



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**CURRENT PRACTICES AND CHALLENGES OF PRINCIPALS
INSTRUCTIONAL LEADERSHIP IN PRIMARY SCHOOLS OF
GESHA WOREDA IN KAFA ZONE**

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SEPTEMBER, 2016

ASTU, ADAMA, ETHIOPIA

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**A THESIS SUBMITTED TO SCHOOL OF EDUCATIONAL SCIENCE AND TECHNOLOGY,
TEACHER EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

JULY, 2008E.C

ASTU, ADAMA, ETHIOPIA

DECLARATION

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

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Acknowledgements

First, I would like to express my heart-felt thanks to my advisors, Dr. Fekadu Cherinet for his unreserved, critical and constructive comments he gave me for the overall accomplishment of this thesis and for his excellent approaches. For sure, had it not been his sustainable encouragement, the thesis would have not been succeeded. Secondly, I have expressed my sincere appreciation to my wife Wro. Rukia Nuru for her moral support, encouragement and also her efforts to overcome various challenges which affect my work as well as the life of my family. Thirdly, I have sent my heartfelt thanks to my brothers Abiyot Mamo and Teshome Asefa for their financial, material as well as moral support, starting from the initial to the completion of this research work. Last, but not least, I would like to express my thank for Gesha woreda Education Office experts and sample primary school principals, teachers, supervisors and student representatives for their willingness to give necessary information, through questionnaire, interview and document analysis to make the study successfully.

Abstract

The purpose of this study was to assess the current practice and challenges of principals' instructional leadership in primary schools of Gesha woreda. A descriptive survey research with both qualitative and quantitative methods was employed. The ten sample schools were drawn from thirty Primary schools in the woreda that were selected through simple random sampling technique. Data for the study were collected through questionnaire, interview, and document analysis. Thirty two teachers were selected by systematic sampling technique and twenty student representatives were selected through availability sampling technique for the questionnaire and ten primary school supervisors and ten primary school principals were selected through available sampling technique for the semi-structured interview questions. The data collected were analyzed by SPSS using frequency counts, percentages, mean, standard deviation and the t-test. The findings of this study revealed that all instructional leadership dimensions of principals were not effectively implemented in Gesha woreda primary schools. The school principal's instructional leadership was affected by inability of the principals to lead instructional activities in a systematically coordinated manner, lack of experience as school principals, overburdened with many routine administrative tasks, lack of training on instructional leadership, lack of qualified teacher, lack of appropriate support from woreda education office and lack of non-teaching staff were the major one. From the study results obtained it is safe to infer that due to the challenges identified and some other reasons, instructional leadership is not playing the role of promoting quality education in the sample schools as intended. From the findings, it was recommended that the regional education bureau in collaboration with zone /woreda/ education departments should design long, intermediate and short term training programs for school principals, supervisors and teachers to strengthen their capacity. In order to improve classroom observation school principals should more focuses on identifying instructional limitation, maintain close contact with instructional process, design the appropriate intervention, and control academic activities through classroom observation. Sothern nation's nationalities and people's regional education Bureau in collaboration with zone /woreda/ education departments needs to minimize the burden of principals by assigning additional administrative personnel and by making school principals free from routine administrative tasks.

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List of Acronyms and Abbreviations

EdPM: Educational planning and management

EFA: Education For All

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GEQIP: General Education Quality Improvement Package

MoE: Ministry of Education

SNNPRS: South Nations Nationalities and Peoples Region State

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

The study was intended to examine the existing practices of principals' instructional leadership in primary schools of Gesha woreda and it also aimed to investigate the challenges associated to instructional leadership in primary schools of Gesha woreda. This introductory chapter deals with background of the study, the statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms, conceptual framework and organization of the study.

1 .1. Background of the Study

Education is a social process in capacity building and maintenance of a society. It is a weapon for acquiring skills, a relevant knowledge and habit or surviving in changing world. Education measures productivity and improves health and living standard of the society (MoE, 2002). It enables citizens to contribute more for the development of the nation by changing the participation of the parents and community towards their involvement. Education introduces the view of technology and scientific findings which contribute to accelerate economic, social and political development. A school is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement.

Ethiopian Education and Training Policy (ETP) indicates the directions for educational issues among which educational organization and management is one aspect. In the present Education and Training policy of Ethiopia (ETP, 1994:30), sub-articles 3.8.2 and 3.8.3 state, educational management to be democratic, professional, coordinated, efficient and effective. The policy gives due attention to professionalization, efficiency and effectiveness of educational management. The policy also gives a special place, among other components, for the quality of education. The policy also stipulates clearly that, educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.

Currently, the government of Ethiopia has the education sector its agenda to ensure quality education for all citizens, which was launched as a major nationwide reform program to improve the quality of general education. To address this issue, MoE has developed a general education quality improvement package (GEQIP) that comprises six programs (MoE 2013:1). Leadership and management program is one of the programs of the GEQIP that encompasses instructional leadership within it.

The quality of education depends on, among others, the presence of competent and committed instructional leaders. It is well understood that effective instructional leadership is essential for improving quality education. Successful educational leaders develop their districts and schools as effective organizations and sustain the performance of administrators and teachers as well as students (Leithwood, 2004:24). According to Bush (2003:17) effective leadership and management are essential for schools to achieve the wide-ranging objectives set for them by their many stakeholders. The recognition that the task of improving instructional leadership in schools and raising the performance of both teachers and pupils rests with all the key performers in the education institution including principals, assistant principals, supervisors and parents. The instructional leadership of the principal is a critical factor in the success of a school's improvement initiatives and the overall effectiveness of the school (Lunenburg, 2010:6).

School principals play a key role in improving school outcomes by influencing the motivation and capacity of teachers and affecting the climate and environment in which they work and learn. A strong instructional leadership is essential for a school to be successful and also it is one of the instruments for the implementation of school improvement program. Effective instructional leaders help guide classroom instruction through supervision, they can also play a primary role in bettering it (Jenkins, 2009:37).

School principals and vice principals are encountered with a number of instructional challenges that hinder the realization of effective instructional leadership that contributed for the improvement of student academic achievement. To effectively implement the process of change and recent calls for the reformation of schools and to address the challenges of instructional leadership, conducting research about the practices and problems of instructional leaders will be beneficial as a stepping stone for school principals and other concerned bodies to deal with those

challenges and to clear the road for future success of instructional leadership in education. Therefore, assessing the current practice of instructional leadership that have been under taken by primary schools of Gesha Woreda and investigating major challenges hindering the realization of effective instructional leadership endeavor is timely and relevant.

1.2. Statement of the Problem

Today's educational environment is in continuous state of change and is confronting with different challenges. Educational leaders are confronted by external and internal challenges that make considerable demands on their time, expertise, energies and emotional wellbeing. For that, they need to be socially and educationally responsible, so that they create the conditions within their schools that challenge students to see the bigger picture and to want to make a difference in their own lives and in the larger community (Duignam, 2006:7). Principals develop individuals and teams by identifying and prioritizing their professional development needs (Moe, 2013). They have to promote teachers' professional growth with respect to the priority of the school and teachers. So that School principals should play a key role in providing and promoting in-service professional development programs for teachers.

According to Eileen, Horngand, Susanna and Loeb (2010:69) strong instructional leadership is essential for a school to be successful. Research conducted by Habtamu Gezahegn (2012) had also shown that there were better practices by principals in the area of school improvement related to instructional leadership. Schools, which were found to be relatively low in their instructional leadership practices, also exhibited minimum results in school improvement, while those which were rated top in their instructional leadership practices were also rated to be high in their school improvement endeavors. Effective instructional leadership makes a difference in improving learning (Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, 2004:3). The principal's primary responsibility is to promote the learning and success of all students (Lunenburg, 2010:1). Instructional leadership requires principals to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning (Jenkins, 2009:34).

The researcher has lived in the Woreda around 13 years and being working as school principals for 10 years, has got the opportunities to observe the practice of instructional support and guidelines provided by the school principals in place, but the principals of primary schools of

Gesha woreda were not effectively facilitating teacher's professional development opportunities that support classroom instruction. Besides, the principals of primary schools of the woreda were not still effectively playing instructional leadership role to the expected standard for the improvement of instructional activity and they were over burden with administrative task rather than instructional leadership tasks. The researcher also experienced that the principals of primary schools of Gesha woreda were not frequently monitoring student progress and they were not effectively supporting and evaluating instructional activities of the classroom. School principals should be able to promote, support and create conducive environment for effective learning and teaching activities at schools. However, principals of Gesha woreda were not creating conducive environment for teaching learning.

Instructionally effective schools focuses on primarily on the improvement of student academic outcomes (cited in Hallinger, 2009). So highly effective instructional leaders can have a dramatic influence on the overall academic achievement of the student. As it was indicated in the annual report of Kafa Zone Education Department, 2014&2015, the performances of education in Gesha Woreda have not shown progress to expected standard when we compare with other woredas in term of student academic achievement in regional examination these in turn asks further questions on instructional leadership practices and challenges behind low performance of student academic achievement of the woreda.

Current trends appear to indicate that there is a quality challenge still left unsolved in primary education of the Woreda, not only in the form of deterioration of student academic achievement but also in the form of decline in the quality of teacher and school instructional leadership professional performance. Weakness in the latter critical input in school instructional leadership is usually manifested in poor leadership process in the school system which in turn will negatively affect the effectiveness of classroom teaching learning activity.

Instructional leaders need to know what is going on the classroom without this knowledge, they are unable to appreciate the effectiveness of the instruction and find the solution for the problems that student and teachers encounter in the classroom. However, principals of primary schools of Gesha woreda do not regularly identify any instructional limitations of teachers in the classroom and design the appropriate intervention to minimize the identified limitations of teachers in the classrooms.

From the researchers experience and limitation of research conducted on instructional leadership particularly in primary schools of Kafa zone, the researcher wants to look at the problem with in depth investigation about the current principals instructional leadership practice focusing on monitoring of student progress, supervising instruction, promoting positive school learning environment and challenges of principals as an instructional leader and to suggest the ways for the improvements of principals instructional leadership in government primary schools of Kafa Zone, Gesha woreda.

In view of the fact stated above, the study guided by the following basic research question:-

1. What are the existing practices of instructional leadership in primary schools of Gesha woreda?
 - a. To what extent do principals ensure continuous monitoring of student academic progress towards achieving expected goals?
 - b. To what extent do school principals supervise instruction?
2. How do school principals promote positive school learning condition for teaching-learning?
3. What are the practical challenges faced by school principals in performing their instructional leadership roles in schools?

1.3. Objectives of the Study

1.3.1. The General Objective of the Study

The major objective of this study is to assess the current practices and challenges instructional leadership in primary schools of Gesha woreda.

1.3.2. Specific Objectives

1. To examine the current practices of instructional leadership in primary schools of Gesha woreda.
 - 2.1 To identify how school principals supervise instruction.
 - 2.2 To point out how school principals ensure continuous monitoring of student academic progress towards achieving expected goals.
2. To assess how school principals promote positive school learning condition for the improvement of instruction.
3. To investigate the practical challenges faced by school principals in performing their instructional leadership roles in schools.

1.4. Significance of the Study

The study tried to assess real picture of the current status of instructional leadership in the primary schools of Gesha Woreda and the study would also help instructional leaders to identify the key challenges that hinder them not effectively to play their instructional roles .Moreover, this study was assumed to be very important since it is expected to benefit the following bodies.

- Principals and assistant Principals may get some ideas on how to become effective in their instructional leadership role.
- Woreda education office and Kafa zone education department may have clear insight into the existing pitfalls in instructional leadership role and the influencing factors so that appropriate measures that enhance instructional leadership could possibly be taken based on the findings and recommendations of the study.
- It may help all school leaders and teachers to identify the strengths and weaknesses of instructional leadership activities to take remedial measures against the challenges that primary schools faced in implementing instructional leadership.
- Researchers may benefit from the study, in that it contributes additional information to the existing findings to serve as literature for related areas.
- It will also help for concerned authorities to take timely measures to minimize problems that hindering for the realization of instructional roles.
- The study can help as a springboard for those who want to conduct further investigation on similar area.

1.5. Delimitation of the Study

It is true that there are different educational problems throughout the structure of the schooling from nursery up to tertiary level. However, the study concentrated on primary education this is because, leadership at primary schools is crucial. Student at this level are the base for further education. There are forty six (46) government primary schools in Gesha woreda. Among 46 primary schools 30 of them have grade level of 1-8 and the rest have a grade level of 1-4. To make the study more manageable and feasible, the research was delimited to ten primary schools in the woreda which have grade level of 1-8. This was done because of three main reasons: First, the researcher believed that it was convenient to manage it and see the problem with same level of schooling. Secondly; due to shortage of finance and time resources the researcher could not afford more than 10 schools. Thirdly, the researcher had been familiar with the schools

mentioned above for doing different assignments and research works before and had better experience with teachers and school principals. This facilitated the data collection process.

The role of principals is multi-dimensional. Therefore, to make the research more feasible and manageable, an attempt made on monitoring of student progress, promote positive school learning environment and challenges of principals as an instructional leader had been examined

1.6 Limitation of the Study

Any research activity requires availability of sufficient time and accessibility of the relevant current and related materials in carrying out of the study, the researcher did not find his walks free from these problems. Shortage of reference books was other inescapable limitations. However, the researcher lightens the shortage of the references by browsing on the internet and using other University library such as Jimma University. Principals and supervisors delay in providing the data in a transparent manner and refusal to give information through recording. Here to minimize the negative effect of this, the researcher gradually convinced principals and supervisors that the study was intended for common benefit to help the principals solve their leadership problem. After the principals and supervisors were convinced the aim of the research they tried to be transparent giving adequate information.

