



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**INSTRUCTIONAL LEADERS EFFECTIVENESS IN LEADING  
SCHOOLS IN GOVERNMENT PRIMARY SCHOOLS OF BECHO  
WEREDA SOUTH WEST SHOWA ZONE OROMIA REGIONAL  
STATE**

**BY:**

**DESSALEGN GEREMEW KOTA**

**JANUARY, 2020**

**ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
SCHOOL LEADERSHIP.**

**ADVISOR: WOSSENU YIMAM (Ph.D.)**

**JANUARY, 2020**

**ADDIS ABABA, ETHIOPIA.**

# Approval Sheet

## Addis Ababa University

### College of Education and Behavioral Studies

This is to certify that the thesis prepared by Desalegn Geremew, entitled ‘Instructional Leaders Effectiveness In Government Primary Schools Of Becho Wereda and submitted in partial fulfillment of the requirements for the degree of Master of Arts in School Leadership complied with the regulations of Addis Ababa University and met the accepted standards with respective quality.

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## **DECLARATION**

I hereby declare that this thesis is my own original work and that all sources of the materials used for this thesis have been duly acknowledged. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree or diploma.

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## **ACKNOWLEDGEMENTS**

I am grateful to my advisor Dr. Wossenu Yimam for the technical assistance and constructive comment he gave me throughout my thesis work. I also acknowledge Becho Wereda primary school principals and supervisors for their kind cooperation in providing me with materials and moral support. Moreover, I would like to extend my heartfelt thanks to all principals, vice principal, department heads, PTA members, supervisors, teachers in the sample schools as well as woreda education office who helped me at their respective Offices and schools. Furthermore, my deep appreciation goes to my best friend Fikre Amente who carefully typed the thesis up to its completion. Finally, I am deeply indebted to my wife, W/ro Birke Geleta for her support, encouragement & advice during the whole time of my thesis work.

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## **Abbreviation and Acronyms**

ESDP: Education Sector Development Program

ETP: Education and Training Policy

FGD Focus Group Discussions

GEQIP: General Education Quality Improvement Program

MoE Ministry of Education

NGO: Non-Governmental Organization

SEDL: Southwest Educational Development Library

SPSS: Statistical Package for Social Sciences

TGE: Transitional Government of Ethiopia

WEO: Woreda Education Office

## **Abstract**

*The purpose of this study was to investigate instructional leaders' effectiveness in leading schools in primary school of Becho wereda, south west showa zone, Oromia regional state. In order to meet the objectives of the study, descriptive survey research design was employed. Six sample schools were selected for this study. The researcher incorporated 42% (129) of the target populations as respondents. School leaders (principal, vice principals, department heads and cluster supervisors) in the schools, 78 teachers, six PTAs chairpersons and the Woreda Education Office Head were primary sources of data. Questionnaires, interviews, focus group discussion and document analysis were used for collecting relevant data. Data obtained through questionnaires were analyzed using percentage, mean, average mean, standard deviation, and an independent t-test. Besides, data gathered through interview, focus group discussion and document analysis were analyzed in narrative form. The findings of this study revealed that almost all (91%) school leaders lack the required skill, knowledge and attitude to accomplish their tasks. The effectiveness of school leaders in undertaking their major functions as Instructional leaders especially in guiding and supporting the work in classroom was limited. There was also severe shortage of finance in the schools. Based on the findings, it was concluded that the schools were incapable of enhancing teachers' professional skill development and improving the quality of the instructional process. The stated vision and defined mission in the school was not supported by its potential stakeholders. In line with the above findings and conclusions it was recommended that the Regional, Zonal and Woreda Education Offices may arrange workshops, seminars, short and long term trainings in collaboration with different universities and colleges so as to equip school leaders with the necessary knowledge, skills and attitude and improve their performance as instructional leaders.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

The term instructional leadership had been prevalence in educational leadership literature for the past two to three decades (Goddard & Miller, 2010; South worth, 2002) during this period. Instructional leaders this theorists have develop different frame works that guide the fun of educational leaders as instructional leaders.

Hallinger and Murphy (1985), for example, developed a framework consisting of three elements: a) defining the school mission, b) managing the instructional program, and c) creating a positive school climate. The emergence of instructional leadership is viewed by Hoy and Miskel (2008) as a critical breakthrough for educational organizations in the sense that it is directly linked to the performance of learners. These authors contend that a principal who is an instructional leader defines goals, works with teachers, provides authentic professional development and other resources for teachers and staff, and creates new learning opportunities for staff members. It is based on this fact that Ethiopia has given due attention to the educational sector as part of the millennium development goals and transformation of the country's economy. The issue for improving the quality of education at school level is one of the priorities that requires due attention and has been given unlimited involvement by the higher officials and the people. In this connection, the Ministry of Education of Ethiopia (2005:16) indicated that:

Principals as educational leaders play a pivotal role in the success of the school. Successful school leaders create a strong sense of vision and mission, build a strong culture of teamwork and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and have an instructional leaders' quality that takes accountability for students achievement, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members.

This study focused on instructional leadership effectiveness in selected primary schools of Oromia regional state. This type of leadership has a particular importance in

educational management, because of its influential effects on the accomplishment of school programmes, objectives, and the achievement of educational goals and its key responsibility in the success or failure of school organization.

Education plays a significant role in sustainable socio-economic and political development of a country. It also fosters citizens' acquiring new quality knowledge, attitude and skills that capacitate their competence and realize the overall country's development. School leader as the school chief educational leader plays a most important role in shaping the nature of the school organization (Day, et.al. 2010).

## **1.2. Statement of the problem**

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

Instructional leadership was a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the instructional leaders to be successful in their task of supervision (Ogunsaju, 1983). Instructional leadership in schools is needed to draw on a body of professional knowledge to respond to the wishes of school community within the educational contexts. Instructional leaders must understand school contexts, and how the contexts affect the students' continuous learning. They should be able to demonstrate their knowledge and skill on how to structure the support (observe and evaluate) to meet the physical, social, conceptual and intellectual development of teachers and characteristics of the students at schools. Instructional leadership plays a key role in improving student outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. School leaders' effectiveness is measured through three major areas: improving student's achievement, promoting their effectiveness and practicing

effective leadership by actively involving all stakeholders to achieve common goals and objectives (G Lover, T.B, 2003).

In Ethiopia, there are some empirical evidences that verify the ineffectiveness of instructional leadership practice in schools (Tesfaye, 2010; Alemayehu, 2011; Tadesse, 2014). The study by Tesfaye focuses on the role of instructional leadership in building organizational climate of secondary schools of Bale Zone. Alemayehu's study is a comparative study of instructional leadership of principal in some selected government and catholic secondary schools in Addis Ababa. Tadesse's study emphasizes instructional leadership practices and challenges in Government Primary Schools of Addis Ababa.

These researchers have identified the major factors which hinder successful implementation of instructional leadership in their respective study areas. From the researcher's experience and knowledge, no study has been conducted on this topic in Becho Woreda. Besides, the problem in this area is serious because from time to time effectiveness of school leaders is showing a declining trend. Therefore, this study was designed with a major purpose to assess the overall leadership effectiveness of primary school leaders as measured by their perceived performance on instructional leadership and to identify important antecedents that determine their leadership effectiveness. Accordingly, the study intends to answer the following basic questions;

1. To what extent do school leaders perform their function as instructional leaders in primary schools?
2. How effective are school leaders in undertaking their major functions like monitoring and organizing as instructional leaders?
3. What are the major challenges like experience, commitment and skill gap of school leaders in primary schools?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of this study was to assess the effectiveness of school leadership in primary schools of Becho Woreda.

### **1.3.2. Specific Objectives**

1. To explore the instructional leadership functions in primary schools of Bechowereda.
2. To determine the school leaders effectiveness in undertaking their major functions.
3. To identify the instructional leadership challenges of school leaders in primary schools of Bechowereda.

### **1.4. Significance of the Study**

The research findings would have the following significance for the respective bodies:

- It may provide information for Woreda education officials to strictly follow the effectiveness of school leaders.
- It may create good insights in principals and other school leaders to examine their effectiveness in instructional leadership.
- It was also initiate other researchers to conduct further studied on the topic.

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

There are 27 primary schools in Becho Woreda. This study, however, was delimited to six Government primary Schools of the Woreda (Awash Bune, Baballi, Fetewarary, Kusaye Lenca, Soyema, and Wasarbi). Conceptually, the study was confined to assessing function of instructional leaders, effectiveness of instructional leaders, and challenges of instructional leadership.

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

There was reluctance of some teachers, principals and cluster supervisors to fill and return the questionnaire at the expected time. Latest reference materials and written documents which deal with the practices and challenges of instructional leadership in the primary schools were not adequately available in the libraries of the primary schools to which the researcher had easy access. However, by the help of school principals and some colleagues, the researcher had collected adequate and relevant information from all study groups. Furthermore, all possible efforts were made to consult professionals and get the necessary reference materials.



## **1.7. Definition of Key Terms**

Effectiveness: - a leader's effectiveness as seen by both self and others in meeting the job related needs of followers, representing followers' needs to higher level managers, contributing to organization effectiveness, and achievement by the leader's work group (Stronge, 2008).

Instructional leadership: being a visionary who is out and around creating a visible presence for the staff, students, and parents at both the physical and philosophical levels concerning what the school is all about (Smith & Andrews, 1989).

