatory School
Werebabo	07	Werebabo Preparatory School