1.7. Operational Definition of Key Terms

Challenges: is refers to difficult conditions that hinder the performance of school leaders (principals).

Effectiveness: is commonly understood to mean the ability to produce outcome.

Instructional leadership: Refers to role of school principals in defining the school goals, managing curriculum and instruction, supervising instruction, and promoting school learning, monitoring student progress and evaluating teachers.

Leadership: A process whereby an individual influences his/her subordinates to achieve common goals.

Principals: refers to the person or manger that is in charge of schools performance.

School leader: principals and assistant principals of schools.

Woreda: is an intermediate administration level between zone and kebele.

Zone: is an intermediate administrative level between region and Woreda.

1.8. Conceptual framework

The three dimensions of Instructional Leadership are Defining School Goals, Managing the Instructional Program and Developing School Learning Climate. This study concentrated on the second and third dimension of the instructional leadership practices formulated by Hallinger and Murphy (1985), managing the instructional Program comprising coordinates the Curriculum; Supervises and Evaluates Instruction; Monitors Student Progress subscales. Among these the study focused on supervises and evaluates instruction and monitors Student progress. The study also included all subscales of third dimension of instructional leadership.

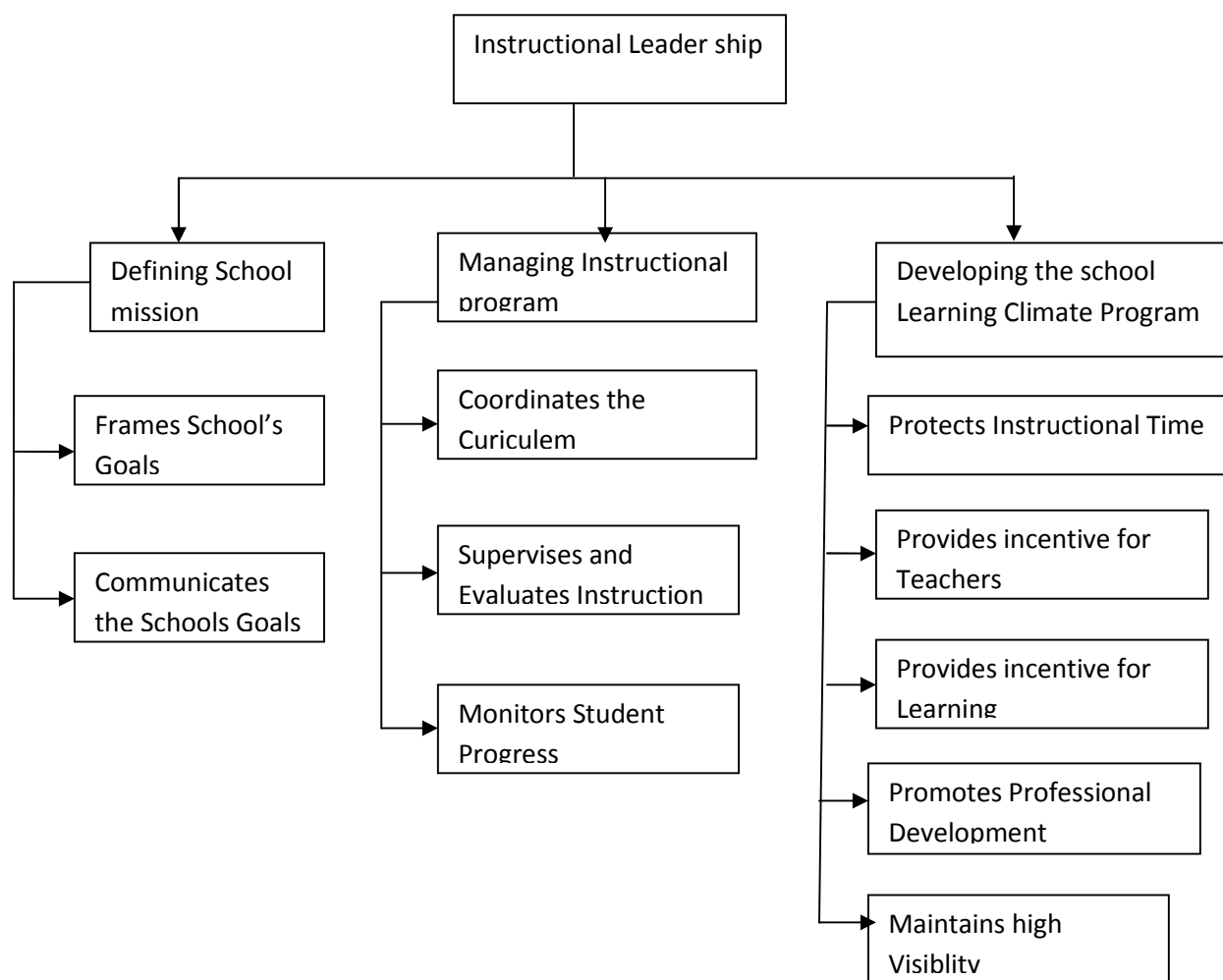


Figure 1 Conceptual Framework: Instructional Leadership Practices of the Principals. This conceptual framework is adopted from: Hallinger, P., & Murphy, J. (1985). Assessing the instructional leadership behavior of principals. *Elementary School Journal*, 86(2), 217-248.

1.9. Organization of the Study

This research was organized in to five chapters. The first chapter was the introductory part which includes the background of the study, statement of the problem, objective, significance, and delimitation of the study, limitation of the study, operational definitions of key terms and organization of the study. The second chapter presents the review of literature relevant to the research. The third chapter consists of introduction, approaches of the study, research design and methodology, they study area description, target population, source of data, sample size and sampling technique, data collection instrument, procedure of data collection, ethical consideration and method of data analyses were treated. The fourth chapter consists of data analysis and interpretations. Finally, in chapter five, summary, conclusions and recommendations were discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides a review of literature to instructional leadership, the role of school Principals as a leader in general and as an instructional leader in particular. The review Comprise six major sections. The whole section includes concept of leadership, definition of instructional leadership, dimension of instructional leadership, role of school principals as instructional leadership, effective principal, challenges of instructional leadership and summary on review of related literature.

2.1. The Concept of Leadership

The concept of leadership questions about leadership has long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century (yukl, 2008). As Yukls explanation, even though leadership history did not substantiated by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously.

There is no agreed definition of the concept of leadership and Yukl 2002[cited in Tony Bush 2003:5] argues that 'the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no "correct" definition.' Three dimensions of leadership may be identified as a basis for developing a working definition. Three dimensions of leadership may be identified as a basis for developing a working definition.

Leadership as influence

A central element in many definitions of leadership is that there is a process of influence. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group]over other people [or groups] to structure the activities and relationships in a group or organization Yukl, 2002[Cited in Bush 2003:4]

Leadership and values

Leadership may be understood as ‘influence’ but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process. However, certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values, as we noted earlier. Westerberg 2000[cited in Bush 2003:5]

Leadership and vision

Vision is increasingly regarded as an essential component of effective leadership. Beare, Caldwell and Millikan (1989) draw on the work of Bennis and Nanus 1985 [cited in Bush 2003:6] to articulate ten ‘emerging generalizations’ about leadership, four of which relate directly to vision:

1. Outstanding leader have a vision for their organizations.
2. Vision must be communicated in a way which secures commitment among members of the organization.
3. Communication of vision requires communication of meaning.
4. Attention should be given to institutionalizing vision if leadership is to be successful.

As to Hemphill 1949 [cited in Tigistu, 2012] leadership is the initiation of a new structure of procedure for accomplishing the organizations’ goals and objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

According to Thomson 2000, [cited Tadesse, 2014] Leadership is best defined as “getting the job done through people”. This definition means that two things are necessary for effective leadership: accomplishment (getting the job done) and influencing the others (through people).

On the other side, according to Weber, leadership is described as power granted with the will of the followers. It is authority readily invested in a trusted person and thus qualifies as a kind of moral and transformational power over the organization.

2.2 Theories on Leadership

Weindling, (2004:9) argue that “many theories have been advanced over the years to explain how leaders lead, whether in schools or elsewhere.” Bush and Glover build on the work of Leithwood *et al.* (1999) to develop a typology of leadership consisting of eight broad theories. (Bush and Glover, 2003: 11–22). These are instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership, post-modern leadership, interpersonal leadership, and contingent leadership. According to Adedoyin, (2013), theoretical concept of leadership is concerning about leadership in the contemporary society. A leader is conceptualized as a change agent as well as initiator of actions. A leader’s work is increasingly made complex because of the dynamic nature of social progress and fast advancement in many spheres of life.

2.2.1 The Trait Theory to Leadership

According to Bolden (2003), the Trait Approach arose from the “Great Man” theory as away of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions.

The problem with the trait approach lies on the fact that many research indicated that no consistent traits could be identified. Although researches indicated that some effective leaders were found to possess certain traits but the absence of these traits did not necessarily show the result that the person was not an effective leader. Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be “charisma” (p.7).

Adedoyin (cited in Olagboye 2004) indicated that trait theory focuses essentially on the characteristics of the individuals like intelligence, self-confidence, capacity and persuasiveness etc. For long, behavioral scientists have suggested that certain traits that are essential. These traits include physical trait: height, weight, appearance; personality trait: dominance, self assurance, aggressiveness etc.; diligence traits: judgmental and analytical competence. Hence, researches on trait theories of leadership focused on identifying and comparing physical, mental and psychological characteristics of individuals. The assumption was that individual possessing

appropriate trait such as enthusiasm would necessarily become leaders in whatever group or situation they find themselves, in other words, trait theorists believe that leaders are born and not made. On the other hand, Nigel B. (cited Stogdill (1948) reviewed 124 studies conducted from 1904 to 1948 and conceptualized that effective leaders acquire and show the ability to help the group in attaining its goals. Moreover, such leaders were found to possess relevant traits like intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self-confidence, desire to accept responsibility, intelligence, self-confidence, high energy levels and occupy a position of dominance and control. However, it is an acceptable reality that the importance of each trait depends on the situation, and the research did not identify any traits that were necessary or sufficient to ensure leadership success in all situations (Yukl, 2008). Accordingly, characteristics of the school principals of the schools selected for this study were analyzed.

2.2.2 The Behavioral Theory

Behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations (Bolden,*et al.*, 2003). After the publication of the late Douglas McGregor's classic book, *The Human Side of Enterprise* in 1960, attention shifted to 'behavioral theories'. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance.

Although not strictly speaking a theory of leadership, the leadership strategy of effectively-used participative management proposed in Douglas McGregor's book has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarized two contrasting sets of assumptions made by managers in industry. That is theory X and Y managers (Weindling, 2004).

The dissatisfaction of researchers with the trait approach led to a shift in focus from the traits which effective leaders should possess to how effective leaders should behave resulting in the emergence of the behavioral approach to leadership studies. Advocates of behavioral approach saw leadership as an aspect of behavior at work. They, therefore, sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their

followers etc.) rather than what they are. In attempting to identify the personal behavioral associated with effective leadership, behavioral theorists assume that individuals who display appropriate behavior will emerge as leaders.

2. 2.3. The Contingency Theory

The Contingency or Situational School

According to Bolden, *et al.*, (2003) behavioral theories may help managers develop particular leadership behaviors but the theorists gave little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. The major theories contributing towards this school of thought are described below.

1. Fiedler's Contingency Model

Bolden. (2003) argue that Fiedler's contingency theory postulates that there is no single best way for managers to lead. Fiedler looked at three situations that could define the condition of a managerial task:

- 1. Leader member relations:** How well do the manager and the employees get along?
- 2. Task structure:** Is the job highly structured, fairly unstructured, or somewhere in between?
- 3. Position power:** How much authority does the manager possess?

2. The Hersey-Blanchard Model of Leadership

The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership Bolden. (2003). This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviors) are most appropriate. For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:

- 1 Directing:** The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.

2. Coaching: The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.

3. Supporting: With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.

4. Delegating: This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level.

3. Tannenbaum & Schmidt's Leadership Continuum

One criticism of early work on leadership styles is that they looked at styles too much in black and white terms (Bolden, 2003). The autocratic and democratic styles or task-oriented and relationship-oriented styles which they described are extremes, whereas in practice the behavior of many, perhaps most, leaders in business will be somewhere between the two.

Contingency theorists like Tannenbaum and Schmidt suggested the idea that leadership behavior varies along a continuum and that as one moves away from the autocratic extreme to delegation [democratic extreme] the amount of subordinate participation and involvement in decision taking increases. Four main leadership styles can be located at points along such a continuum: autocratic (the telling style), persuasive (the selling style), consultative (the consulting style and democratic (the joining style).

4. Adair's Action-Centered Leadership Model

John Adair has a long pedigree in the world of leadership. The Adair model is that the action centered leader gets the job done through the work team and relationships with fellow managers and staff. According to Adair's explanation an action-centered leader must: direct the job to be done (task structuring), support and review the individual people doing it and coordinate and foster the work team as a whole.

2.3. Definition of Instructional Leadership

Instructional leadership can be defined as those actions that principals take, or delegate to others, to Promote growth in students' learning (the concepts 'learner' and 'student' will be used interchangeably). In practice, this means that the principal ensures educational achievement by

making instructional quality the top priority of the school. Fullan 1991[cited in Wondimu Oumer, 2014].According to Hallinger and Murphy1985 [cited in Bush 2003:16] state that instructional leadership comprises three broad categories, defining the school mission, managing the instructional program and promoting school climate.

The principals as instructional leaders should at all times strive for excellence in teaching and learning with the sole purpose of improving student achievement. Principals should serve foremost as instructional leaders in schools, and that their commitment to instructional improvement should not only be strongly articulated but should be reinforced with experience in the classroom Glanz, 2006 [cited in Wondimu , 2014]. In order to secure legitimacy in the eyes of the teachers, principals should have sufficient teaching experience and should understand with firsthand experience the instructional challenges faced by teachers .