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

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

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

School leadership: a process of influence based on clear values and beliefs and leading to a 'vision' for the school (Glover, 2003).

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

This study is organized into five chapters. The first chapter dealt with background of the study, statement of the problem, research question, and objectives of the study, significance of the study, the delimitations of the study and definition of operational terms. The second chapter presented a review of relevant literature. Chapter three presented research design and methodology. The fourth chapter dealt with data presentation, analysis and interpretation. The final chapter presented the summary, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

Under this chapter, the researcher reviewed various related literatures to strengthen the study with other researchers' works. Concepts related to instructional leaders are briefly discussed.

#### **2.1 The Concept of Leadership**

Leadership was a broader concept where authority to lead did not reside only in one person, but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, and assistant principals, supervisors, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, et al., 2008).

According to Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, they are used with a difference in emphasis. While leadership involves steering organizations by shaping other people attitudes, on the other hand, leadership can be expressed as the process of influencing the activities of group individuals toward achievement organizational goal (Rauch & Behling, 1984). As a concept it is an act of articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986). It can also be equated as a process meaningful direction to collective effort and creating effort to be expended willingly to achieve some prescribed purposes (Jacobs & Jaques, 1990) This implies it is the ability of individuals to step outside the culture, initiate and manage evolutionary changes (Schein, 1992) by influencing, motivating, and enabling followers committed to contribute toward the effectiveness and success of the organization (Drath & Palus, 1994). Similarly, a school system which is made up of departments, teaching and non-teaching staff and the students requires effective educational leaders. The work effectiveness of the school depends on the co-operation between these people and the principal (Ibukun, 2011).

Hence, school leadership was a process that involves influencing the school societies that is, teachers, parents, community, students and other by one person or group of peoples(school leaders) for the overall school effectiveness and achievement of the school goals.

Adedoyin (2013.P.64, cited in Berhanu,2014) states that “the school system is riddled with series of problems which include shortage of funds and materials, incessant strike, poor academic performance, cultism and drug addiction among students, examination malpractices, students and staff indiscipline and so on.” The solutions to these problems cannot be guaranteed where school leaders fail to use the appropriate leadership styles for specific situations in the process of achieving the aims and objectives of the schools. To this end, the need for smooth running of the school system calls for effective leadership.

## **2.2. The Concept of Effectiveness**

Effectiveness was defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Leithwood, et al., Silins, Mulford, & Zarins, cited in Hammond et al., 2010).

## **2.3. Leadership Effectiveness**

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill

required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness,

## **2.4. Characteristics of Effective Leadership**

Leadership effectiveness was believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effective instructional leadership ensures that educational programs make the desired impact. An effective leader inspires action and takes an optimistic view of the future. A good example by being honest, having integrity and treating people fairly. Supports and appreciates subordinates and confidently inspires the team to achieve instructional goals. Additionally, good two-way Communication enables leaders to solicit ideas for improvement, make informed decisive decisions and keep an educational organization on track. Without these characteristics, an instructional leader tends to fail.

### **2.4.1. Creating a Vision:**

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu, 2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

### **2.4.2. Setting High Expectations**

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive

student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

### **2.4.3. Building the Capacity of Leadership**

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

## **2.5. Instructional Leadership Models**

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a „vision“ for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). Sergiovanni (cited in Bush, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others. Moreover, the western and African models collectively suggest that concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood, but relatively weak empirical support for these constructs and also artificial distinctions or ideal types, in those most successful leaders are likely to embody most or all of these approaches in their work.

### **2.5.1. Managerial Leadership**

Leithwood et al. (Cited in Bush, 2007) defines this model as the focus of leaders ought to be on functions, tasks, and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. According to Bush, in the managerial leadership model, the Authority and influence are allocated to formal

positions in proportion to the status of those positions in the organizational hierarchy. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership focuses on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as it prioritizes the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy

### **2.5.2 Transformational Leadership**

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., cited in Bush 2007). Leithwood also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions.

The transformational model was comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirchello, cited in Bush, 2007).

### **2.5.3. Participative Leadership**

This model was underpinned by three assumptions: participation was increase school effectiveness; participation is justified by democratic principles; and in the context of site based management, leadership is potentially available to any legitimate stakeholder (Leithwood et al., cited in Bush, 2007). Sergiovanni (cited in Bush, 2007) also points to the importance of a participative approach. According to him, Participative leadership

will succeed in bonding staff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

#### **2.5.4. Transactional Leadership**

According to Miller (cited in Bush, 2003) definition of transactional leadership refers to: An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller's definition imply, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders (p. 398). Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common demonian.

#### **2.5.5. Instructional Leadership**

“Instructional leadership typically assumes that the critical focus for attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students,” (Leithwood et al 1999, p.8).cited in (Bush 2007).In Sheppard (1996) claims that there are ‘narrow’ and ‘broad’ conceptions of instructional leadership where the latter also involves variables, such as school culture, have which may have important consequences for teacher behavior.

South worth (2002,p.78) says that “instructional leadership is likely to be more effective when it is conceptualized as ‘broad’ rather than ‘narrow’” because it increases the scope

for other leaders to play a role as well as the principal and because it recognizes how social organizations operate. He adds that “instructional leadership . . . is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth,” (2002, p.79). According to Bush (2007) stress that Instructional leadership is vital to ensure a continuing focus on teaching and learning but this stresses the direction rather than the process of influence.

### **2.5.6. Contingent Leadership**

The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting one size for all. Accordingly, this approach assumes that: What is important is how leaders respond to the unique organizational circumstances or problems, there are wide variations in the contexts of leadership and that, to be effective, these contexts require different leadership responses. Individuals providing leadership, typically those in formal positions of authority, are capable of mastering a large range of leadership practices. Their influence will depend, in large measure, on such mastery (Leithwood et al., cited in Bush, 2007).

## **2.6. Leadership Styles in Schools practices**

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

### **2.6.1 Democratic Leadership Style**

As Oyetunyi (in Yusuf, 2008) points out the major point of focus is sharing of authority. The manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He or she coaches subordinates and negotiates their demands (Dubrin, 1998). This type of leadership is viewed as an important aspect of empowerment,



teamwork and collaboration. David (2007) argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. David (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in school. The implication of this study is that, school heads who favor the use of the democratic style of leadership attach the same level of trust to their stakeholders in the management of schools and engage subordinates in the decision making process.

As pointed out by Kouzes and Posner (2003), school heads know that no one does his or her best when feeling weak, incompetent or alienated. They know that those who are expected to produce the results must feel a sense of ownership. Democratic leadership can be effectively utilized their influence to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed.

Democratic leadership practices in primary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster academic achievement of students by adding quality education. The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (Rowley, 1997).

### **2.6.2. Laissez-Faire or Free-Rein Leadership Style**

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

There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

### **2.6.3. Autocratic Leadership style**

Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him or herself and makes decisions with a view to ensuring that the staff implements it. He or she is not bothered about attitudes of the staff towards a decision. He or she is rather concerned about getting the task done. He or she tells the staff what to do and how to do; it asserts him or herself and serves as an example for the staff. This style is viewed as task oriented (Dubrin, 1998).

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

Balunywa (in Yusuf, 2008) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates. Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be influential even where the situation seems harsh so as to drive organizational intentions towards goal achievement.

## **2.7. Duties and responsibilities of school leaders**

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

school situation and personal characteristics, leaders may work alone or collaboratively to reach their goals.

Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others (Duignan, 2006; Riley & MacBeath, 2003). As noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases.

Researchers have attempted to define different characteristics of a successful principal (Hughes, 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization (Adedoyin, 2013; Walter, 2003; Everard, 2004, p. 34)

1. **Planning:** among the line of action in an educational administrator can be the Process of Preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre thinking, predication and forecasting the future expectations in administration.
2. **Organizing:** this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.

3. Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. Coordinating: this is referred to as the ability of a leader to advise a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.
4. Supervision: a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professionals a school growth and cooperation among the teachers so that they can be self-directive, creative and more productive. All leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring favorable setting for effective teaching and learning.
5. Controlling: this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.
6. Staffing: this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.
7. Reporting (Communication): the principal must realize that he or she must be excellent communicator and develop positive relationships not only with the

- superintendent but with members of the community, the staff, and the students. Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must be able to gain acceptance and articulate the vision to willing followers.
8. Motivation: The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive, energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve level of co-operation among the staff and enable the school personnel in putting in their best in the work they do.
  9. Evaluation: Among the major indispensable functions of an educational manager is the program evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements. Furthermore, Everard, (2004, p. 227) state that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. For leadership, they look for: Clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, Strategic planning, Leaders inspiring, motivating and influencing staff and pupils, Creation of effective teams, Knowledgeable and innovative leadership of teaching and curriculum, Commitment to an equitable and inclusive school where each individual matters Similarly, Stronge, (2008) states that today's principals

concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed.

## **2.8. Challenges to leadership effectiveness**

### **2.8.1. Complacency**

Leadership must build collaborative structures and cultures of trust. They need to provide support for educator learning and establish structures and deploy resources in support of student learning. It will be seen that an instructional leadership requires a substantive knowledge base that is grounded in the educational sciences if he/she is to be the resource envisaged by the role. To overcome complacency, leaders and their teams must engage in learning new concepts and skills. It's only through continuous learning that complacency can be replaced with motivation, creativity and excitement.