2.4. Dimensions of Instructional Leadership

Instructional leadership is a change from conventional management practice of the schools, in which principals were seen as general managers of the schools, to a principal as instructional leader. Hallinger and Murphy (1985) whose instrument, the Principal Instructional Management Rating Scale (PIMRS), is widely used for school principal leadership assessment including for this study, state that instructional leadership in an effective school comprises three dimensions: Defining the School Mission, Managing the Instructional Program and Promoting a School Learning Climate.

2.4.1. Defining the School's Mission

School leaders, committed to collective leadership, create reflective, equity driven, achievement based culture of learning focused upon academic success for every student learning (Harvey 2013). According to Hallinger(2005:5) this dimension concerns the principal's role in determining the central purposes of the school. The dimension focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students. It is also the principal's responsibility to communicate these goals so they are widely known and supported throughout the school community. Within this model, the process of goal development was considered less critical than the outcome. Goals could be set by the principal or in collaboration with staff. The bottom line, however, was that the school should have clear, academic goals that staff support and incorporate into their daily practice. This picture of goal-oriented, academically focused schools contrasted with the typical

situation in which schools were portrayed as pursuing a variety of vague, ill-defined, and sometimes conflicting academic and nonacademic goals.

Setting direction accounts for the largest proportion of a leader's impact. This set of practices is aimed at helping staff members establish and understand the goals of the school and is the foundation of a shared vision for the school. Developing people involves building the capacity of those within the school and using their strengths. Specific behaviors associated with this category include "offering intellectual stimulation, providing individualized support and providing appropriate models of best practice and beliefs considered fundamental to the organization (Robert and Waters, 2005:26)

2.4.2. Managing the Instructional Program

Based upon shared vision of effective Teaching and learning, school leaders establish focus on learning; nurture a culture of continuous improvement innovation and public practice; and monitor evaluate and develop teacher performance to improve instruction. School leaders foster a culture of learning (Harvey, 2013). Managing the Instructional Program, for the purpose of this study, is defined as the principal's role in working with teachers in areas specifically related to educational technology, curriculum, and instruction (Hallinger, 1983). It is divided into three instructional leadership functions: coordinating the curriculum supervising and evaluating instruction and monitoring student progress (Hallinger & Murphy, 1985: 6).

Coordinating the curriculum is as the degree to which school curricular objectives are aligned with course content, achievement tests, and the continuity in a curricular series across grade levels (Hallinger, 1983). Murphy, Elliot, Goldring, and Porter (2006) state that "school leaders in effective schools are knowledgeable about and deeply involved in the school's curricular program." Principals manage and support the teaching and learning program; they apply the highest standards of teaching and learning; they solve the problems emerge (Chapman & Mongon, 2008).

Supervising and evaluating instruction is defined as activities that involve interaction between the principal and teachers regarding classroom practices (Hallinger, 1983). It is a job function which is most often than not refers to the role of the principal as instructional leader. The

classrooms of the effective school are frequently visited by the principal (Hallinger & Murphy, 1987).

Monitoring student progress is defined as the extent to which principal's takes responsibility for developing a systematic and comprehensive testing program. Test results are discussed with the staff as a whole, and are provided interpretations or analyses for teachers detailing the relevant test data. Test results are used for goal setting, curricular assessment, planning, and measuring progress toward school goals (Hallinger, 1983). Good school principals provide teachers and parents with assessment results on an ongoing basis. In this way, they know the progress the students make concerning their study.

2.4.3. Promoting Positive School Learning Climate

School leaders allocate resources strategically so that instructional practice and student learning continue to improve instruction (Harvey, 2013). promoting a positive School learning climate, several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high Expectations and Standards, and Providing Incentives for Learning Bossert 1982; Purkey & Smith, 1983[Cited in, Hallinger2005:7]

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement plan, therefore, need to sense themselves that they are working in a condition of relatively stable job environment. The principal more than any other individual as an instructional leader, he is the key figure in promoting an academic learning environment within the school that is conducive to student learning.

According to Murphy 1990 [cited in Habtamu, 2012] instructional leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is

essential that instructional leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers(Leithwood et al., 2006) [cited in Addisu].

2.5. The Role of School Principals as Instructional Leadership

According to Hallinger 2003 [cited in Wondimu, 2014], the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". Therefore, the principal's role as instructional leader is one of the many duties a principal has. Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching.

The description of instructional leadership that has attained the highest level of visibility over the years is that by Wilma Smith and Richard Andrews 1989.(cited in Robert and Waters,2005:18).They identify four dimensions, or roles, of an instructional leader: resource provider, instructional resource, communicator, and visible presence. As a resource provider the principal ensures that teachers have the materials, facilities, and budget necessary to adequately perform their duties. As an instructional resource the principal actively supports day-to-day instructional activities and programs by modeling desired behaviors, participating in in-service training, and consistently giving priority to instructional concerns. As a communicator the principal has clear goals for the school and articulates those goals to faculty and staff. As a visible presence the principal engages in frequent classroom observations and is highly accessible to faculty and staff.

2.6. The Effective Principal

Specific leadership practices have been associated with active and effective support of instructional improvement. According to research by Leithwood and Jantzi 200[cited in Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. 2007:15], the most critical practices involve: working directly with teachers to improve effectiveness in the classroom, providing resources and professional development to improve instruction, regularly monitoring teaching and student progress, participating in discussions on educational issues, and promoting parental and community involvement in the school.

A recently published Wallace Perspective report that takes a look back at the foundation's research and field experiences finds that five practices in particular seem central to effective school leadership (Pamela and Mendals, 2012, Vol. 33:55): shaping a vision of academic success for all students, one based on high standards; creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail; cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision; improving instruction to enable teachers to teach at their best and students to learn at their utmost; and managing people, data and processes to foster school improvement. When principals put each of these elements in place — and in harmony — principals stand a fighting chance of making a real difference for students.

2.6.1. Shaping a vision

Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal helps to spell out that vision and get all others on board with it

2.6. 2.Creating a climate Hospitable to Education

To be sure, effective principals shape schools buildings characterized by the basics — safety and orderliness — but they also see to it that schools create an atmosphere in which students feel supported and responded to.

2.6.3. Cultivating Leadership in Others

Effective principals know they cannot go it alone. They are not the lonely-at-the-top, hero-principal who has become a fixture of popular culture. Instead, they make good use of all the

skills and knowledge on the faculty and among others, encouraging the many capable adults who make up a school community to step into leadership roles and responsibilities.

2.6.4. Improving Instruction

Effective leaders focus laser-like on the quality of instruction in their schools. As the Wallace Perspective notes, “They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers.

2.6.5. Managing People, Data, and Processes

Effective leaders hire well and know how to retain the high performers. They also know how to give their teachers the backing they need to thrive.

2.7. Challenges of Instructional Leadership

The principal’s function in a school is a complex one consisting of “managerial, political, Instructional, institutional, human resource, and symbolic leadership roles in school” (Hallinger, 2003, p. 334). Several situational and environmental factors other than human, materials or financial resources, can affect the operation of instructional leadership practices of any school. Among the challenges the following were listed below.

2.7.1 Work load of principals

According to Hallinger (2003) and Lashway (2002a), the end result of balancing all these tasks is that certain tasks do not receive the appropriate time and attention. For instance, Stronge (1988) found that typical principals spent 62% of their time performing managerial activities, but only 11% of their time related to instructional leadership activities. Although principals believed that instructional leadership is important, very little of their time gets devoted to instructional leadership, due to lack of time and paperwork (George, 2001:50).

If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment. To achieve this goal takes more than a strong principal with concrete ideas and

technical expertise. It requires a redefinition of the role of principals, one that removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships (Jenkins, 2009:37)

Principals are becoming increasingly autonomous and accountable. While school leaders' responsibilities (and even what they are called) may vary from country to country, all are required to lead their organizations safely through fast paced change processes, sometimes in very difficult contexts. To do this they need to connect with other school leaders, district staff and representatives from their local community. Most important of all, they need to keep up with developments in teaching and learning in order to supervise continuing improvement in teacher and student outcomes. Where roles and responsibilities are shared with other professionals in and beyond the school and with school board members, the principal's position remains very strong. An increase in the power and influence of others does not diminish the power and influence of the principal, but rather extends and enlarges it while reducing the individual burden of school leadership tasks (Pont, Nusche and Moorman, 2009:1)

2.7.2 Lack of adequate training

Many administrators are prevented by obstacles, real or perceived from performing tasks identified as informing effectiveness and efficiency. Being an effective instructional leader requires knowledge, skills, and attitudes that inform the successful operation of schools. The ability to identify and perform tasks directly associated with the educational needs of students correlates directly with effectiveness as instructional leaders. Within the public school setting however, barriers and obstacles exist that inhibit the successful operation of schools.

To improve the provision of good quality education, an adequate pool of teachers and reasonable pupil/teacher ratios are not sufficient conditions. Equally important is ensuring that teachers are well trained, motivated and supported. While differences within and across regions are apparent, cross-country comparisons are often problematic due to different types of pre-service or in-service teacher education frameworks. Many countries have rapidly expanded their numbers of teachers by hiring applicants who lack proper qualifications, as discussed below. Some countries, often out of necessity, have even lowered entry requirements to the profession (GMR and UNESCO, 2015:1).

Education quality can be jeopardized by hiring untrained teachers if they lack qualifications, preparation, motivation, appropriate working conditions and ongoing professional development. Acute teacher shortages may prompt governments to recruit contract teachers, especially when pressed to reduce public sector spending. But quality should not be compromised, even when recognizing the benefits that contract teaching offers, such as flexibility and local responsiveness. Professional development should be provided to contract teachers to benefit from the same career path, professional programmes, promotion opportunities and professional status as other teachers. All teachers should receive adequate training with a good balance between theories and practice (GMR and UNESCO,2015:9).

2.7.3 Lack of support from local districts

According to Beatriz Pont, Deborah Nusche, Hunter Moorman (2009:18) local education authorities, districts and municipalities in some countries facilitate relationships between schools in order to develop and spread good practice. Working successfully with other schools and school leaders, collaborating and developing relationships of interdependence and trust, is a new role for many school leaders that is not always easy, particularly in environments still dominated by competition. System leadership, as these forms of collaboration are sometimes described, means directing leaders' energies beyond their own schools to the welfare of all children and young people in their city, town or region. Focusing on improving the profession as a whole in ways that access learning support from others provides benefits to everyone's schools and communities. Reaching out to local communities in ways that influence the external conditions affecting students' learning is also a critical feature of the school leader's role, and some countries have long viewed the community as an essential resource in the improvement of schools.

2.7.4 Increasingly complex environment

In rapidly changing societies, the goals for schools and the means to achieve them are not always clear and static. Schools are under tremendous pressure to change and school leaders must enable teachers and students to deal effectively with the processes of change. Leaders of the most successful schools in challenging circumstances are typically known to, engaged with and trusted by both parents and the wider community. They seek to improve achievement and well-being for children and young people by involving businesses, sports clubs, faith-based groups and community organizations. School leaders are also increasingly collaborating with leaders of

other schools and with the district to share the resources and skills needed to deliver a diverse range of learning opportunities and support services. Three main barriers must be overcome for schools to successfully address these challenges:

- ***Principals' roles are intensifying*** – As the job of leading a school has expanded and become more complex, it has become increasingly apparent that the roles and responsibilities expected of principals far exceeds what one person alone can achieve.
- ***The profession is ageing*** – In improving the quality of current school leadership, it is also imperative to develop clear plans for future leadership and effective processes for leadership succession.
- ***Working conditions are unattractive*** – Many countries are facing decreasing numbers of applications for principal positions. Negative images are attached to a job which is often viewed as overburdened, offering insufficient training and preparation, inadequate salaries and poor working conditions. In particular, deputy principals and teachers feel that the additional rewards offered to principals are too small to compensate for the large increase in workload (Pont et al., (2009:15).

2.8 Summary on Review of Related Literature

The chapter addressed the concept of instructional leadership, concept of leadership, dimensions of instructional leadership, role of school principals as instructional leadership, the effective principal and the role of instructional leadership to answer the following basic questions. To this end, to understand the current roles of instructional leadership, dimensions of instructional leadership such as defining school mission, supervising instruction, monitoring instructional program and promoting a conducive learning climate were addressed. With regard to effective principals, the study covered the areas of shaping vision, creating a climate hospitable to education, cultivating leadership in others, and managing people, data and processes were treated. Thus, the reviewed literature helped the researcher to get the insight about the issue.

CHAPTER THREE

RESEARCH METHODOLOGY

Under this chapter, such part of the study as, study area description, research design, approaches of the study, target population, source of data, sample size and sampling technique, data collection instrument, procedure of data collection, ethical consideration and method of data analyses were treated.

3.1. The study Area Description

The study was conducted in Gesha worda one of the eleven worda in Kafa zone of Zones of SNNPRS which was found in the southwestern part of Ethiopia. According to geographical information system it lies between longitudes 35° 34 E and 35° 55 E and latitudes 7°31 and 7°47N. It was bordered by Saylem worda to the north, Bita worda to the south, Sheka Zone the west and Gawata worda to the east. Gesha worda has 24 kebel and 1 town. Gesha worda was located 580 km away from Addis Ababa. According to the information obtained from Kafa zone finance and economic development statics (2014) the total population of the worda was about 103854.out of this 53258 female and 50597 were males. According to information obtained from Gesha worda education office Gesha worda had 46 public primary schools and 6 secondary schools.

3.2. The Research Design

Descriptive survey research design was employed for conducting the study. This method was selected since the researcher believes that it allows gathering several kinds of data broadly in relation to instructional leadership status in primary schools of Gesha worda .Moreover as stated by Seyum and Ayalew (1989:17) this method helps to get an exact description of current status of any phenomena. According to Gay (2000: 20) this method involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. Based on this, the researcher believed that descriptive design was helpful to examine the prevailing constraints that need to be alleviated so as to promote effective instructional leadership practice in the primary schools in the worda.

3.3. Approaches of the study

This study was employed a concurrent mixed method of both qualitative and quantitative approaches. The Combination of both research approaches is the most effective way in achieving

the research objective due to their complementary strengths. Quantitative approach is considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the phenomenon such as direct quotations capturing people's personal perspectives and experience of instructional leadership through an in-depth interview. According to Creswell (2003), mixing both quantitative and qualitative data provides better understanding of a research problem than one type of data. Therefore, in this study, a mixed approach involving both quantitative and qualitative designs were employed so as to collect extensive data and used to confirm findings from different data sources through triangulated data instruments and consequently to draw valid general conclusions. So, it advocates using mixed approach even though more weight was given to quantitative approach.

3.4. Target Population

Since the study intended to identify the instructional leadership practices and challenges in Gesha woreda, principals, and teachers, cluster supervisors, student representatives were the target population. The principals, and teachers, cluster supervisors, student representatives were focused on because they were assumed to be good informants in providing pertinent information regarding the practices of principals' instructional leadership and the challenges faced to enhance them to realize the effectiveness of instruction of the schools. The sample of the study includes 10 government primary schools of Gesha woreda. They are Ameroata, Abeta, Nechet, Demonayefo, Kico, Andenet, Denet, Tiraro, Hasho and Batioget primary schools. From these schools 160 teachers, 10 principals, 10 supervisors, and 20 student representatives were included as population for the study.

3.5. Sources of data

In order to realize the objective of the study and adequately answer the research questions, data had been gathered from both primary and secondary sources of information. The primary source helped the researcher to acquire first hand information and draw inferences. The secondary sources of information were also used to enrich the data obtained through questionnaire and interviews and to capture information that could not be obtained through questionnaire and interview methods.

3.5.1. Primary Source

The primary sources of data were gathered from teachers, principals, supervisors, student representatives in the woreda. Primary data were the data that were previously unknown and which have been obtained directly by the researcher for a particular research project (Currie, 2003:89).

3.5.2 Secondary Source

Secondary data was collected from woreda education office regarding relevant documents related with profiles of teachers, supervisors and school principals of primary schools of the woreda and relevant documents related with different short term training opportunities offered for primary schools principals to support their instructional leadership. The data from these sources were reviewed to know whether instructional leadership was effectively implemented in the schools or not.

3.6. Sample Size and Sampling Technique

Simple random sampling technique, particularly lottery system was employed to select sample schools. According to Singh and Masuku, (2014:4), each member or item of the population at hand is assigned a unique number. The numbers were then thoroughly mixed, like if you put them in a bowl or jar and shook it. Then, without looking, the researcher selected n numbers. The population members or items that are assigned that number were then included in the sample. Survey-type research studies usually have larger samples because the percentage of responses generally happens to be low, as low as 20% to 30% (Kothari, 2004 :120). Accordingly 10(33.3%) schools were selected to be included in the study.

Systematic random sampling techniques were used to select teachers in the sample schools. In this method of sampling, the first unit of the sample selected at random and the subsequent units were selected in a systematic way. If there are N units in the population and n units were selected, then $R = N/n$ (the R is known as the sampling interval). The first number was selected at random out of the remainder of this R (Sampling Interval) to the previous selected number (Singh & Masuku, 2014:3).

The cluster supervisors and primary schools principals were selected through availability, as they were very important source of data for this study and their number is easily manageable.

Purposive sampling technique was used in selecting student representatives. The researcher selected them because the researcher believed that they had rich information about teaching-learning practice of the schools.

Table 1: Categories of respondents, target Population, sample size, sampling technique and their percentage.

No	Types of respondents	Target population	Sample population	Sample population in (%)	Sampling techniques	Data gathering instruments
1	Schools	30	10	33.3	Simple random sampling	
2	Principals	10	10	100	Available sampling	Interview
3	Teachers	160	32	20	Systematic random sampling	Questionnaires
4	Supervisors	10	10	100	Available sampling	Interview
5	Students representatives	20	20	100	Available sampling	Questionnaires
6	Total	200	72	36		

3.7. Data Gathering Instruments

The expected relevant data was gathered by using questionnaires, interviews and document analysis.

3.7.1 Questionnaire

Two sets of questionnaire (close and open-ended) were prepared to collect information from two groups of respondents. The instrument is preferred because it is useful to obtain pertinent information from large population dispersed over vast area moreover the method of collecting data by the questionnaires to respondents is most extensively employed in various economic and business surveys. Besides this, it was believed to be low-cost even when the universe is large and is widely spread geographically (Kothari, 2004:100). The first part of questionnaire was used to seek data from the teachers and student representatives about primary school principals'

instructional leadership practice and challenges in sampled schools. This part of the questionnaire comprise 32 items(5for instructional leadership practice, 7 monitoring of student progress ,6 for supervision of instruction, 7 for promoting positive school learning environment and 7for challenges of principals instructional leadership). The items in each three dimensions were prepared in five points Likert scale ranging from 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree. Questionnaire for teachers and student representatives were translated to Amharic to make communication easier.

3.7.2 Interview

Semi-structured interview was designed to gather data from primary school supervisors and school principals who were involved in interview question. The selection basis their position to effectively describe the reality in the study area and they can have detailed information about the practices and challenges of instructional leadership. The interview guide question set for respondents and had one part, which targeted to obtain information related to the basic research questions. The interview conducted in Amharic to make communication easier. Finally, interview notes were taken; summarized and translated into English in collaborating with language teachers in the woreda.

3.7.3 Document Analysis

The overall instructional leadership records was collected from woreda education office regarding relevant documents related with profiles of teachers, supervisors and school principals of primary schools of the woreda and relevant documents related with different short term training opportunities offered for primary schools principals, reports on instructional leadership and feedback assessed.

3.8. Procedure of Data Collection

The researcher administered questionnaire himself by seeking collaboration of respective school principals and teachers in each school. After making agreement with the concerned participants, the researcher introduced his objective and purposes. Then the questionnaires were administered to sample teachers and student representatives in selected schools. The participants gave their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Finally, the questionnaires were collected back at the

right time. Interview was conducted by the researcher himself using an interview guide to capture the opinions of supervisors and principals about the practices and challenges of instructional leadership in the woreda.

3.9. Validity and Reliability of the Instruments

Before the final questionnaires administration, pilot testing was conducted in Didfa primary school that had not been included in the sample of the study. It helped to ensure that the respondents understand what the questionnaire wants to address and it was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population.

The draft questionnaires were distributed to two student representative and five teachers of the above stated primary school that was selected purposively and gone through validation and reliability procedures in order to make more clear and check about the reliability of the instrument. To be sure of the face validity, senior colleagues were invited to provide their comment. The participants of the pilot test were also be first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved before they administered to the main participants of the study. The internal consistency reliability estimate was calculated by Using Crobach's alpha method by the help of SPSS version 20. The obtained test result was 0.8152. Generally, the test has shown that the designed questionnaire was acceptable to measure the effectiveness of the school principal's instructional leadership.

Table 2: Reliability Statistics

No	Variables	No. Items	Cronbach's Alpha
1	What is the instructional leadership practice looks like?	5	0.788
2	To what extent do principals ensure continuous monitoring of student academic progress towards achieving expected goals?	7	0.891
3	How do the school principals supervise instruction?	6	0.787
4	How do school principals promote positive school learning condition for teaching-learning?	7	0.735
5	What are the practical challenges faced by school principals in performing their instructional roles in schools?	7	0.875
	Total Reliability Coefficient	32	0.8152

3.10. Method of Data Analysis

The collected data were classified and tallied in the respective groups and schools. Following that, the data of each group were arranged and organized in each table and problem areas. Data obtained from open ended questions were used for interpreting the problem areas under consideration and for suggestions. Thus, the organized data were analyzed and interpreted using descriptive statistics. Different statistical techniques were employed on the basis of the basic questions stated and on the nature of the data collected. The data collected through questionnaires were tabulated and analyzed by using percent, mean, standard deviation and t-test. The percentage was used to interpret the characteristics of the respondents. Mean and standard deviations and t-test were used for organizing and summarizing sets of numerical data collected by Likert type scales in the questionnaires.

The data collected from interviews, open ended question of the questionnaire and document analysis were analyzed and interpreted qualitatively. The handwritten notes were transcribed; categorized and compiled together into themes. The result of open-ended questions and document analysis were also summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations had been made

3.11. Ethical Consideration

The participants of the study were human beings who should never be treated unethically. The researcher, having letter of authorization from Adama Science and Technology University and Woreda Education Office for getting permission; the researcher directly went to 10 sample schools for consent. Accordingly, the researchers started gathering data in accordance with the informed consent and interest of the respondents. At the beginning, contact was made with principals of each school by orienting the purpose of the study to create rapport with them. On top of this, the researcher assured to the respondents that the information gathered would never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondent's data were collected without asking their names. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, students, principals and supervisors. The study employed open and closed ended questionnaires for teachers and students, and interviews with supervisors and principals. Besides, additional information was gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be supplementary to the quantitative analysis.

This chapter comprises two parts. The information in the first part discussed were the sex, age, qualifications, and experience of respondents. The questionnaire included 32 Likert scale items with closed, open ended questions .The interviews were conducted to sort out the principal's instructional practice, how school principal supervise instruction, how school principal monitor student progress, how school principal promote positive learning climate and the challenges they faced. The second part deals with the analysis and interpretation of data.

4.1 Characteristics of Respondents

All groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents were given in Table 1 below:

Table: 3 Characteristics of respondents

No	Variables	Category of items	Respondents								Total	
			Teacher N=32		Student N=20		Supervisor N=10		Princip al N=10			
			No	%	No	%	No	%	N o	%	No	%
1	Sex	Male	19	40.6	10	50	10	100	9	90	48	66.7
		Female	13	19.4	10	50	-	-	1	10	24	33.3
		Total	32	100	20	100	10	100	10	100	72	100
2	Age in years	Below25	18	56.2	20	100	-	-	-	-	30	41.6
		26-35	8	25	-	-	8	80	7	70	23	31.9
		36-45	5	15.6	-	-	2	20	3	30	10	31.25
		46-55	1	3.1	-	-	-	-	-	-	1	1.39
3	Level of Education	below 10	-	-	20	100	-	-	-	-	20	27.8
		10/12th Grade	10	31.2	-	-	-	-	-	-	10	13.9
		Certificate	-	-	-	-	-	-	-	-	-	-
		Diploma	22	68.8	-	-	6	60	9	90	37	51.4
		BSC/BA/BED Degree	-	-	-	-	4	40	1	10	5	6.9
4	Subject area of Specialization	Academic subject	22	68.8	-	-	6	60	5	50	33	45.8
		Edpm	-	-	-	-	4	40	5	50	9	12.5
		No area of specializati on	10	31.3	20	100	-	-	-	-	30	41.6
5	Experience in current position in years	1-5	17	53.1	20	100	6	60	4	40	47	65.3
		6-10	11	34.4	-	-	4	40	5	50	20	27.8
		11-15	3	9.4	-	-	-	-	1	10	4	5.6
		16-20	1	3.1	-	-	-	-	-	-	1	1.4
		21-25	-	-	-	-	-	-	-	-	-	-
		26-30	-	-	-	-	-	-	-	-	-	-

As Table 3 shows, the gender of respondent indicates that 19(40.6%) teachers, 10(50%) student, (10)100%supervisors and (9) 90% principals in the study found males. On other hand13 (19.4) teachers, 10(50%) student representative, 1(10%) were found females. In general, from the response of majority of the respondents, it can be said that less proportion of females were participating in the issues related to school administration.

Regarding the age distribution19 (40.6%) of teachers were below 25 years old, 8(25 %) of teachers were between 26 and 35 years, 5 % (15.6%) of teachers were 36-45 years old, whereas the remaining 1(3.1) % of teachers' age range from 46 to 55 years. In the same item, out of the total respondents of students 20(100 %)of students were below 25 years old, 50.0 % of principals were between 31 and 40 years, 28.6 % of principals were 36-40 years old. In the same item, out of the total respondents of supervisors, 8(80%) supervisors were between26-35 years old and the remaining 2(20%) of supervisors were between 36-45 years old. In the same item in the above table out of total respondents of principals 7(70%) were the age range between26-35 and the remaining 3(30%) of principals were the age range between 36-45 years old.

As it shown in the Table 3 item 3, regarding respondents level of education, out of total respondents teachers10 (31.2%) of teachers had education level of below 10/12 grade and reaming 22(68.8) of teachers had an education level of diploma. In the item in the above Table, out of total respondents of supervisor, 6(60%) supervisors had an education level of diploma and the reaming 4(40%) of supervisors had an education level of BA/BSC/BED Degree. In the same item, out of total respondents of principals, 9(9%) principals had an education level of diploma and only the reaming 1(10%) of principals had an education level of BA/BSC/BED Degree .From above Table 3 item 3, it can be generalized that 31.2% teachers had an education level of below required qualification and 40%of supervisors and 90% principals were also below the required qualification.

As indicated table 3 item 4, regarding respondents field of specialization, out of total respondents of teachers 22(68.2) of teachers had a field of specialization from different academic subject and the reaming 10(33.2) of teachers were teaching without taking training on the subject matter. In the same item in the above table out of total respondents of total respondents of supervisors and

principals respectively 6(60%) and 5(50%) had a field of specialization from different academic subject and the only remaining 4(40%) supervisors and 5(50%) of principals were graduated in educational planning and management. From the response of respondents in table 3 item4 it can be said that, majority of schools were not headed by professional supervisors and principals.