### **2.8.2. Over-Control**

Many leaders lack the ability to truly delegate effectively. This creates a culture of micromanagement that stifles independent thinking, crushes creativity, and leaves leaders too focused on the short-term. They may practice small-picture thinking when, as their organization's thought leaders, they should be going big.

### **2.8.3. Lack of Problem-Solving and Negotiation Skills**

Problem-solving and negotiation are essential skills that leaders, teams, and individuals should master regardless of the sector, type or size of their organization. However, these skills are not typically taught in a way that enables true understanding, successful application, and positive outcomes. Those are:

#### **A. Leaders Educational Background**

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

applying good planning, organizing, coordinating, and controlling techniques to ensure optimum effectiveness of the organization; the human forces: emphasize human relations' skills, implementing good motivational techniques, and building good moral within the organization. The appropriate use of participatory management is an integral part of this behavior; and the educational forces: focus on the conceptual knowledge of education - it indicate the ability to diagnose educational problems, carry out the functions of clinical supervision, evaluate educational programs, and help curriculum, implement staff development activities, and develop good individual educational programs for individual children. Generally leaders as instructional leader requires qualified trained through formal education leader who has a quality suited for those complex activities. It is believed that this formal education provides the principals various skills and understanding of leadership role (Corbally, 1961:287).

#### B. Organizational Characteristics

In this context, organizational characteristics are to mean the existing factors in the school that affect the leadership process:

##### A. Availability of Educational Resource

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

##### B. Role Diversity

The second organizational factor is the role diversity about which most school leaders complain. Exercising leadership takes time and energy over and over that which must be spent on administering a school or school district (Gorton, 1983:283). Responsibilities other than instructional leadership will frequently press for the principal's time and drain

his/her energy, leaving him/her with the feeling that she is spread too thin. Seymor also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties (cited in Temesgen, 1998:43)

#### C. Professional Norm

Professional norm is another organizational factor that influences leadership effectiveness of the principals. Corbally and others (1965:90) indicate that teachers in secondary schools are sensitive, intelligent people who feel that their professional preparation and experience have equipped them to do a job skillfully. Such educational norms may enforce the principals to leave the instructional matter and educational decisions to teachers which limit the frequency and depth of principals classroom observation as well as their initiatives of consulting teacher about instructional matter Hallinger and Murphy (in Hoy, 2002:5) Gorton (1983:263) also added that teachers do not always recognize the principals as instructional leader. This is because they consider him/her as not having necessary expertise regarding the actual teaching and learning process. However studies have revealed that in schools where student achievement.

#### D. School Size

The research on the impact of school size on styles of leadership is limited. Lashway (2002:1) says “Small schools are more likely to nurture a sense of belonging and community, engaging active student involvement through a positive, humane and caring atmosphere.” This implies that leaders are more likely to operate in a participative mode and Cotton (1996), claims that interpersonal relations are more positive in small schools. A considerable amount of evidence suggests that pupils benefit from being part of relatively small organizations (Lee, 2000). For elementary schools, the optimum size seems to be about 250 to 300 students, whereas 600 to 700 students appear to be optimal for primary schools.

### **2.9. Overview Instructional Leadership in Ethiopia**

In the face of tremendous expansion of the educational system, the Ministry of Education has placed great emphasis on Professional development for school principals, deputy school principals, department heads, as well as officers in charge of education at Federal,



Regional, Sub-regional and Woreda levels. Several pre-service and in-service training programmers are already being run through various universities.

In its Education Sector Development Program (ESDP IV; 2010; 12), the Ministry of Education stated that although the decentralization reforms have been implemented some years ago and important responsibilities have been transferred to the woreda offices. Many offices, however, do not yet have the required capacity to exercise their responsibilities effectively. The training courses, which are mostly uncoordinated, have not succeeded in overcoming these challenges; training could not translate systematically into improved work practices. Being aware of these challenges, the Ministry of Education, in its Blue print (MOE, 2007) acknowledge that “educational leadership and supervision are professions by their own with established theories and practices “(MOE2009:1) and indicated that “those who assume these role should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessary knowledge and skills to exhibit proper professional ethics that are necessitated at national, regional, zonal, woreda and school levels”. The Blue print specifically states that;” Who will become secondary school principals and supervisors should be M.A holders who successfully completed professional courses offered for principals and supervisors. Primary schools (grades 1-8) need qualified principals and supervisors at BA level and Primary schools (grades 1-4) need principals and supervisors with a diploma.

Curricula have been designed since 2009. Seven public higher education institutions across the country (Addis Ababa, Arbaminch, Bahir Dar, Dilla, Jimma, Haramaya and Hawassa) were selected to carry out upgrading training from diploma to B.A and B.A to M.A. As indicated in the reference manual, (i.e. MOE, 2006:130) the components of such training programmer can include: Practical courses with exercises aimed at improving actual job performance, such as training, reference manuals can be developed to accompany these training programmers. Reference manuals can be utilized at school, cluster and sub-regional in –service training levels.

The application of instructional leadership in schools centers on building effective relationship in schools, facilitating communication, managing conflict, managing change,

continuous professional development, and motivation. These have been identified as crucial issues for Ethiopian schools today.

## **CHAPTER THREE**

### **3. RESEARCH APPROACH AND DESIGN**

Under this chapter, description of the study area, the research design which encompasses, source of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, method of data analysis and ethical consideration are presented.

#### **3.1. Research Approach**

To attain the objectives of the study, quantitative research approach is used as it asks specific questions, and collects quantitative data from a large number of participants; analyzes these results using statistics and conducts the inquiry in an unbiased and objective manner. It also attempts to quantify variables of interest where questions must be measurable. It involves collecting numerical data that can be subjected to statistical analysis (Creswell, 2012:3).

#### **3.2. Research Design**

For this study, the researcher used descriptive survey research design because the research questions require the description of the current status of instructional leaders' effectiveness in Government primary schools of Becho Wereda. Descriptive research design is most appropriate when the research focuses on detailed description of the characteristics and features of the issue under study.

#### **3.3. Description of Study Area**

Becho Woreda South West Showa, Zone Oromia regional state was the study area. Becho is one of the Woreda of the south west shoa zones of the Oromia Regional state in Ethiopia. It is found on the distance of 82 kms from Addis Ababa and 37 km from Woliso (Zone). There are eleven woredas and one administrative town in the zone. The geographical areas of the zone are divided in to high land and low land. The climatic condition of South West Showa is subtropical and tropical. The number of people in the zone is estimated around 1.2 million. Most of the zonal people economic activities are depending on farming; the dominant religion practiced in the zone is Christianity and

Afan Oromo is the dominant language in the area. Some people are merchants and a few are government workers. The educational institutions in Becho Woreda include one branch of private university (Rift valley), one TVET College, three secondary schools and twenty seven government primary schools (Source: Becho Woreda Administration office).

### **3.4. Sources of Data**

In this study, both primary and secondary data sources are used to obtain reliable information about school leadership effectiveness. The primary sources of data were teachers, principals, vice principals, Department heads, PTAs, and education office experts in the Wereda. Secondary sources of the study were collected from document concerning the instructional leadership support in the primary schools. In addition to this, other relevant sources such as books, journals, etc. were reviewed.

### **3.5. Sample Size and Sampling Techniques**

The sample should be of an optimum size i.e. it should neither be excessively large nor too small. This is because it will be large enough to be representative of the population and small enough to be economical in terms of time, money and complexity of analysis, (Best and Khan, 1989).

The target population of the study was all primary schools in Becho Wereda of South West shoa Zone Oromia Region. There are 27 primary schools in Becho Wereda. Out of these primary schools, 6 (22%) were taken using cluster sampling technique because those schools are representing other satellite schools since the method employed to select sample units out of population area add to manage the study. After selecting the sample schools, principals, vice principals, department heads, teachers were identified from the sample primary schools. In each sample school, there are four department heads. Therefore, 24 department heads were included by using stratified sampling technique. Besides, six school principals, eight vice principals, six School supervisors, six parent teachers association chairpersons and the wereda education office head were involved by using purposive sampling technique.

In the six sample schools, there are about 220 teachers. From these teachers, 78(35%) of them were selected by using simple random sampling technique, particularly through lottery method with assumption that all teachers have equal chance of being selected and also to obtain representative sample. The sample size of teachers in each school is proportional to the total sample size. The researcher believes that the sample of 35% is sufficient to secure the data from teacher respondents. The samples were selected by using the following steps:

Step 1: Constructing a sample frame, Step 2: All teachers' name in each school will be alphabetically arranged in teachers' attendance, Step 3: The number of sample teachers from each school will be determined, Step 4: The name of the teachers will be rolled on a ticket. Steps 5: The rolled tickets will be picked up randomly until the required number of sample teachers is obtained. In order to determine sample size, the researcher will use the formula of finite (known population) the population for target of real experiment used above 30% (Yemane, 1967).

$n = \frac{N}{1 + N(e)^2}$  Where  $n$ =sample size,  $N$ =population size,  $e$ =sampling error (0.05).

So the researcher will take this 35% by formula in this way.  $N=220$ ,  $e=0.05$  and  $n=?$

$n = \frac{N}{1 + N(e)^2}$  This shows  $n = 220 / 2.8$  where  $n$  is 78. The % was 35% The population of the target school and sample size is describe in the table below.