As to the sampled respondents about the total years of services in their current position in table 3 item5, was shown, out of total respondents of teachers 17(53.1%) of teachers were between 1-5 years of service, 11 (34.4%) were from 6-10 years of services, 3(9.4%) of teachers had experience of years from 11-15 years and the remaining 1(3.1%) of teachers were between 16-20 years of experience in their current teaching position. From the data in Table3 item5, it can be generalized that majority of teachers had not a lot of teaching experience in their respective teaching position. In the same item, out of total supervisors 6 (60%) of supervisors were from 1-5 years of experience in their current supervision position and the remaining 4(40%) of supervisors were from 6-10 years of experience in supervision. In the same item out of total respondents of principals 4(40%) and 5(50%) of principals respectively were from 1-5 and 6-10 years of experience in school principals.

Generally, from the demographic characteristics of respondents in the Table 3 item 1-5, it can be said that very low numbers of females were working as school principals and supervisors in the woreda. It can be also generalized that, majority of the principals and supervisors were not in the area of educational leadership. They were assigned the post without having management training, leadership skills and knowledge in their respective schools. From the majority of respondents in the item 3, it can be said that students were not provided with education through qualified teachers in their respective subjects. From the majority of respondents in the item 5 it can be said that majority of school principals; supervisors and teachers had low experience and non-qualified in their respective position.

4.2 Presentation, Analysis and Interpretation of Data Gathered through Questionnaires and Interview

As the review of the related literature discussed in the foregoing chapters revealed that the effectiveness of instructional leadership practices are mainly determined by the extent to which instructional leadership dimensions are implemented in the organization. Thus, the instructional

dimensions including setting the school vision and defining mission, managing curriculum and instructional program, supervising and evaluating instruction, monitoring instructional program and promoting positive school learning climate were examined to see their implementation in the schools. In addition to that, the teaching learning roles of principals and major challenges that affect the effectiveness of instructional leadership were assessed. A five point scales ranging from strongly agree to strongly disagree were used. In order to determine the degree of implementation of each of the instructional dimensions, the following mean ranges were used as a cut point. A mean values less than 1.80 as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as undecided, 3.41-4.20 as agree and 4.21-5.00 as strongly agree level of implementation of the items one. To verify the extent to which the difference between the mean values of the teachers and student representatives responses, t -test for significance were employed at alpha level 0.05. On each dimension/practice the schools document analysis and the interview notes were used to triangulate the close ended questionnaires from the respondents.

Table: 4 .The school principal’s instructional leadership practice

N o	Item	Respondents	Rating										MEAN	SD	T-test
			1=Strongly Disagree (SD)		2=Disagree (D)		3=Undecided (U),		4=Agree (A),						
			N	%	N	%	N	%	N	%	N	%			
1	The school principal shape a vision of academic success for all students based on high standards.	Teacher	13	40.6	16	50	1	3.1	2	6.3	-	-	1.75	.803	.21
		Student	9	45	9	45	1	5.0	1	5.0	-	-	1.7	.801	
		Total/av	22	42.3	25	48.1	2	3.8	3	5.8	-	-	1.73	.79	
2	The school principal creates a school climate hospitable to education.	Teacher	15	46.9	14	43.8	3	9.4	-	-	-	-	1.62	.65	-.67
		Student	7	35	11	55	2	10	-	-	-	-	1.75	.63	
		Total/av	22	42.3	25	48.1	5	9.6	-	-	-	-	1.67	.64	
3	The school principal cultivates leadership in others	Teacher	15	46.9	13	40.6	3	9.4	1	3.1	-	-	1.68	.78	.17
		Student	10	50	7	35	3	15.	-	-	-	-	1.65	.745	
		Total/av	25	48.1		38.5	6	11.5	1	1.9	-	-	1.67	.75	
4	The school principals focus on improving instruction.	Teacher	14	43.8	18	56.3	-	-	-	-	-	-	1.56	.5	-.56
		Student	4	20	13	65	2	10	1	5.0	-	-	2	.72	
		Total/av	18	34.6	31	59.6	2	3.8	1	1.9	-	-	1.73	.62	
5	The school principals effectively manage people, data and processes to foster school improvement.	Teacher	8	25	20	62.5	4	12.5	-	-	-	-	1.87	.6	.45
		Student	5	25	14	70	1	5	-	-	-	-	1.8	.52	
		Total/av	13	25	34	65.4	5	9.6	-	-	-	-	1.84	.57	

T-critical =1.64, significant level 0.05, STD=standard deviation, N=number, Df=degree of freedom, Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

In the process of data analysis, the scales strongly agree and agree indicate effective implementation of each item in the dimension; whereas undecided presents neither positive nor negative agreement. On the other hand, the scales disagree and strongly disagree indicate low implementation of the items in the sample schools. As indicated in item 1 of Table 4, the mean

value of teachers was 1.75 while mean value of students was 1.7. From the majority of the response of respondents in item 1 of Table 4, it can be said that school principals were not shaping a vision of academic success for all students based on high standards. As indicated in item 2 of Table 4, the mean value of teachers was 1.62 while mean value of students was 1.75. These mean values indicated that school principals were not creating a school climate hospitable to education.

As indicated in item 3 of Table 4, the mean value of teachers was 1.68 while mean value of students was 1.65. These mean values indicated that school principals were not cultivating leadership in others. As indicated in item 4 of Table 4, the mean value of teachers was 1.56 while mean value of students was 2.00. These mean values indicated that school principals were not focusing on improving instruction. In addition to these, majority of supervisors and principals who participated in the interview reflected that fewer emphases were given for improving instruction.

"We were not providing appropriate and timely support for teachers that help them to solve their problem. Besides we had not taken sufficient time to observe the overall interaction among teachers and students because we are giving more emphases to administrative tasks of the school".

As indicated in item 5 of Table 4, the mean value of teachers was 1.87 while mean value of students was 1.8. These mean values indicated that school principals were not effectively managing people, data and processes to foster school improvement. The reports of the interview shows, the school Principals were not effective playing their role in improving instructional practice. Hence, from the responses of the data and all interview it was possible to conclude that the practice of the role of school principals as instructional leader in the area of raised issues were low in practice. In general, instructional leadership practices of the principals in the selected schools was found very low due to school principals of primary schools in Gesha woreda were not effectively working for improving their instructional leadership practice by focusing on shaping vision, creating a climate hospitable to education, cultivating leadership in others, improving instruction and managing people, data and processes. T-test was employed to verify if there is difference between the responses of teachers and students with regard to the various practice of principal's instructional leadership. The calculated t-values in all roles were less than

t-critical (1.64 when tested at alpha level 0.05. As a result, there was no statistically significant difference in their responses. This implies that there was consistency of responses between the two groups of respondents.

Table: 5. The role of school principals in supervising instruction

No	Item	Respondents	Rating										MEAN	SD	T-test
			1=Strongly Disagree (SD)		2=Disagree (D)		3=Undecided (U),		4=Agree (A),		5=Strongly agree				
			N	%	N	%	N	%	N	%	N	%			
1	School principal regularly identify any instructional limitations of teachers in the classroom	Teacher	9	28.1	20	62.5	3	9.4			-	-	1.81	.592	.73
		Student	6	30	12	60	2	10	6	30	-	-	1.80	.615	
		Total/av	15	28.8	32	61.5	5	9.6	-	-	-	-	1.8	.595	
2	School principal maintain close contact with instructional process	Teacher	7	21.9	22	68.8	3	9.4	-	-	-	-	1.87	.553	1
		Student	7	35	12	60	1	5	-	-	-	-	1.7	.571	
		Total/av	14	26.9	34	65.4	4	7.7	-	-	-	-	1.8	.561	
3	The school principals provide appropriate and timely support for teachers	Teacher	7	21.9	19	59.4	5	15.6	1	3.1	-	-	2	.718	-.78
		Student	1	5	16	80	2	10.0	-	-	-	-	2.15	.587	
		Total/av	8	15.4	35	67.3	7	13.5	2	3.8	-	-	2.05	.669	
4	School principal design the appropriate intervention to minimize the identified limitations of teachers in the classrooms	Teacher	7	21.9	13	40.6	10	31.3	2	6.3	1	5.0	2.21	.87	1.37
		Student	6	30	10	50	4	20	-	-	1	3.1	1.9	.718	
		Total/av	13	25	23	44.2	14	26.9	2	3.8	-	-	2.09	.822	
5	School principal controls academic activities through continuous classroom observation	Teacher	4	12.5	24	75	4	12.5	-	-	-	-	2	.508	.72
		Student	3	15	16	80	1	5	-	-	-	-	1.9	.447	
		Total/av	7	13.5	40	76.9	5	9.6	-	-	-	-	1.96	.483	
6	School principal spends time in classrooms to evaluate instruction	Teacher	11	34.4	19	59.4	2	6.3	1	3.1	-	-	1.71	.581	-.78
		Student	5	25	13	65	2	10	-	-	-	-	1.85	.587	
		Total/av	16	30	32	61.5	4	7.7	-	-	-	-	1.76	.581	

T-critical =1.64, significant level 0.05, STD=standard deviation, N=number, Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As indicated in item 1 of Table 5, the mean value of teachers was 1.81 while mean value of students was 1.8. These mean values indicated that school principals were not regularly identifying any instructional limitations of teachers in the classroom. On the other hand, majority

of respondents on the interview responded that school principals were not regularly identifying any instructional limitations of teachers in the classroom.

As indicated in item 2 of Table 5, the mean value of teachers was 1.87 while mean value of students was 1.7. School principals were not maintaining close contact with instructional process and made visit for the purpose improvement of instruction. As indicated in item 3 of Table 5, the mean value of teachers was 2.0 while mean value of students was 2.15. These mean values indicated that school principals were not providing appropriate and timely support for teachers that help them to improve their instruction.

As indicated in item 4 of Table 5, the mean value of teachers was 2.2 while mean value of students was 1.9. These mean values indicated that school principals were not designing appropriate intervention to minimize the identified limitations of teachers in the classrooms. As indicated in item 5 of Table 5, the mean value of teachers was 2.0 while mean value of students was 1.9. These mean values indicated that school principals were not control academic activities through continuous classroom observation.

“School principals were not effectively playing their instructional leadership role by providing appropriate support for teachers that will help for improving teaching learning process. They gave more attention to other activities than instructional activities”.

As indicated in item 6 of Table 5, the mean value of teachers was 1.71 while mean value of students was 1.85. These mean values indicated that school principals were not spending time in classrooms to evaluate instruction. Furthermore, the report from the interview shows that majority of school principals and supervisors responded that school principals were not regularly identifying instructional limitation of teachers in the class room. Moreover they were not providing appropriate and timely support for teachers that help them to improve their instruction. To sum up, the school principals were not effectively performing their instructional supervision roles as school principals and they gave more attention to other activities than instructional supervision activities. Moreover, from the majority of respondents in Table 5, it can be generalized that supporting classroom teaching and learning process through classroom observation by the school principals were not effectively conducted by taking sufficient time to observe the overall interaction among teachers and students. An independent sample t-test was

conducted to verify if there is difference between the responses of teachers and students with regard to the various roles of supervising instruction. The calculated t-values in all roles were less than t-critical (1.64) when tested at alpha level 0.05 . As a result, there was no statistically significant difference in their responses. This implies that there was consistency of responses between the two groups of respondents

Table: 6 School principal instructional dimension in monitoring of student progress

N o	Item	Respondents	Rating										MEAN	SD	T-test
			1=Strong ly Disagree (SD)		2=Disagr ee (D)		3=Undec ided (U),		4=Agree (A),		5=Strong ly Agree				
			N	%	N	%	N	%	N	%	N	%			
1	The school principal regularly collect class room information on student achievement	Teacher	11	34.4	16	50.0	5	15.6	-	-	-	-	1.81	.69	1.67
		Student	11	55	8	40	1	5	-	-	-	-	1.8	.615	
		Total/av	22	42.3	24	46.2	6	11.5	-	-	-	-	1.69	.672	
2	The school principal regularly meet teachers to discuss on students’ academic progress	Teacher	13	40.6	16	50	3	9.4	-	-	-	-	1.68	.644	-.065
		Student	9	45	8	40	3	15	-	-	-	-	1.7	.571	
		Total/av	22	42.3	24	46.2	6	11.5	-	-	-	-	1.69	.672	
3	The school principal use test result to assess progress toward school goals	Teacher	12	37.5	17	53.1	2	6.3	1	3.1	-	-	1.75	.718	-2.81
		Student	2	10	12	60	2	10	4	20	-	-	2.15	.587	
		Total/av	14	26.9	29	55.8	4	7.7	5	9.6	-	-	2	.86	
4	The school principal make analysis of standardize exam results (Regional exams) to see the performance of the school	Teacher	13	40.6	19	59.4		-	-	-	-	-	1.59	.498	.239
		Student	12	60	6	30	1	5	1	5.0	-	-	1.9	.718	
		Total/av	25	48.1	25	48.1	1	1.9	1	1.9			1.57	.636	
5	The school principal meet individually with teachers to discuss students academic progress	Teacher	13	40.6	18	56.3	1	3.1	-	-	-	-	1.62	.553	-1.06
		Student	6	30	12	60	2	10.	-	-	-	-	1.9	.718	
		Total/av	19	36.5	30	57.7	3	5.8	-	-	-	-	1.69	.578	
6	The school principal regularly talk with parents regarding students’ academic progress	Teacher	12	37.5	18	56.3	2	6.3	-	-	-	-	1.68	.592	.634
		Student	7	35	10	50	3	15.	-	-	-	-	1.8	.695	
		Total/av	19	36.5	28	53.8	5	9.6	-	-	-	-	1.76	.674	
7	The school principal has been taking the necessary corrective action on teachers’ performances in line with students’ results	Teacher	11	34.4	19	59.4	1	3.1	1	3.1	-	-	1.75	.672	-.258
		Student	7	35	10	50	3	15.	-	-	-	-	1.85	.587	
		Total/av	18	34.6	29	55.8	4	7.7	1	1.9			1.76	.674	

T-critical =1.64, significant level 0.05, STD=standard deviation, N=number, Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As indicated in item 1 of Table 6, the mean value of teachers was 1.81 while mean value of students was 1.8. These mean values indicated that school principals were not regularly collecting classroom information on student achievement. As indicated in item 2 of Table 6, the mean value of teachers was 1.68 while mean value of students was 1.7. These mean values indicated that school principals were not regularly meeting teachers to discuss on students' academic progress.

As indicated in item 3 of Table 6, the mean value of teachers was 1.75 while mean value of students was 2.15. These mean values indicated that school principals were not using test result to assess progress toward school goals. As indicated in item 4 of Table 6, the mean value of teachers was 1.59 while mean value of students was 2.9. These mean values indicated that school principals were not make analysis of standardize exam results (Regional exams) to see the performance of the school in relation to other schools.

As indicated in item 5 of Table 6, the mean value of teachers was 1.62 while mean value of students was 1.9. These mean values indicated that school principals were not meeting individually with teachers to discuss student's academic progress. As indicated in item 6 of Table 6, the mean value of teachers was 1.68 while mean value of students was 1.8. These mean values indicated that school principals were not regularly talking with parents regarding students' academic progress.

"We are not collecting classroom information in way that supporting teaching learning process. The contact had been made with teachers and parents once time within a semester with general task of the school. The reason was overloaded work of principals".

As indicated in item 7 of Table 6, the mean value of teachers was 1.75 while mean value of students was 1.85. These mean values indicated that school principals had not been taking the necessary corrective action on teachers' performances in line with students' results. Furthermore, the reports from interview shows that majority of the responses indicated that, school principals were not collecting class room information, an assessment of academic progress of students

using test /exam result of the students by school principals had no continuity, contact with teachers only when conflict arises in the school, meet the teachers once time within semester for general task of the school, did not make analysis of standardize exam results (Regional exams) to see the performance of their school in relation to other schools , and the school principals meet the parents once time in the year. The reasons they mentioned were: Overloaded work of principals, Lack of knowledge, and pick up their maximum time on administrative task of the school.

As a whole, from the response of majority of respondents in Table6 item1-7 it can be said that school principals, as instructional leaders were not making difference on student learning achievement through his or her effective monitoring of student academic progress. An independent sample t-test was conducted to verify if there is difference between the responses of teachers and students with regard to the various roles of monitoring of student progress. The calculated t-values in all roles were less than t-critical (1.64) when tested at alpha level 0.05 . As a result, there was no statistically significant difference in their responses. This implies that there was consistency of responses between the two groups of respondents.

Table: 7. The school principal instructional dimension in promoting positive learning environment

No	Item	Respondents	Rating										MEAN	SD	T-test
			1=Strongly Disagree (SD)		2=Disagree (D)		3=Undecided (U),		4=Agree (A),		5=Strongly				
			N	%	N	%	N	%	N	%	N	%			
1	The school principal effectively protect instructional time from disruption and wastage	Teacher	10	31.3	14	43.8	7	21.9	1	3.1	-	-	1.96	.822	.08
		Student	7	35	7	35.0	6	30.0	-	-	-	-	1.95	.825	
		Total/av	17	32.7	21	40.4	13	25	1	1.9	-	-	1.96	.81	
2	The school principal ensures maximization of learning time	Teacher	11	34.4	12	37.5	7	21.9	2	6.3	-	-	2	.915	.19
		Student	6	30	10	50.0	3	15.0	1	5.0	-	-	1.95	.825	
		Total/av	17	32.7	22	42.3	10	19.2	3	5.8	-	-	1.98	.874	
3	The school principal creates an orderly and attractive learning atmosphere in the school	Teacher	10	31.3	15	46.9	5	15.6	2	6.3	-	-	1.96	.86	1.1
		Student	9	45	9	45.0	1	5.0	1	5.0	-	-	1.7	.801	
		Total/av	19	36.5	24	46.2	6	11.5	3	5.8	-	-	1.8654	.84	
4	The school principals create a visible presence focusing on learning objective, modeling behaviors of learning, and designing programs and activities on instruction	Teacher	8	25	14	43.8	7	21.9	3	9.4	-	-	2.15	.919	.59
		Student	7	35	7	35.0	5	25.0	1	5.0	-	-	2	.917	
		Total/av	15	28.8	21	40.4	12	23.1	-	-	-	-	2.09	.913	
5	The school principals effectively promote teachers 'professional development	Teacher	9	28.1	15	46.9	6	18.8	2	6.3	-	-	2.03	.86	.32
		Student	7	35.	8	40.0	4	20.0	1	5.0	-	-	1.95	.88	
		Total/av	16	30.8	23	44.2	10	19.2	3	5.8	-	-	2	.863	
6	The school principal uses different recognition or reward systems for greater achievement	Teacher	12	37.5	11	34.4	7	21.9	2	6.3	-	-	1.96	.932	1.2
		Student	10	50.0	7	35.0	3	15.0			-	-	1.65	.745	
		Total/av	22	42.3	18	34.6	10	19.2	2	3.8	-	-	1.84	.871	
7	The school principal takes clear and fair discipline measures in the schools	Teacher	9	28.1	14	43.8	7	21.9	2	6.3	-	-	2.06	.877	.65
		Student	7	35.0	9	45.0	3	15.0	1	5.0	-	-	1.90	.8522	
		Total/av	16	30.8	23	44.2	10	19.2	3	5.8	-	-	2	.86	

T-critical =1.64, significant level 0.05, STD=standard deviation, N=number, Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As indicated in item 1 of Table 7, the mean value of teachers was 1.96 while the mean value of students was 1.95. These mean values indicated that school principals were not effectively protecting instructional time from disruption and wastage. As indicated in item 2 of Table 7, the mean value of teachers was 2.0 while mean value of students was 1.95. These mean values indicated that school principals were not ensuring maximization of learning time. As indicated in item 3 of Table 7, the mean value of teachers was 1.96 while mean value of students was 1.7. These mean values indicated that school principals were not creating an orderly and attractive learning atmosphere in the school.

As indicated in item 4 of Table 7, the mean value of teachers was 1.96 while mean value of students was 1.7. These mean values indicated that school principals were not creating a visible presence focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction. As indicated in item 5 of Table 7, the mean value of teachers was 2.0 while mean value of students was 1.95. These mean values indicated that school principals were not effectively promoting teachers' professional development. The same things were raised in all individual interviewees about raised issues shows that; resistance of some teachers to accept change was the challenges behind with issue raised.

"The cluster in which I am working school principals were not effectively promoting positive learning environment in their respective school in which they are working by creating visible presence, promoting teachers professional development and using different reward system for better achievement in the school".

As indicated in item 6 of Table 7, the mean value of teachers was 1.96 while mean value of students was 1.65. These mean values indicated that school principals were not using different recognition or reward systems for greater achievement in teaching learning process. As indicated in item 7 of Table 7, the mean value of teachers was 2.0 while mean value of students was 1.9. These mean values indicated that school principals were not takes clear and fair discipline measures in the schools. Furthermore, the result of interview made with school principals and supervisors supported all stated items in this Table three. The interviews result from principals and supervisors shows that school principals were not regularly identifying instructional limitation of teachers in the classroom, school principals were not creating a visible presence,

they were not effectively promoting teachers professional development. In addition to this, the school principals did not use different recognition and reward system.

Overall, from the response of respondents in the Table 7 item 1-7, it can be generalized that the school principals were not giving consistent emphasis up on improving classroom teaching - learning by creating conducive learning environment for instruction. Furthermore, adequate professional support and recognition system were not effectively implemented by the principals to bring observable changes in the schools. An independent sample t-test was conducted to verify if there is difference between the responses of teachers and students with regarding in promoting positive learning environment. The calculated t-values in all roles were less than t-critical (1.64) when tested at alpha level 0.05 . This shows that there is no statistically significant difference between the responses of these two groups of respondents.

Table: 8 The instructional leadership Challenges faced by school principals

No	Item	Respondent	Rating										MEAN	SD	T-test
			1=Strongly Disagree		2=Disagree (D)		3=Undecided (U),		4=Agree (A),		5=Strongly Agree (SA)				
			N	%	N	%	N	%	N	%	N	%			
1	Inability of the principals to lead instructional activities in systematically coordinated manner	Teacher	-	-	-	-	8	25	17	53.1	7	21.9	3.96	.694	.08
		Student	-	-	-	-	7	35	7	35	6	30	3.95	.825	
		Total/av	-	-	-	-	15	28.8	24	46.2	13	25	3.96	.739	
2	Lack of experience as school principals	Teacher	-	-	1	3.1	7	21.9	16	50	8	25	3.96	.782	.27
		Student	1	5	1	5	2	10	11	55	5	25	3.9	1.02	
		Total/av	1	1.9	2	3.8	9	17.3	27	51.9	13	25	3.94	.872	
3	School principals were overburdened with many routine administrative task	Teacher	-	-	2	6.3	5	15.6	11	34.4	14	43.8	4.15	.919	.58
		Student	-	-	2	10	3	15.0	8	40	7	35	4	.973	
		Total/av	-	-	4	7.7	8	15.4	19	36.5	21	40.4	4.09	.934	
4	Lack of training on instructional leadership	Teacher	-	-			4	12.5	17	53.1	11	34.4	4.21	.659	1.5
		Student	-	-	1	5.0	4	20	11	55	4	20	3.9	.788	
		Total/av	-	-	1	1.9	8	15.4	28	53.8	15	28.8	4.09	.721	
5	Lack of qualified teachers in all subject area	Teacher	-	-			8	25	16	50	8	25	4	.718	.67
		Student	-	-	1	5.0	6	30	8	40	5	25	3.85	.875	
		Total/av	-	-	1	1.9	14	26.9	24	46.2	13	25	3.94	.777	
6	Lack of appropriate Support from woreda education office	Teacher	-	-	1	3.1	7	21.9	17	53.1	7	21.9	3.93	.759	1.2
		Student	1	5	3	15	4	20	7	35	5	25	3.6	1.18	
		Total/av	1	1.9	4	7.7	11	21.2	24	46.2	12	23.1	3.8	.950	
7	Lack of non-teaching staff	Teacher	-	-	2	6.3	3	9.4	16	50	11	34.4	4.12	.832	.3
		Student	-	-	2	10	2	10	9	45	7	35	4.05	.944	
		Total/av	-	-	4	7.7	5	9.6	25	48.1	18	34.6	4.09	.86	

T-critical =1.64, significant level 0.05, STD=standard deviation, N=number, Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

In order to make the data analysis convenient and manageable, the mean values were interpreted as: 1:00 to 2.49 were mild problem, from 2:50 to 3:49 were moderate problem and from 3:50 to 5:00 were very highly serious problem.

As indicated in item 1 of Table 8, the mean value of teachers was 3.96 while mean value of students was 3.95. These mean values indicated that school principals were not leading instructional activities in systematically coordinated manner. As indicated in item 2 of Table 8, the mean value of teachers was 3.96 while mean value of students was 3.9. These mean values indicated that school principals had low experience as school principals. As indicated in item 3 of Table 8, the mean value of teachers was 4.15 while mean value of students was 4.0. These mean values indicated that school principals were overburdened with many routine administrative tasks.

As indicated in item 4 of Table 8, the mean value of teachers was 4.21 while mean value of students was 3.9. These mean values indicated that school principals were not training on instructional leadership. The result of interview made with the school principals and supervisors that supported this idea. According to them, majority of them were assigned as school principals and supervisors without taking any training on leadership aspects.

As indicated in item 5 of Table 8, the mean value of teachers was 4.0 while mean value of students was 3.85. These mean values indicated that schools were not equipped with qualified teachers in all subject. As indicated in item 6 of Table 8, the mean value of teachers was 3.93 while mean value of students was 3.6. These mean values indicated that woreda educational office was not appropriately supporting schools of the woreda. As indicated in item 7 of Table 8, the mean value of teachers was 4.12 while mean value of students was 4.0. These mean values indicated that schools were challenged with lack of none teaching staff.

“We were not playing our instructional leadership role as expected standard for the improvement of teaching learning process. We are encountered with the challenges such as lack of experience, routine administrative tasks, lack of training, lack of appropriate support from

woreda education office and lack of non teaching staff. These create complication and obstacles in effectiveness in our instructional leadership”.

Generally, from majority of respondents in Table 8 item1-7, it can be generalized that the school principal’s instructional leadership was affected by inability of the principals to lead instructional activities in a systematically coordinated manner, lack of experience as school principals, overburdened with many routine administrative tasks, lack of training on instructional leadership, lack of qualified teacher, lack of appropriate support from woreda education office and lack of non teaching staff were the major one. T-test was conducted to verify if there is difference between the responses of teachers and students with regarding instructional leadership Challenges faced by school principal. The calculated t-values in all roles were less than t-critical (1.64) when tested at alpha level 0.05. As a result, there was no statistically significant difference in their responses. This implies that there was consistency of responses between the two groups of respondents.