**Table 1. Distribution of target population and sample size**

S/N	Name of cluster	Teachers		
		Population	Sample	%
1	Fetewarary	70	25	35%
2	Soyema	25	9	35%
3	Awash Bune	48	17	35%
4	Baballi	24	8	35%
5	Wasarbi	25	9	35%
6	Kusaye Lenca	28	10	35%
	Total	220	78	35%

### **3.6. Data Collection Instruments**

In order to collect data from sample schools, the researcher was employed different data collection instruments, i.e. questionnaire, interview, FGD and document analysis.

#### **3.6.1. Questionnaires**

Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). This justification made questionnaire more appropriate for this study.

Questionnaire was developed for teachers and school leaders (principals, vice principal, department heads and supervisors) in order to collect data from a relatively larger size of the population under study. Five point Likert scale was employed because the scale is easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provides more freedom to respondents.

#### **3.6.2. Interview**

Semi-structured interview was designed to gather data from Becho wereda education office head. The interview was conducted in Afan oromo to make communication easier. Interview notes were taken, summarized and translated into English.

#### **3.6.3. Focus Group Discussion (FGD)**

Focus group discussions were conducted with some selected school PTA's committee members. This technique was employed to obtain qualitative data concerning the various aspects of Instructional leaders' effectiveness. The researcher acted as a facilitator and asked pre-determined open ended questions which the participants are expected to answer.

#### **3.6.4. Document Analyses.**

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

### **3.7. Procedures of Data Collection**

Questionnaire was distributed for the participants of the study by the researcher. The respondents were asked to gather at convenient place and fill out the questionnaires. Interview was made after obtaining the consent of the participants. As regards documents, the researcher made appointment with school principals to get access to the documents and review them in the light of the objectives of the study.

To ensure validity of instruments, the instruments were developed under close guidance of the advisor. As Frankel (2008) noted, it becomes very important to establish validity and reliability of the items in the questionnaires for meaningful data collection of the study. After questionnaires were developed based on the literature review, their validity and reliability was be established using pilot test. Five experienced teachers including principals and vice principals from kobo primary school, which is not part of the sample schools, were selected for the pilot test. After the pilot test, the reliability of the items in the questionnaire was checked using Cronbach alpha.

### **3.8. Validity and Reliability of the Instrument**

The quality of the instruments used in a research is very important for the conclusions the researchers would draw, because conclusions are based on the information obtained using these instruments. From this point of view, it becomes very important to establish validity and reliability of the items in the questionnaires of this study for meaningful data collection of the study (Frankel, 2008). After questionnaires were developed based on the literature review, their validity and reliability were established using an experienced teachers and a pilot test. Five experienced teachers from kobo including principals and vice principals to check the validity of items primary school which was not part of the sample schools were selected for pilot test to establish reliability. After pilot test, the reliability of the items which were prepared to measure the respondents view towards Instructional leader's effectiveness of government primary schools of Becho wereda. The attitude inventory items was tested for its reliability by using cronbach alpha method and the result displayed ( $r=0.71$ ) which is reliable. According to standard set cronbach alpha value greater than 0.7 is taken as adequate for research purpose (Montee, 1990)

**Table: 2 Cronbach Alpha for each field of the questionnaire (Pilot test)**

Parts	No of items	Cronbach Alpha
Part 1.1	10	0.72
Part 2.1	1	0.7
Part 3.1	7	0.72
Total	18	0.71

### **3.9. Methods of Data Analysis**

The data which was collected through questionnaires, interviews, and focus group discussions are analyzed both quantitatively and qualitatively. With regards to questionnaire data presented in tables are explained quantitatively and qualitatively. The respondents were mainly grouped into the following categories, i.e. teachers, principals, vice principal, primary school supervisors, wereda education office head and Department heads. The purpose of these groupings was to make comparisons between responses from different groups of respondents on the status of the leaders' effectiveness. The data was organized, analyzed and interpreted by grouping similar items in one table, and by scrutinizing information collected from questionnaires, interviews, focus group discussion and document analyses. Quantitative data collected through questionnaires were tallied, tabulated and analyzed by frequencies, percentage, mean, weighted mean, standard deviation, and independent t-test using SPSS version 21. For the interviews and focus group sections, the researcher coded the responses and identified themes according to the major categories of the study.

### **3.10. Ethical Considerations**

To conduct this research, supportive letters from the department of educational Leadership and management was written from Addis Ababa University. After receiving supportive letter from the department, the researcher, was move to the study area and contact with principals, vice principals, Department heads, PTA members, teachers,



primary school cluster supervisors and Wereda education office head to get their willing and to arrange their convenient time to the questionnaire, interviews and focus group discussion. Finally they were informed of the information obtained from the respondents; the data obtained was used for research purpose only. On top of this, all the reference materials and research papers used in this study have been duly acknowledged.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.**

This chapter deals with the demographic characteristics of the sample population involved in the study and the information gathered from them. Accordingly, the respondents' responses are discussed in terms of Age, Gender, Educational qualification and work experience in the first part of the chapter. The second part deals with the result of the empirical data that was gathered through questionnaire, interview and focus group discussion from primary school teachers, principals, PTA members chairpersons, department heads, and education head office.

#### **4.1. Demographic Characteristics of the Respondents**

The study aimed at assessing the instructional leaders' effectiveness in government primary schools of Becho woreda, Oromia Regional state. Questionnaire was distributed to 78 teachers, 6 principals 8 vice principals, 24 department heads and 6 supervisors to fill in. Out of the distributed questionnaire, 105 copies(78 from teachers, 6from principals,8 from vice principals 24 department heads and 6 from supervisors) were appropriately filled in and returned, producing an overall 100% return rate. A part from questionnaire, 1 woreda education office person was interviewed. Six PTA chairpersons participated in Focus Group Discussion. The profile of respondents is presented in Table 3 below.

**Table 3. Respondents' Profile**

NO	Items		Respondents													
			Teachers		Dept heads		PTA		vice principals		Principals		Cluster sup.		WEO head	
			N	%	N	%	No	%	No	%	No	%	No	%	N	%
1	Sex	Male	44	56.4	17	70.8	6	10	6	75	5	83.3	6	100	1	100
		Female	34	43.5	7	29.1	0	0	2	25	1	16.6	0	0	0	0
		Total	78	100	24	100	6	10	8	100	6	100	6	100	1	100
2	Experience	1-10	24	30.7	4	16.6	6	10	2	25	2	33.3	1	16.6	0	0
		11-20	36	46.1	8	33.3	0	0	3	37.5	4	66.6	4	66.6	1	100
		≥21	18	23.1	12	50	0	0	3	37.5	0	0	1	16.6	0	0
		Total	78	100	24	100	6	100	8	100	6	100	6	100	1	100
3	Areas of spec'n	Natural	32	41.02	8	33.3	0	0	3	37.5	2	33.3	1	16.6	0	0
		Social	25	32.05	6	25	0	0	3	37.5	3	50	2	33.3	1	100
		Lang.	21	26.9	10	41.6	0	0	2	25	1	16.6	3	50	0	0
		Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Educ'l b/g	Diploma	27	34.6	6	25	0	0	4	50	1	16.6	0	0	0	0
		BA/BED	31	39.7	10	41.6	0	0	3	37.5	4	66.6	5	83.3	1	100
		MA/MS	20	25.6	8	33.3	0	0	1	12.5	1	16.6	1	16.6	0	0
		Others	0	0	0	0	6	10	0	0	0	0	0	0	0	0
		Total	78	100	24	100	6	10	8	100	6	100	6	100	1	100

As indicated in Table 3, 56.4% of teachers and 83.3% of principals, 75% vice principal, 100% PTA members and 70.8% of department heads were males. Amongst the Supervisors respondents 100% were males. This may possibly reveal that the number of females was very low. Hence, it needs effort to qualify and empower them in every aspect.

In connection with their work experience, Table 3 indicated that 30.7% 1-10 years teachers had served, 46.1% of teachers had served for 11-20 years and 23.07% 21 years & above, teachers had served respectively. It was therefore, be possible to infer that teachers with shorter years of classroom teaching experiences would face challenges on instructional leadership effect finesses. In addition, regarding to department heads 16.6% (1-10) years, 33.3% between (11-20) years, work experience, and 50% of department heads 21 and above work experience. As PTAs 100% (1-10) years had work experience 0% of PTAs 11-20 they have work experience and 0% 21 and above years of PTAs. This implies as the rule of schools the PTA services included between 1-3/3-6 years must. It means the boundary services of one PTAs three or six in schools.

Regarding the experience of vice principals and principals 25% and 33.3% are respectively between 1-10 work experience. 37.5% of vice principals and 66.6% of school principals 11-20 had work experience. In addition to that 37.5% and 0% of vice principals and principals respectively 21 and above year work experience. Regarding the experience of supervisors 16.6% 1-10 years to have experience. 66.6% of supervisor 11-20 year work experience and 16.6% 21 and above year experience. From this, one can conclude that, school principals and cluster supervisors were relatively less experienced than teachers, vice principals and departments heads in sampled schools of Becho wereda. Regarding areas of specialization, the majority of teachers and vice principal are Natural science specialized areas of educational back ground. Majority of principal are social science and majority of departments heads and supervisors are Language specialized areas of educational back ground. Whereas medium of teacher, principal, vice principal, department's heads and supervisors are Natural science, social science and Language specialized areas of educational back ground. All PTA chairpersons in sampled schools are specialized in other areas of educational background. Furthermore, all principals, supervisors and vice principals were assigned from the subject teachers so that they are not qualified in educational leadership

Finally, Educational qualification reflected that the majority (39.7%) of teacher respondents and 41.6% department's heads were first degree holders, whereas majority (66.6%) principals (83.3%) of the supervisors were degree holders. Teachers

of (34.6%), principal of (16.6%) department's heads 25% and vice principal of (50%) are diploma holders. This may indicate that the majority of teachers did not have the required qualification for teaching in primary schools as stated in the ETP. Since leadership requires knowledge and skill of the field, this may imply that the qualification does not fit the level of training for primary schools.