Table: 9 Documents from Gesha woreda education office showing profiles of primary school principals, vice principals, teachers and supervisors

No	Variables	Category of items	profiles								Total	
			principals		Vice-principals		Teachers		supervisors			
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	45	97.8	-	-	458	74.7	10		513	76.5
		Female	1	2.2	1	100	155	25.3	-		157	23.5
		Total	46	100	1	100	613	100	10		670	100
2	Level of Education	below 10	-	-	-	-	-	-	-	-	-	-
		10/12th Grade	-	-	-	-	201	32.8	-	-	201	30
		Certificate	-	-	-	-	-	-	-	-	-	-
		Diploma	43	93.5	1	100	410	66.9	5	50	459	68.5
		BSC/BA/BED Degree	3	6.5	-	-	2	.3	5	50	10	1.5
3	Subject area of Specialization	Academic subject	43	93.5	1	100	412	67.2	6	60	462	68.9
		Edpm	3	6.5	-	-	-	-	4	40	7	1
		No area of specialization	-	-	-	-	201	32.8	-	-	201	30

As it shown in the Table 9 of document analysis, regarding level of education, out of total respondents teachers 201 (32.8%) of teachers had education level of below 10/12 grade and remaining 410(66.9) of teachers had an education level of diploma. In the item in the above Table, out of total respondents of supervisor, 5(50%) supervisors had an education level of diploma and the remaining 5(50%) of supervisors had an education level of BA/BSC/BED Degree. In the same item, out of total respondents of principals, 43(93.5%) principals had an education level of diploma and only the remaining 3(6.5%) of principals had an education level of BA/BSC/BED. In general from Table 9 of the document analysis it can be generalized that, the qualification of school principals and related professional skill and knowledge was against the intended plan of Ethiopian Ministry of education. It was against what was stipulated in the blue print that claims, ‘primary school principals need to have first degree in Educational leadership’. Whereas, almost all school principals have diploma in subject area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Chapter five provides an overview of this study and includes a brief introduction, a review of the research main objective, a review of the research methodology and a summary of the findings and conclusions. Following the summary of findings, this chapter offers conclusions and recommendations.

5.1 Summary

As indicated earlier, the objective of this study was to assess the current practices of principals as instructional leadership in performing their instructional leadership and to identify the major challenges that school principals encounter in playing their role as an instructional leaders in primary schools of Gesha woreda southern regional state. Therefore, an attempt was made to provide answers to the following basic questions.

1. What are the existing practices of instructional leadership in primary schools of Gesha woreda?
 - 1.1. To what extent do principals ensure continuous monitoring of student academic progress towards achieving expected goals?
 - 1.2. Do what extent the school principals supervise instruction?
2. How do school principals promote positive school learning condition for teaching-learning?
3. What are the practical challenges faced by school principals in performing their instructional leadership roles in schools?

A descriptive survey method with both a qualitative and quantitative research approach was employed due to the fact that it is more appropriate to assess the role of school principal's as instructional leadership. The study included ten primary schools out of thirty primary schools in Gesha woreda by using simple random techniques. There were 160 teachers in the sample taken schools, from these 32(20%) of them were taken as a sample by using systematic random techniques. Furthermore, 10(100%) principals, primary school supervisors, 10(100%) were also included in the study through availability sampling technique.

This study employed combination of tools as data collection instruments that were questionnaire, interview, and document analysis were used to gather the relevant data from the respondents. So that, questionnaires with teachers and student representatives and semi structured interviews (individual interview) with school principals and supervisors were conducted as planned. The return rates of the questionnaires 100 were returned from teachers and student respondents. In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistic such as percentage, frequency, mean, t-test and standard deviation. Ultimately analysis and interpretation of data were made. Accordingly, the following findings were drawn.

Existing practices of instructional leadership

In general, from all mean value of all items in Table 4, the instructional leadership practices of the principals in the selected schools was found very low due to school principals of primary schools in Gesha woreda were not effectively working for improving their instructional leadership practice by focusing on shaping vision, creating a climate hospitable to education, cultivating leadership in others, improving instruction and managing people, data and processes.

Supervising instruction

As indicated in item 6 of Table 5, the mean value of teachers was 1.71 while mean value of students was 1.85. These mean values indicated that school principals were not spending time in classrooms to evaluate instruction. Furthermore, the report from the interview shows that majority of school principals and supervisors responded that school principals were not regularly identifying instructional limitation of teachers in the class room. Moreover they were not providing appropriate and timely support for teachers that help them to improve their instruction. To sum up, from all mean values of classroom supervision item in the table 5, school principals were not effectively performing their instructional supervision roles as school principals and they gave more attention to other activities than instructional supervision activities. Moreover, the findings of the study revealed that, supporting classroom teaching and learning process through classroom observation by the school principals had not taken sufficient time to observe the overall interaction among teachers and students.

Monitoring of student progress

The findings of the study revealed that, school principals do not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention. Majority of the interview result of school principals and supervisors indicated that, school principals were not effectively collecting class room information only once time in a semester, an assessment of academic progress of students using test /exam result of the students by school principals had no continuity, contact with teachers only when conflict arises in the school, meet the teachers once time within semester for general task of the school, did not make analysis of standardize exam results (National exams) to see the performance of their school in relation to other schools , and our school leaders meet the parents once time in the year. The reasons they mentioned are: overloaded work of principals, lack of knowledge, and pick up their maximum time on administrative task of the school. In general, from the above findings one can understand that, almost all the principals were not performing effectively in each dimension as well as in overall instructional leadership practice

Principal's role in promoting positive learning environment

As indicated in item 1 of Table 7, the mean value of teachers was 1.96 while the mean value of students was 1.95. These mean values indicated that school principals were not effectively protecting instructional time from disruption and wastage. As indicated in item 2 of Table 7, the mean value of teachers was 2.0 while mean value of students was 1.95. These mean values indicated that school principals were not ensuring maximization of learning time. As indicated in item 3 of Table 7, the mean value of teachers was 1.96 while mean value of students was 1.7. These mean values indicated that school principals were not creating an orderly and attractive learning atmosphere in the school.

As indicated in item 4 of Table 7, the mean value of teachers was 1.96 while mean value of students was 1.7. These mean values indicated that school principals were not creating a visible presence focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction. As indicated in item 5 of Table 7, the mean value of teachers was 2.0 while mean value of students was 1.95. These mean values indicated that school principals were not effectively promoting teachers' professional development. The same things

were raised in all individual interviewees about raised issues shows that; resistance of some teachers to accept change was the challenges behind with issue raised. As indicated in item 6 of Table 7, the mean value of teachers was 1.96 while mean value of students was 1.65. These mean values indicated that school principals were not using different recognition or reward systems for greater achievement in teaching learning process. As indicated in item 7 of Table 7, the mean value of teachers was 2.0 while mean value of students was 1.9. These mean values indicated that school principals were not takes clear and fair discipline measures in the schools.

Overall, from the response of respondents in the Table7 item 1-7, it can be generalized that the school principals were not giving consistent emphasis up on improving classroom teaching - learning by creating conducive learning environment for instruction. Furthermore, adequate professional support and recognition system were not effectively implemented by the principals to bring observable changes in the schools. The school leadership takes steps to improve student discipline and steps to develop a school climate to be conducive for learning all the time. In this regard as to the majority of the respondents revealed, it can be said that the school principals were not giving consistent emphasis up on improving classroom teaching -learning by creating conducive learning environment for instruction. Furthermore, adequate professional support and recognition system were not effectively implemented by the principals to bring observable changes in the schools.

Instructional leadership challenges

As the study indicated that the mean value of instructional leadership challenges such as inability of the principals to lead instructional activities in a systematically coordinated manner (mean value=3.960), lack of experience as school principals (mean value=3.94), overburdened with many routine administrative tasks (mean value=4.09), lack of training on instructional leadership, lack of qualified teacher (mean value=4.09), lack of appropriate support from woreda education office (mean value=3.8), and lack of non teaching staff(mean value=4.09).As a whole, inability of the principals to lead instructional activities in a systematically coordinated manner, lack of experience as school principals, overburdened with many routine administrative tasks, lack of training on instructional leadership, lack of qualified teacher, lack of appropriate support from woreda education office, and lack of non teaching staff were the major challenges which hinder instructional leadership practices in the primary schools of the study area.

5.2 Conclusions

As the central goal of schools is providing learning through effective teaching, school principals are expected to provide effective instructional leadership for the attainment of the school goal. However, the study revealed that most leaders have given less attention to this part of their role. Moreover, the majority of leaders did not also perform effectively in each instructional leadership dimension. The qualification of school principals and related professional skill and knowledge was against the intended plan of Ethiopian Ministry of education. It was against what was stipulated in the blue print that claims, 'primary school principals need to have first degree in Educational leadership'. Whereas, almost all school principals have diploma in subject area. They were assigned to the post without having educational planning and management training, leadership skills and knowledge in their respective schools. Here, lack of professionally capable principals was still found to be greatly influencing performances of schools in general and effectiveness of the leadership of the principals in particular. Therefore, it is possible to conclude that effectiveness of the leadership of principals is highly influenced by the miss match between their qualification and educational levels that were rated to be below the standard set by Ethiopian Ministry of Education. The study indicated that the focus of the principals in their leadership activities were not in academic activities, as much of their time was spent on administrative tasks. This could be resulted from heavy work load carried on by the principals. Therefore, from this we can infer that it is time to critically examine the workload of Principals and to see how some of the administration burden in schools can be more effectively and cost effectively managed. Principal's instructional leadership being influenced by different contingent factors both within and outside the schools. These include inability of the principals to lead instructional activities in a systematically coordinated manner, lack of experience as school principals, overburdened with many routine administrative tasks, lack of training on instructional leadership, lack of qualified teacher, lack of appropriate support from woreda education office and lack of non teaching staff. In sum, from the study results obtained it is safe to infer that due to the challenges identified and some other reasons, instructional leadership is not playing the role of promoting quality education in the sample schools as intended.

5.3 RECOMMENDATIONS

1. Instructional leadership practice of the principals in the selected schools was found very low due to various reasons, as already discussed in the aforementioned section. Thus, in order to improve their instructional leadership practice, the school principals could work for the realization of instructional practice by focusing on shaping vision, creating a climate hospitable to education, cultivating leadership in others, improving instruction and managing people, data and processes.
2. Instructional leaders need to know what is going on in the class room without this knowledge, they are unable to appreciate the effectiveness of the instruction and find the solution for the problems that students and teachers encounter in the class room. However, the findings of the study revealed that, school principals do not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention. In order to improve classroom observation school principals should more focus on identifying instructional limitation, maintain close contact with instructional process, design the appropriate intervention, and control academic activities through classroom observation.
3. The study revealed that the supervision practice by the instructional leadership faced with variety of challenge that had been occurred because of varied reasons. As an instructional leaders the school principals should actively support day-to-day instructional activities and programs by modeling desired behaviors and consistently giving priority to instructional concerns.
4. The study revealed that, school principals were not effectively collecting class room information, assessment of academic progress of students using test /exam result of the students by school principals had no continuity, did not make analysis of standardized exam results (National exams) to see the performance of their school in relation to other schools. Thus, school principals to be aware of the variety of the ways in which student's progress can and should be assessed. Even more importantly, principals need to make analysis and use assessment results in ways that help teachers to improve their teaching and students to learn more.
5. The study revealed that, school principals were not giving consistent emphasis up on improving classroom teaching -learning by creating conducive learning environment for instruction. Therefore school principals in collaboration with stakeholders could promote

positive learning atmosphere by protecting instructional time from wastage, ensuring maximization of learning time, creating orderly and attractive learning atmosphere, creating visible presence and using different recognition and reward system for greater achievement.

6. The findings of the study revealed that, supporting classroom teaching and learning process through classroom observation by the school principals had not taken sufficient time to observe the overall interaction among teachers and students. Thus, in order to support the teaching and learning process through classroom observation the school principals has to take sufficient time to observe the overall interaction among teachers and students in the class room.
7. The study revealed that majority of the school principals and supervisors were not from educational leadership. They were assigned to the post without having management training, leadership skills and knowledge in their respective schools. Moreover, the study revealed that majority of school principals, supervisors and teachers had low experience and none qualified in their respective position. Thus, the regional education bureau in collaboration with zone /woreda/ education departments should design long, intermediate and short term training programs in order to meet the policy demands by providing appropriate training program for school principals, supervisors and teachers to strengthen their capacity so as to help them mitigate the existing instructional problems they face in their schools.
8. As the study has indicated, school principals' engagement in instructional leadership is highly constrained by role diversity and challenges they faced. Thus, SNNP regional education Bureau in collaboration with zone /woreda/ education departments needs to minimize the burden of roles principals by assigning additional administrative personnel and by making leaders free from routine administrative tasks.
9. Finally, the researcher having identified needs, recommends further researcher in the area with broader scope and depth including other variables like leaders attitude to school leadership.

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Appendix 1

Questionnaire

Adama Science and Technology University



School of Educational Science and Technology Teachers Education Department of Educational Planning and Management (EdPM)

This questionnaire will be filled by the teachers and student representatives.

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled with the current practices and challenges of principal instructional leadership in Gesha woreda of kafa zone. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential. As the outcome of the study will be highly depending up on your responsible, sincere and timely response, you are kindly requested to complete the questionnaire genuinely.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation

Part One: General information and personal data

Indicate your response by using "√" or "X" in the box provided.

1. School _____

2. Sex: - 1 Male ☐ 2 Female ☐

3. Work experience: -1, 1-5 years ☐ 2, 6-10 years ☐ 3, 11-15 years ☐ 4, 16-20 years ☐

5, 21-25 years ☐ 6, 26-30 years ☐ 31 and above years ☐

4. Educational background: 1, below 10/12 ☐ 2, 10 or 12 complete ☐ 3, Certificate (TTI) ☐

4, Diploma ☐ 5, First degree ☐ MA degree ☐

5. Current work position: 1, Teacher ☐ 2, student representatives ☐

Part Two: Indicate your responses for the following Likert scale items using "✓" or "X" mark to write in the box corresponding to an action. The rating represents your level of agreement as follows: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

Table 1. Questions regarding the school principals instructional Practices of your school

No	Item	Rating				
		1	2	3	4	5
1	The school principal shape a vision of academic success for all students based on high standards.					
2	The school principal creates a school climate hospitable to education.					
3	The school principal cultivates leadership in others					
4	The school principals focus on improving instruction.					
5	The school principals effectively manage people, data and processes to foster school improvement.					