## **4.2. Analysis and interpretations of data.**

### **4.2.1 Respondents view on the extent to which school leaders perform their function as instructional leaders in primary schools of Becho wereda.**

The quality and capacity of leadership towards school improvement vary as to the situation and capacity of the leaders. The principals' skills and knowledge about the field of leadership can create the ability in developing different performances which lead to success. In this study an attempt was made to examine the principals' instructional leadership skills to promote school performance.

**Table: 4. Respondents' view on school leaders' performance in their function as instructional leaders**

S/N	Items	Respondents				p-value	t-value
		Teachers (N=78)		School leader (N=44)			
		M	SD	M	SD		
4.1	The principals have clear vision of the school system.	2.9	.95	3.3	1.4	0.9	30
4.2	The school principals develop strategic plan of the school based on its vision	3	1.1	3.3	1	0.7	31
4.3	The school principals monitor and evaluate the effectiveness of curriculum and instructional process	2.6	1	3	1.2	0.9	26.4
4.4	The school principals discuss instructional related policies and issues with the staff.	2.9	1.1	3.4	1.1	0.4	30.8
4.5	The school principals encourage the use of innovative teaching methods.	2.9	1.1	3.1	1.1	0.8	28.6
4.6	The school principals delegate some of the instructional leadership tasks to teachers.	2.9	1	3.2	1.1	0.6	31
4.7	The school leaders initiate experience sharing within the school.	2.6	1	3.3	1	0.9	28.8
4.8	The school principals create conducive environment for the teaching learning process.	2.9	1.1	2.9	1.2	0.5	27.8
4.9	The school principals provide coaching and mentoring services to promote staff development.	3	1.1	3.1	1.1	0.6	30.4
4.10	The school principals support the decisions of the school community.	2.9	1.1	3.4	1.1	0.9	29.3

\* Significance level: Alpha =0.05 (two tailed) \*t critical= 1.96

Key: Res=Respondents, T=Teachers, L=Leaders (principal, vice principal, departments heads and supervisors).

Strongly disagree= (1), Disagree= (2), Undecided= (3) Agree=(4), strongly agree=(5)  
Scale: 1-1.49=SD, 1.50-2.49=D, 2.5-3.49=U, 3.5-4.49=A and 4.5-5=SA

As indicates in Table 4, item 4.1 the mean score of teachers and school leaders' responses were ( $X=2.9$ ,  $SD=0.95$ ) and ( $X=3.3$ ,  $SD=1.4$ ) respectively. Then over all mean was 3 and t-value 30. This shows that both groups couldn't indicate their opinion on the issue. The computed p-value for item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinions of the two groups regarding the first item.

Table 4 Item 4.2 the mean score of teachers and school leaders' responses were ( $X=3$ ,  $SD=1.1$ ) and ( $X=3.3$ ,  $SD=1$ ) respectively. This shows that both groups couldn't indicate their opinion on the item related to the school principals develop strategic plan of the school based on its vision. The overall mean was 3.1 and t-value 31. The computed p-value for item at  $\alpha=0.05$  was found to be 0.7 which was greater than 0.05. Therefore, it can be said that there was no statically significant mean difference between the opinion of the two groups regarding the second item.

Table 4 Item 4.3 indicates the mean score of teachers and school leaders' responses ( $X=2.6$ ,  $SD=1$ ) and ( $X=3$ ,  $SD=1.2$ ) respectively. This shows that both groups are undecided regarding the item. The overall mean was 2.5 and t-value 24.5. This revealed that the school principals' effectiveness to monitor and evaluate the curriculum and instructional process was low level. The computed p-value for the item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the third item.

Table 4, Item 4.4 also indicates that the mean score of teachers and school leaders responses were ( $X=2.9$ ,  $SD=1.1$ ) and ( $X=3.4$ ,  $SD=1.1$ ) respectively. This shows that both groups have given undecided idea. The overall mean was 3.1 and t-value 30.8. This revealed that the school principals discuss instructional related policies and issues with the staff was moderate level. The computed p-value for the item at  $\alpha=0.05$  was found to be 0.4 which was grater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the fourth item.

Table 4 Item 4.5 also indicates that the mean score of teachers and school leaders responses were ( $X=2.9$ ,  $SD=1.1$ ) and( $X=3.1$ ,  $SD=1.1$ ) respectively. This shows that both groups' opinion was undecided. The overall mean was 2.9 and t-value 28.6. This revealed that the school principals encourage the use of innovative teaching methods was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.8 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the school principals encourage the use of innovative teaching methods.

Table 4 Item 4.6 shows that the mean score of teachers and school leaders responses were ( $X=2.9$ ,  $SD=1$ ) and( $X=3.1$ ,  $SD=1.1$ ) respectively. This shows that both groups have given undecided idea. The overall mean was 3 and t-value 31. This revealed that the school principals delegate some of the instructional leadership tasks to teachers. The computed p-value for item at  $\alpha=0.05$  was found to be 0.6 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the school principals delegate some of the instructional leadership tasks to teachers.

The seventh item in Table 4 indicates that the mean score of teachers and school leaders responses were ( $X=2.6$ ,  $SD=1$ ) and( $X=3.3$ ,  $SD=1$ ) respectively. This shows that both groups have given undecided idea. The overall mean was 2.4 and t-value 23.3. This revealed that the school leaders initiate experience sharing within the school was low level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the school leaders initiate experience sharing within the school.

Table 4 Item 4.8 also shows that the mean score of teachers and school leaders responses were ( $X=2.9$ ,  $SD=1.1$ ) and( $X=2.9$ ,  $SD=1.2$ ) respectively. This shows that both groups have given undecided idea. The overall mean was 2.3 and t-value 21.3. This revealed that the school principals create conducive environment for the teaching learning process was low level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.5 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the eighth item.



Item 4.9 of Table 4 indicates that the mean score of teachers and school leaders responses were ( $X=3$ ,  $SD=1.1$ ) and ( $X=3.1$ ,  $SD=1.1$ ) respectively. This shows that both groups have chosen the undecided scale. The overall mean was 3 and t-value 30.4. This revealed that the school principals' provision of coaching and mentoring services to promote staff development was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.6 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the ninth item.

The final item of Table 4 indicates that the mean score of teachers and school leaders responses were ( $X=2.9$ ,  $SD=1.1$ ) and ( $X=3.4$ ,  $SD=1.1$ ) respectively, which shows that both groups are undecided regarding the idea. The overall mean was 3 and t-value 29.3. This revealed that the school principals' support to the decisions of the school community was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be said that there was no statistically significant mean difference between the opinion of the two groups regarding the item.

To summarize as shown in Table 4, respondents view on whether school leaders perform their function as instructional leaders indicated that the mean score was rated moderate for item 4.1, 4.2, 4.4, 4.5, 4.6, 4.9 and 4.10 with mean values of 3, 3.1, 3.1, 2.9, 3, 3, and 3 of teachers and leaders respectively. For items 4.3, 4.7 and 4.8 have rated as low with mean values of 2.5, 2.4, and 2.3 of teachers and leaders respectively. However, the overall mean scores of both teachers and leaders response fell at moderate level with aggregated mean value of 2.8. Therefore, it is likely to say that the respondents view on school leaders' performance in their function as instructional leaders at moderate level in all sample schools.

In addition to questionnaires, interview was held with the woreda education office Head on the instructional leadership practice in the primary schools of the woreda. Regarding the item, the interview result was as follows:

“In my opinion many training in leadership aspects like teacher development program, continuous professional development, community participation, etc. are stressed. The problem is attached to turnover of instructional leaders from year to year and lack of

commitment and moral of instructional leaders to accomplish their tasks.” (March12, 2020).

Regarding the education office’s contributions to the implementation of instructional leadership in the primary schools of the woreda, the office head expressed that:

“It is important to think about recruitment and selection of principals by considering the experience of candidates, their commitment and moral to perform their function and candidates’ interest to stay in their respective schools” (March12, 2020).

In general, the educational office head gave the above ideas which focus on provision of trainings in leadership aspects like teacher development program, continuous professional development, community participation and etc. The problem, however, is attached to turnover of instructional leaders from year to year and lack of commitment and moral of instructional leaders to accomplish their tasks. Therefore, it is important to think about the experiences of candidates, commitment and moral to perform their function and candidates’ interest to stay in their respective schools at least for 5 years after gaining training on leadership during recruitment and selection of principals.

Moreover, the principals should be given in-service education opportunity and some kind of motivation in the form of house allowances. This may reduce the frequent turnover and develop commitment to their profession.

Additionally, ideas from FGD of six PTAs chairpersons were analyzed and interpreted on the issues related to instructional leadership practice. Regarding items 1 and 2, the response of PTAs Chair persons was expressed as follows:

1. What do you think about the school principals encourage you to actively involved in developing the school strategic and yearly plan?

The FGD respondents forwarded their ideas as follows:

PTAs (1&2) “The major problems faced are more connected to communication and human relation of the school principals in their school.” (March22, 2020).

PTAs (3&4) “The school principals did not have a clear communication (I.e. both up and down communication must be there in the school).”

PTAs (5)” Principals must have high interpersonal relation to the school community.”

PTAs(6) “School principal should be empathetic, sympathetic and have a sense of humor in order to overcome any problems created the school principals in practicing instructional leader roles.”

2. What do you think about the principals ‘capability in attaining the objectives of the school?

According to the responses of PTAs (1, 2&3), “Principals must act openly when dealing with matters of policy, managing and supporting instruction in their schools.”

The other PTAs (4, 5&6) also indicated “Principals lack transparent administration and participative leadership behavior to expected instructional leaders.”

Regarding the mechanisms to overcome the major problems, their responses are connected to communication and human relation of the school principals in their school, i.e. the school principals should have both upward and downward communication.

The other mechanism to overcome the major problems is the school principals must have high interpersonal relation with the school community. This implies that School principal should be empathetic, sympathetic and have a sense of humor in order to overcome any problems created in practicing instructional leadership roles.

Moreover, the FGD participants indicated that the principals must act openly when dealing with matters of policy, managing and supporting instruction in their schools. This implies that being transparent and open which shows that the principals have confidence in their ability to solve the problem faced while practicing instructional leader roles in their schools.

#### 4.2.2. How effective are the school leaders in handling their roles as instructional leaders.

**Table 5. Effectiveness of school leaders in undertaking their major functions as Instructional leaders**

No	Items	Respondents				p-value	t-value
		Teachers (N=78)		School leader (N=44)			
		M	SD	M	SD		
5.1	How effective are the school leaders in handling their roles as instructional leaders.	2.9	1.1	2.9	1.2	0.9	27.6

Key: Very High =5 High =4 Moderate=3 Low=2 Very Low =1

\* Significance level: Alpha =0.05 (two tailed) \*t critical= 1.96

Key: X=Weighted mean, std.dev=standard deviation VL=very low, L=Low, M=Moderate, H=high and VH=Very High

Scale: 1-1.49=VL, 1.50-2.49=L, 2.5-3.49=M, 3.5-4.49=H and 4.5-5=VH

Table 5 indicates that the mean score of teachers and school leaders responses were (X=2.9, SD=1.1) and(X=2.9, SD=1.2) respectively. The overall mean was 2.9 and t-value 27.6. This shows that both groups rated the effectiveness of school principals as moderate. The computed p-value for item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be concluded that there was no statistically significant mean difference between the opinion of the two groups regarding the effectiveness of the school leaders in handling their roles as instructional leaders.

In addition to questionnaires, interview was conducted with woreda education office head on effectiveness of school leaders in undertaking their major functions as Instructional leaders. The response was as follows: “Instructional leadership in guiding and supporting the work in classroom were limited rather they were more effective in administrative works or it can be said on managerial duties.” Besides, “in my opinion low professional skill development activity in the schools due to lack of budget and lack of training from

concerned bodies, principals were not able to properly practice the tasks under this dimension.”

Generally, during the interview session with the wereda education office head, it was noted that the instructional leadership in guiding and supporting the work in classroom were limited.

Additionally, the WEO head was asked how they evaluate the implementation status and the effectiveness of professional skill development program in schools. He remarked that there was a low professional skill development activity in the schools due to lack of budget and lack of knowledge from concerned bodies on the issues. This shows that professional skill development was not effectively practiced in the sampled schools.

Moreover, ideas from FGD of the six PTAs representatives on how they evaluate/judge effectiveness of school leaders in undertaking their major functions as Instructional leaders reveal the following.

PTAs(1&2) “The way to overcome any challenges faced in the teaching learning process as an instructional leader needs to follow up day to day activities of teachers and gives a timely solution.”

PTAs (3&4).” Principals must do the administrative work after contact time, and also attend to parents after school” .

PTAs (5&6)”By making the leaders effective through practicing leader’s roles in the school,”

Generally, all the FGDs in all sample school reveal that the way to overcome any challenges faced in teaching-learning process as an instructional leader needs to follow up the day to day activities of teachers and gives a timely solution accordingly. The principals should put curriculum delivery at the top of their lists and everything else follow, draw personal plan and try by all means too stick to it; he does his administrative work after contact time, and also contact parents after school. Unless in the time of emergency, any one may not have time to monitor teaching, thus principals need to delegate their functions. This implies that success with the instructional leader roles in the school; the school principals have to do with changeable behavior that influences the

norms, beliefs, and attitudes of the teachers, students and parents. To strengthens this, one of the participants of the FGD said: To be effective in practicing leader’s roles in the school, the principals should be always committed to the class room instruction, share best practice from other school leaders, and must be aware of the documents about leadership and management as well as current educational policy, the school leaders must be delegated the functions to head of departments and vice principals of school.

#### 4.2.3. Major challenges of school leaders in undertaking their major functions as instructional leaders

**Table: 6, Respondents’ view on Major challenges of school leaders in undertaking their major functions as instructional leaders**

S/N	Items	Respondents group				p-value	t-value
		Teachers(N=78)		Leaders(N=44)			
		M	SD	M	SD		
6.1	Inability to develop strategic plan of the school.	2.9	1.1	2.9	1.2	0.2	28.1
6.2	Failure to properly monitor and evaluate the school performance	3	1.16	3.1	1.1	0.9	29.6
6.3	Lack of instructional leader ship skills.	2.9	1.1	3.3	1.1	0.5	29.7
6.4	Absence of relevant leadership manual in the school.	2.9	1.1	3	1.1	0.8	27.9
6.5	Low support from the woreda education office	3	1.2	3	1.2	0.9	26.4
6.6	The school environment not being conducive to the instructional process	3	1.1	3.1	1.2	0.5	29.1
6.7	No active involvement of the school community in academic activities	3.1	1.1	3.3	1.2	0.6	29.5

Keys: a) Most serious (5), More serious (4) Moderate (3), Less serious (2), Least serious

(1)

\* Significance level: Alpha =0.05 (two tailed) \*t critical= 1.96

Key: X=Weighted mean, stddev = standard deviation

Scale: 1-1.49=LeastS, 1.50-2.49=LS, 2.5-3.49=M, 3.5-4.49=More S and 4.5-5=MS

As indicated in Table 6, item 6.1 the mean score of responses of teachers and school leaders were (X=2.9, SD=1.1) and (X=2.9, SD=1.2) respectively. The overall mean was 2.9 and t-value 28.1. This shows that the inability to develop strategic plan of the school was at moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.2 which was greater than 0.05. Therefore, it can be said that there was no significant mean difference between the opinions of the two groups regarding the inability to develop strategic plan of the school.

Table 6, Item 6.2 the mean score responses of teachers and school leaders were (X=3, SD=1.1) and (X=3.1,SD=1.1) respectively. Then over all mean was 3 and t-value 29.6. The computed p-value for item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be said that there was no significance mean difference between the options of the two groups regarding failure to properly monitor and evaluate the school performance.

Table 6, Item 6.3 indicates the mean score responses of teachers and school leaders were (X=2.9, SD=1.1) and (X=3.3, SD=1.1) respectively. Then over all mean was 3.1 and t-value 29.7. This revealed that Lack of instructional leader ship skills was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.5 which was greater than 0.05. Therefore, it can be said that there was no significance mean difference between the options of the two groups regarding lack of instructional leader ship skills.

Table 6, Item 6.4 also indicates that the mean score responses of teachers and school leaders were (X=2.9, SD=1.1) and (X=3, SD=1.1) respectively. The overall mean was 2.9 and t-value 27.9. This revealed that absence of relevant leadership manual in the school was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.8 which was greater than 0.05. Therefore, it can be said that there was no significance mean difference between the options of the two groups regarding the absence of relevant leadership manual in the school.

Table 6, Item 6.5 also indicates that the mean score responses of teachers and school leaders were ( $X=3, SD=1.2$ ) and ( $X=3, SD=1.2$ ) respectively. Then over all mean was 3 and t-value 26.4. This revealed that low support from the woreda education office was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.9 which was greater than 0.05. Therefore, it can be said that there was no significance mean difference between the options of the two groups regarding the low support from the woreda education office.

Table 6, Item 6.6 also indicates that the mean score responses of teachers and school leaders were ( $X=3, SD=1.1$ ) and ( $X=3.1, SD=1.2$ ) respectively. This shows that both groups give moderate on the idea. Then over all mean was 3.1 and t-value 29.1. This revealed that the school environment not being conducive to the instructional process was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.5 which was greater than 0.05. Therefore, it can be said that there was no significance mean difference between the option of the two groups regarding the school environment not being conducive to the instructional process.

The final item of table 6 also indicates that the mean score responses of teachers and school leaders were ( $X=3.1, SD=1.1$ ) and ( $X=3.3, SD=1.2$ ) respectively. Then over all mean was 3.1 and t-value 29.5. This revealed that no active involvement of the school community in academic activities was moderate level. The computed p-value for item at  $\alpha=0.05$  was found to be 0.6 which was greater than 0.05. Therefore, it can be said that there was no significant mean difference between the options of the two groups regarding active involvement of the school community in academic activities.

To summarize as shown in table 6, respondents view on school leaders' performance as instructional leadership indicated that the mean score was rated moderate for item 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 and 6.7 with mean values of 2.9, 3, 3.1, 2.9, 3, 3.1 and 3.1 of teachers and leaders respectively. However, the overall mean scores of both teachers and leaders respondents fell at moderate level with aggregated mean value of 3. Therefore, it is likely to say that the respondents view on school leaders perform their function as instructional leadership at moderate level in all sample schools.



In addition to questionnaires, the interview was also conducted with Wereda Education Office Head about challenges of instructional leadership in primary schools indicates major challenges of school leaders in undertaking their major functions as instructional leaders on the issue. On the item, the education office head forwarded the following response.

“In my opinion, shortage of time, lack of the necessary skill and knowledge in the area of leadership and management, lack of budget and poor interest to work as a principal are some of the major challenges that school principals encountered in playing their instructional leadership roles.”

Generally, the response obtained from Wereda Education Office Head about challenges of instructional leadership in primary school indicated that shortage of time, lack of the necessary skill and knowledge in the area of leadership and management, lack of budget and poor interest to work as a principal are some of the major challenges that school principals encountered in playing their instructional leadership roles. In supporting this, Bouchard (2002) in his study noted that among the predominant barriers for school principals are management tasks, lack of respect for the office, teacher contracts, students with chaotic lives, staff development, a lack of parent participation, and limited resources.

Additionally, ideas from FGD of six PTAs members on major challenges of school leaders in undertaking their major functions as instructional leaders were expressed as follows.

PTAs (1, 2&3) “The most serious problem is lack of commitment to their work.”

PTAs(4,5&6) “Principals needs to follow up day to day activities of teachers and give timely solution and follow personal plan and try by all means too sick to it”

To sum up, in all PTAs responses of FGD about challenges school principals face in performing their tasks indicated that the most serious problem is lack of commitment to their work. To strengthen this, one participant of the FGD put his assumption by saying “Principals are representatives of the department in schools. Therefore, principals should show a high degree of commitment in the execution of their instructional leadership responsibilities.”

In general, all the FGDs in all sample school reveal that the way to overcome any challenges faced in teaching learning process as an instructional leader, needs to follow up the day to day activities of teachers and give timely solution accordingly; the principals put curriculum delivery at the top of their lists and everything; draw personal plan and try by all means too stick to it; he does his administrative work after contact time, and also attend parents after school. Unless it is in the time of emergency, any one may not have time to monitor teaching, thus principals need to delegate their functions. This implies that success with the instructional leader roles in the school, principals have to do with changeable behavior that influences the norms, beliefs, and attitudes of the teachers, students and parents.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with the summary of the findings, conclusions drawn and recommendations forwarded based on the findings. The general objective of the study was to assess the instructional leaders' effectiveness in Government primary schools of Becho Werda South West Shoa Zone, Oromia Regional State. In order to meet the objectives, the study was guided by the following basic questions.

1. To what extent do school leaders perform their function as instructional leaders in primary schools?
2. How effective are school leaders in undertaking their major functions like monitoring and organizing as instructional leaders?
3. What are the major challenges like experience, commitment and skill gap of school leaders in primary schools?

The study was conducted in six cluster resource center of Bechoworeda primary schools. Accordingly, 78 teachers, six principals, eight vice principals, six supervisors, 24 department heads, six PTA members and one woreda education office head were involved in the study. The data were collected from sample respondents through questionnaire, Interview and Focus group discussion. Secondary data was collected from available document and woreda education office annual reports. Based on the results of the data analysis, the major findings of the study were the following:

#### **5.1. Summary of the Major Findings**

##### **5.1.1. School leaders' performance on their function as instructional leaders**

The findings of the study indicated that the school leaders' activity on developing the school vision mission and goals for the improvement of school leaders as rated moderate performance. The interview held with the woreda education office head on instructional leadership practice in school reveal contrary ideas to that of instructional leaders' responses. According to his ideas, many trainings are provided in leadership aspects like

teacher development program, continuous professional development, community participation and etc. He stressed the problem is attached to turnover of instructional leaders from year to year and lack commitment and moral of instructional leaders to accomplish their tasks. Therefore, it is important to think while recruitment and selection of principals was made about the past experiences of candidates' commitment and moral to perform their function and candidates interest to stay in their respective schools at least 5 years after gaining training on leadership.

Ideas from FGD of PTAs members also indicated school principals encourage active involvement in developing school strategic yearly plan and capable in attaining the objectives of schools. Besides, they provide the following responses as remedies. Since the major problems are more connected to communication and human relation of the school principals, they should have a clear communication (I.e. both up and down communication must be there in the school). This implies that, both the teachers' and the community of the school liked the manner in which instructional programs were communicated to them unless it is impossible to overcome the problem faced in teaching learning process.

From document analysis vision and mission, the school did not clearly stated or not indicate what to be in the future or what type of school they aspire to see in the future. At the school levels, vision must be well articulated to all stake holders' staff, students and parents. The Study revealed that instructional leader's activities in involving concerned stakeholders in setting the school vision, mission, and objectives as well as communicating the vision, mission with stakeholders in order to have common understanding and shared value the school leaders were performing at the moderate level. Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals.

Regarding the effectiveness of school leaders in undertaking their major functions as Instructional leaders, it was noted that the instructional leadership in guiding and supporting the work in classroom were limited, rather they were more effective in administrative works or it can be said on managerial duties and the instructional leadership can be supportive to their instructional effectiveness. However, some of the respondents were not pleased with the quality of support provided and are inconvenient

to accept feedbacks of the instructional leadership supervision doubt with their supervisory skills and methodological approaches specially to carry out classroom observation noted that the leadership had employed classroom observation infrequently in the academic year.

Further, the research revealed that professional skill development was not effectively practiced in the sampled schools. The majority of interview showed that most of the principals were not attempt properly to practice the tasks under this dimension, because they have not appropriate skills and knowledge of educational leadership and management. Specifically, the interview result revealed that school principals are not effective in organizing experience sharing programs both inside and outside the school and arrange school workshop for teachers related to instruction.

The data gathered from school leaders and teachers respondents in overall assessment of items revealed that the challenges of instructional leadership perceived lack of skill and training were rated as moderately challenged practice of instructional leadership effectiveness with the overall mean scores of both teachers and leaders respondents fell at moderate level with aggregated mean value of 3.

Finally, the findings revealed that effective in practicing leader's roles in the school; the principals should always be committed to the class room instruction, share best practice from other school leaders, and must be aware of the documents about leadership and management as well as current educational policy; the school leaders must distribute the functions to head of departments and vice principals of school.

## **5.2. Conclusions**

Based on the findings of this study, the following conclusions were drawn:

Instructional leaders need to be purposeful, visionary and develop value that focus on learning and act with the necessary commitment to realize the vision. This vision, however, should reflect the hopes, needs and interests of everybody who have stake in the school. The study showed that the school mission was more or less not formulated by identifying and addressing potential barriers to its effective realization.

Concerning the teaching learning roles of instructional leaders that make strive to improve teachers teaching skill, giving positive directions to teachers and other staff

members and supporting teachers in constructive suggestions and materials were not fairly implemented or less effective. If the professional skill development is provided, positive relationship with stakeholders is built, supportive role of instructional leaders exists, and conflict management strategies were well or efficiently practiced in the study area otherwise. However, the findings revealed that the term as well as the teaching learning roles of instructional leadership was not appropriately implemented among Becho wereda primary schools. Therefore, it can be concluded that schools were more or less capable of giving positive directions to teachers and non-teaching staffs and improving the quality of schools output for the need of participatory teaching learning roles from the instructional leaders' side.

Additionally, the above findings revealed that the instructional leadership effectiveness was faced by lack of adequate skill, training and knowledge, vision, interest and courage, availability of resources of instructional leaders. In this regard, McEwen (2003:12) stated that without adequate knowledge, technique and skills on the fields of educational management or any leadership training, it would be difficult for the subject specialist principals to give comments and suggestions on the technical and educational aspects of instructional improvement. It is marked from the literature centred on school effectiveness that no single function can bring about students achievement; rather different functions of teaching and learning process. However, the result of this study revealed that instructional leaders did not possess the necessary knowledge, training and skills, vision, will and courage that help them in leading the school community as they were almost all subject specialists.

### **5.3. Recommendations**

Based on the major findings and conclusion drawn, the following recommendations are forwarded.

1. School leaders ought to be committed to assisting the teaching learning process and providing instructional leadership by encouraging collaboration and creating a conducive environment in order to improve students' academic achievements.
2. School leaders are expected to make a functional influence on the school community by delegating responsibilities to teachers and continuously following whether they are accomplished or not. School leaders, as instructional leadership,

should pay attention to the classroom teaching and learning process and provide constructive feedback to teachers whether the instruction is going in accordance with the plan or not. Also, they should use available instructional materials properly. School leaders should spend more time on academic issues rather than routine managerial activities and also provide capacity building training at school level.

3. Effective instructional leaders should be knowledgeable and skilful in their educational background especially in the field of educational leadership and planning rather than subject area. However, the result of this study revealed that instructional leaders did not possess the necessary knowledge and skills that help them lead the school community and teachers. To alleviate these problem, the Woreda Education Offices and Zone Education Department in collaboration with Oromia Education Bureau, need to facilitate conditions in which principals get training on instructional leadership and management.
4. There should be need for adequate skill and training of leadership, high cooperation and commitment from concerned bodies, provision of instructional resources and knowledge, will and courage were motioned.
5. School leaders need to think additional income generating sources other than waiting government budget through improving their relationship with local NGOs by preparing Bazaar (telethon) in the school, by improving the relationship and contact with their potential stakeholders and by involving community, parents and other partners into the functions of instructional leaders practices;

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## Appendices

### Appendix A

#### ADDIS ABABA UNIVERSITY

##### College of Education and Behavioral Studies

##### Department of Educational Planning and Management

Questionnaires for Primary Schools Teachers, Principals, vice principals, Department heads and Cluster Resource Center supervisors.

This questionnaire is designed for collecting data on the Instructional Leaders Effectiveness in Government Primary Schools of BechoWoreda South West Shoa Zone of Oromia Regional State. The required information is of vital importance for the success of this study. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire is only used strictly for academic purposes and will be kept confidential. You are kindly requested to provide frank response. Your co-operation is very much appreciated!

General Direction

- No need of writing your name.
- Make a tick mark (✓) in the box or write on the space provided to show your responses.

Thank you in advance for taking time and your cooperation.

##### Part I Demographic/ Background/ Information

1. Name of the Woreda\_\_\_\_\_

2. Name of the School\_\_\_\_\_

3. Educational Background: Diploma  BA/Bsc/Bed degree  MA/MSC/MED.

If any other\_\_\_\_\_

4. Area of your specialization; Natural science  Social science  Language   
Others

5. Work experience 1-10years  11-20years  21years and above

6. Your Role in the school a. teacher  b. principal  c. vice principal   
d. supervisor

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

Key: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

Put a '√' mark in the box corresponding to your response

Part II 1. The extent to which school leaders perform their function as instructional leaders in primary schools of Bechowereda.

No.	Items	Rating Scales				
		5	4	3	2	1
2.1	The principals have clear vision of the school system.					
2.2	The school principals develop strategic plan of the school based on its vision.					
2.3	The school principals monitor and evaluate the effectiveness of curriculum and instructional process					
2.4	The school principals discuss instructional related policies and issues with the staff.					
2.5	The school principals encourage the use of innovative teaching methods.					
2.6	The school principals delegate some of the instructional leadership tasks to teachers.					
2.7	The school leaders initiate experience sharing within the school.					
2.8	The school principals create conducive environment for the teaching learning process.					
2.9	The school principals provide coaching and mentoring services to promote staff development.					
2.10	The school principals support the decisions of the school community					

Part III. Effectiveness of school leaders in undertaking their major functions as Instructional leaders?

3.1. How effective are the school leaders in handling their roles as instructional leaders?  
(Please use the following rating scales to indicate your response)

a) Very High  b) High  c) Moderate  d) Low  e) Very Low

Part IV. Major challenges of school leaders in undertaking their major functions as instructional leaders (Please use the following rating scales to indicate your response)

Keys: a) Most serious (5), More serious (4) Moderate (3), Less serious (2), Least serious (1)

No	Items	Scales				
		5	4	3	2	1
4.1	Inability to develop strategic plan of the school.					
4.2	Failure to properly monitor and evaluate the school performance					
4.3	Lack of instructional leadership skills.					
4.4	Absence of relevant leadership manual in the school.					
4.5	Low support from the woreda education office					
4.6	The school environment not being conducive to the instructional process					
4.7	No active involvement of the school community in academic activities					

PART V: Please respond to the following questions briefly.

5.1. What other challenges are there in the school which hinder the effectiveness of instructional leadership? -----  
-----

5.2 What solution do you suggest to improve the practice of instructional leadership in the school?  
\_\_\_\_\_  
\_\_\_\_\_

## **Appendix-B**

### **ADDIS ABABA UNIVERSITY**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

Interview questions for Wereda Education Office Head.

a) Date of interview \_\_\_\_\_

b) Place of interview \_\_\_\_\_

c) Time of interview \_\_\_\_\_

#### Questions

1. What does the instructional leadership practice look like in the primary schools of the woreda?
2. What are the education office's contributions to the implementation of instructional leadership in the primary schools of the woreda?
3. What has been done so far to build the school principals capacity and improve their instructional leadership skill?
4. What is your evaluation of the primary school principals' effectiveness in exercising instructional leadership?
5. What are the major challenges of instructional leadership in the primary schools of the woreda?

## **Appendix-C**

### **ADDIS ABABA UNIVERSITY**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

Focus Group Discussion (FGD) for PTSA members

- a) Number of participants \_\_\_\_\_
- b) Date of discussion \_\_\_\_\_
- c) Place of discussion \_\_\_\_\_
- d) Time of discussion \_\_\_\_\_

#### Questions

1. As PTSA member, do you think that the school principals encourage you to actively involve in developing the school strategic and yearly plan?
2. Do you think that the principals are capable in attaining the objectives of the school?
3. As PTSA member, how do you evaluate/judge the principals' effectiveness in exercising instructional leadership in the school?
4. What major challenges do the school principals face in performing their tasks as instructional leaders?
5. What solutions do you propose to solve the encountered /challenges/problems?



## Appendix D

### Transcription of Wereda's Education office Head Interview

1. What does the instructional leadership practice look like in the primary schools of the woreda? Regarding item 1, interview result of woreda education head office was expressed as follows: “In my opinion many training in leadership aspects like teacher development program, continuous professional development, community participation and stressed the problem is attached to turnover of instructional leaders from year to year and lack commitment and moral of instructional leaders to accomplish their tasks.”
2. What are the education office's contributions to the implementation of instructional leadership in the primary schools of the woreda? Regarding the item 2, interview result of woreda education head office was expressed as follows:

“It is important to think recruitment and selection of principals will made about the past  
Experiences of candidates commitment and moral to perform their function and  
Candidates interest to stay in their respective schools.”

  1. What has been done so far to build the school principals capacity and improve their instructional leadership skill? Regarding the item 3, interview result of woreda education head office was expressed as follows:

“In my suggestion the support quality provided inconvenient to accept feedbacks of the instructional leadership supervision doubt with their supervisory skills and methodological approaches specially to carry out plan implementation and feedback given.”

“Instructional leadership in guiding and supporting the work in classroom were limited rather they were more effective in administrative works or it can be said on managerial duties and supportive to their instructional effectiveness.”
4. What is your evaluation of the primary school principals' effectiveness in exercising instructional leadership? Regarding the item 4, interview result of woreda education head office was expressed as follows: ““In my opinion low professional skill development activity in the schools due to lack of budget and lack of knowledge from

concerned bodies on the issues principals were not attempt properly to practice the tasks under this dimension.”

5. What are the major challenges of instructional leadership in the primary schools of the woreda? Regarding the items 5 interview result of woreda education head office was expressed as follows:

“In my opinion, shortage of time, lack of the necessary skill and knowledge in the area of leadership and management, lack of budget, poor interest to work as a principal are some of the major challenges that school principals encountered in playing their instructional leadership roles.”

## **Appendix -E**

### **Transcription of FGD Discussion PTAs' Chairperson**

1. As PTSA member, do you think that the school principals encourage you to actively involve in developing the school strategic and yearly plan?

From FGD the respondents respond forwarded their ideas as follows:

PTAs (1&2) “The major problems faced are more of connected to communication and human relation of the school principals in their school.”

PTAs (3&4) “The school principals should not have a clear communication (I.e. both up and down communication must be there in the school).”

PTAs (5)” Principals must have high interpersonal relation to the school community.”

PTAs(6) “School principal should be empathetic, sympathetic and have a sense of humor in order to overcome any problems created the school principals in practicing instructional leader roles.”

2. Do you think that the principals are capable in attaining the objectives of the school? From FGD the respondents respond forwarded their ideas as follows:

PTAs (1, 2&3) “Principals must be acted openly when dealing with matters of policy, managing and supporting instruction in their schools.”

PTAs (4, 5&6) “Principals lack transparency administration and participative leadership behavior to expected instructional leaders.”

3. As PTSA member, how do you evaluate/judge the principals' effectiveness in exercising instructional leadership in the school?

Regarding the items 3 FGD result of PTAs Chair person was expressed as follows:

PTAs(1&2) “The way to overcome any challenges faced in teaching learning process as an instructional leader needs to follow up day to day activities of teachers and gives a timely solution.”

PTAs (3&4).”Principals must administrative work after contact time, and also attend to parents after school”

PTAs (5&6)”To be effective in practicing leader’s roles in the school,”

4. What major challenges do the school principals face in performing their tasks as instructional leaders?

Regarding the items 4 FGD result of PTAs Chair person was expressed as follows:

PTAs (1, 2&3)”Principals need to delegate their functions.”

PTAs (4, 5&6)”The school principals have to do with changeable behavior that influences the norms, beliefs, and attitudes of the teachers, students and parents.”

5. What solutions do you propose to solve the encountered /challenges/problems?

Regarding the items 5 FGD result of PTAs Chair person was expressed as follows:

PTAs (1, 2&3) “The most serious problem is lack of commitment to their work of principals.”

PTAs(4,5&6) “Principals needs to follow up day to day activities of teachers and gives a timely solution and follow personal plan and try by all means too sick to it”