6. If there are any other school principals instructional leadership Practices of your school , please write some of them briefly _____

Table .2 Questions regarding the role of school principal in supervising instruction

No	Item	Rating				
		1	2	3	4	5
1	school principal regularly identify any instructional limitations of teachers in the classroom					
2	School principal maintain close contact with instructional process and made visit for the purpose improvement of instruction					
3	The school principals provide appropriate and timely support for teachers that help them to improve their instruction					
4	School principal design the appropriate intervention to minimize the identified limitations of teachers in the classrooms					
5	School principal controls academic activities through continuous classroom observation					
6	School principal spends time in classrooms to evaluate instruction					

7. If there are any other professional supports that teachers gained from school principals, please write some of them briefly

Table 3. Questions regarding school principal instructional dimension in monitoring of student progress

No	Item	Rating				
		1	2	3	4	5
1	The school principal regularly collect classroom information on student achievement					
2	The school principal regularly meet teachers to discuss on students' academic progress					
3	The school principal use test result to assess progress toward school goals					
4	The school principal make analysis of standardize exam results (Regional exams) to see the performance of the school in relation to other schools					
5	The school principal meet individually with teachers to discuss students academic progress					
6	The school principal regularly talk with parents regarding students' academic progress					
7	The school principal has been taking the necessary corrective action on teachers' performances in line with students' results					

8. If there are any other mechanisms that school principals monitors student progress , please write some of them briefly

Table :4. Questions regarding the school principal instructional dimension in promoting positive learning environment

No	Item	Rating				
		1	2	3	4	5
1	The school principal effectively protect instructional time from disruption and wastage					
2	The school principal ensures maximization of learning time					
3	The school principal creates an orderly and attractive learning atmosphere in the school					
4	The school principals create a visible presence focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction					
5	The school principal effectively promote teachers' professional development					
6	The school principal uses different recognition or reward systems for greater achievement in teaching learning process					
7	The school principal takes clear and fair discipline measures in the schools					

8. If there are any other mechanisms that the school principals create positive learning environment

Teaching-learning, please write some of them briefly

Table5. Questions regarding the instructional leadership Challenges faced by school principal

No	Item	Rating				
		1	2	3	4	5
1	Inability of the principals to lead instructional activities in systematically coordinated manner					
2	Lack of experience as school principals					
3	School principals were overburdened with many routine administrative tasks					
4	Lack of training on instructional leadership					
5	Lack of qualified teachers in all subject area					
6	Lack of appropriate Support from woreda education office					
7	Lack of none teaching staff					
8	If there are other please specify and rate					

9. What are the other major challenges that principals face during their instructional leadership, please write some of them briefly

Thank You for your cooperation!

Appendix 2

በተማሪ ተወካዮች፣በመ/ራን የሚሞላ መጠይቅ

የአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ



የትምህርት ሳይንስና ቴክኖሎጂ ትምህረት ት/ቤት

ትምህርት አመራር አስተዳደር ትም/ት ክፍል

ይህ መጠይቅ የሚሞላው በተማሪ ተወካዮች፣በመ/ራን ነው።

ውድ የተማሪ ተወካዮችና መምህራኖች የዚህ መጠይቅ ዋና አላማው በር/መ/ራን የመማር ማስተማር አመራር ተግዳሮት በጌሻ ወረዳ አንደኛ ደረጃ ት/ቤቶች በሚል ጥናትና ምርምር ርእሰ መረጃ ለማሰባሰብ ሲሆን እርሶ የሚሰጡት ምላሽ ለጥናቱ መሳካት ወሳኝ ነው። በመጠይቁ ላይ ያሉትን ጥያቄዎች ሁሉንም በትኩረት በማንበብ እንድትሞሉበት በትህትና እየጠየቅን ልናረጋግጥለት የሚፈልገው ነገር ቢኖር ይህ የሚሰጡት መረጃ ከላይ ለተጠቀሰው ጥናትና ምርምር ብቻ መሆኑን እናረጋግጣለን። የጥናቱ ውጤት እርሶ በሚሰጡት ምላሽ ላይ መሰረት ያደረገ ስለሚሆን ይህንን ከግምት ውስጥ በማስገባት

ጥያቄዎችን በማንበብ በአግባቡ እንዲሞሉ በማክበር የእርሶን መልካም ትብብር እንጠይቃለን።

ወደ መጠይቁ ዝርዝር ጥያቄዎች ከመግባታችሁ በፊት ቀጥሎ ያሉትን ነጥቦች ማየት ያስፈልጋል

1. በመጠይቁ ላይ የራሳችሁን ስም መጻፍ አያስፈልግም
2. ምላሽ ከመስጠታችሁ በፊት ሁሉንም ጥያቄዎች ትኩረት ሰታችሁ-ማንበብ ያስፈልጋል
3. በጥያቄዎቹ ላይ ምላሽ ለመስጠት ሌላ ሰው መጠየቅ አያስፈልግም
4. ትክክለኛ ምላሽ ነው የምትሉትን የ X ወይም $\sqrt{\quad}$ ምልክት በማድረግ ምላሽ መስጠት
5. ሁሉንም ጥያቄዎች እንደአግባቡና እንደአጠያየቁ ምላሽ መስጠት

ለምታደርጉት ቀና ትብብር ምስጋናችን የላቀ ነው።

ክፍል 1 ጠቅላላ መረጃ

ስምምነታችሁን $\sqrt{\text{ወይም} \times \text{ምልክት}}$ በማድረግና ባዶ ቦታን በመሙላት ምላሽ ይስጡ

1. ት/ቤት -----

2. ጾታ 1. ወንድ 

2. ሴት 

3. የክፍል ደረጃ -----

ክፍል 2. የእናንተን ምላሽ በተቀመጡት 5 እስኬል መሰረት በማድረግ $\sqrt{\text{ወይም} \times \text{ምልክት}}$ ለዚህ በተዘጋጀው ሳጥን ላይ ከጥያቄው ጋር በማነጻጸር ይሙሉ ምላሹም ቀጥሎ ባለው መልኩ መመለስ ትችላላችሁ።

1. በጣም አልስማማም 2 አልስማማም 3. አልወሰንኩም 4. እስማማለሁ
5. በጣም እስማማለሁ

ሠንጠረዥ 1 የር/መ/ሩ የመማር ማስተማር አመራርንዩ ሚመለከት መጠይቅ

ተ.ቁ	ተግባራት	መለኪያ				
		1	2	3	4	5
1	የት/ቤቱ ር/መ/ር የሁሉንም ተማሪዎች ውጤት መሻሻልን መሰረት ያደረገ ራእይና ግብ በማስቀመጥ ይሰራል					
2	የት/ቤቱ ር/መ/ር የት/ቤቱን አካባቢ ለመማር ማስተማር ምቹ አድርጓል					
3	የት/ቤቱ ር/መ/ር ሀላፊነቱን ለሌሎች በማካፈሉ ሌሎች የትምህርት ቤቱ አላማ መሳካት የራሳቸውን አስተዋጾ አበርክተዋል					
4	ት/ቤቱ ር/መ/ር በመማር ማስተማር ስራ ላይ ትኩረት ሰቶ በመስራቱ ት/ቤቱ መሻሻል አሳይቷል					
5	የት/ቤቱ ር/መ/ር የት/ቤቱ አጠቃላይ ስራዎች በአግባቡ በመስራቱና መነረጃዎችን በአግባቡ በመያዝ የት/ቤት መሻሻል በት/ቤት እየታየነው					

6. ከዚህበላይ ከተጠቀሰው ውጪ ር/መ/ሩ የመማር ማስተማር አመራ የሰራው ስራ ካለ በግልጽ ይቀመጥ _____

ሰንጠረዥ ፤2 የር/መ/ሩን የክፍል ምልክታት የሚመለከት መጠይቅ

ተ.ቁ	ተግባራት	መለኪያ				
		1	2	3	4	5
1	ር/መ/ሩ በየገዜው የመምህራንን የማስተማር ችግሮችን ይለያል					
2	ር/መ/ሩ መማር ማስተማርን የማሻሻል መሰረት ያደረገ ክፍል ጉብኝት ያደርጋል					
3	ር/መ/ሩ ተገቢና ወቅቱን የጠበቀ ለመ/ሩን በመስጠት የማስተማር ተግባራቸውን እንዲያሻሽሉ አድረጓል					
4	ር/መ/ሩ በመማር ማስተማር ተግባር ላይ በታዩ ችግሮች ላይ ስልት በመንደፍ ችግሩ እንዲፈታ አድርጓል					
5	ር/መ/ሩ የአካዳሚ ክስራዎችን ያልተቋረጠ የክፍል ምልክታት በማድረግ ይቆጣጠራል					
6	ር/መ/ሩ አብዛኛውን ጊዜ የክፍል ምልክታት በማድረግ የመማር ማስተማሩን ስራ ይገመግማል					

7. ከዚህ ሌላ መ/ሩን ከር/መ/ሩን ከክፍል ምልክታት ጋር የተያያዘ የሚያገኙት ድጋፍ ካለ በግልጽ ይቀጥሉ፡፡ _____

ሰንጠረዥ3 ፡የር/መ/ሩን የተማሪዎችን ውጤት ማሻሻልን መሰረት ያደረገ ክትትል የሚመለከት መጠይቅ

ተ.ቁ	ተግባራት	መለኪያ				
		1	2	3	4	5
1	ር/መ/ሩ ከተማሪው ውጤት ጋር የተያያዘ መረጃ በመደበኝነት ከክፍል ይሰበስባል					
2	ር/መ/ሩ ከመምህራን ጋር መደበኛ ግንኙነት በማድረግ በተማሪው ውጤት ላይ ያወያያል					
3	ር/መ/ሩ የተማሪዎችን ውጤት ትንተና እቅድን በማገናኘት ለውጡን ይገመግማል					
4	ር/መ/ሩ ክልላዊ ፈተናዎችን መሠረት በማድረግ የራሱን ት/ቤት ከሌሎች ጋር ያወዳድራል					
5	ር/መ/ሩ የተማሪዎችን ውጤት መሰረት ባደረገ መልኩ ከየአንዳንዱ መ/ር ይገናኛል					
6	ር/መ/ሩ በመደበኝነት የተማሪ ውጤት መሰረት ባደረገ መልኩ ከተማሪው ጋር ውይይት ያደርጋል					
7	ር/መ/ሩ በመ/ሩ ላይ የተማሪን ውጤትን አስመልክቶ የማስተካከያ እርምጃ ይወስዳል					

8. ከዚህ ሌላ የተማሪዎችን ውጤት መሻሻልን ለመከታተል በር/መ/ሩ የተወሰደ ስልት ካለ በግልጽ ይቀመጥ _____

ስንጠረዥ 4.የመማር ማስተማር አካባቢን ምቹ ማድረግ ጋር የተያያዘ መጠይቅ

ተ.ቁ	ተግባራት	መለኪያ				
		1	2	3	4	5
1	ር/መ/ሩ የማስተማሪያ ሰአት እንዳይባክን በአግባቡ ይቆጣጠራል					
2	የት/ቤቱ ር/መ/ር ተማሪዎች ሌላ ተጨማሪ ትምህርት እንዲያገኙ ሁኔታዎችን ያመቻቻል					
3	ር/መ/ሩ የመማሪያ አካባቢን ለመማር ማስተማር ሳቢ ና ምቹ እንዲሆን አድርጓል					
4	ር/መ/ሩ አግባብነት ያላቸው መማር ማስተማሪያ መሰረት ያደረጉና ለሌሎች አርአያ በሚሆን መልኩ ስራዎችን ይሰራል					
5	ር/መ/ሩ የመ/ራንን ሙያዊ እድገት በአግባቡ ይደግፋል					
6	ር/መ/ሩ የመማር ማስተማርን መሰረት ባደረገ መልኩ የተለያዩ የማበረታቻ ስረዓትን ተግባራዊ ያደርጋል					
7	የት/ቤቱ ር/መ/ም/ር ግልጽና ተመጣጣኝ የሆነ የድስፒሊን እርምጃ ይወስዳል					

8. ከዚህ ሌላ ት/ቤቱን ምቹ የመማሪያ አካባቢ ለማድረግ በር/መ/ሩ የተወሰደ እርምጃ ካለ በግልጽ ይቀመጥ_____

ስንጠረዥ:-5 በር/መ/ሩ በመማር ማስተማር አመራር ላይ እንደ ችግር የሚታዩ ነገሮች ጋር የተያያዘ መጠይቅ

ተ.ቁ	ተግዳሮቶች /ችግሮች	መለኪያ				
		1	2	3	4	5
1	ር/መ/ሩ የመማር ማስተማር ስራን በተቀናጀና ስልታዊ በሆነ አግባብ ያለ መምራት					
2	የርእሰ መምህርነት ልምድ ማነስ					
3	ር/መ/ሩ ዘወትር በአስተዳደራዊ ስራዎች መጠመድ					
4	ር/መ/ሩ የመማር ማስተማር አመራርነት ስልጠና ያለ መውሰድ					
5	በሁሉም ትምህርት አይነት ደረጃውን ያሟሉ መ/ራን ቁጥር አነስተኛ መሆን					
6	ከወረዳ የት/ቤቶች ጽ/ቤት የሚሰጠው ድጋፍ አነስተኛ መሆን					
7	የድጋፍ ሰጪ አስተዳደር ሰራተኞች ያለመኖር					
8	ሌላ ካለ በማስቀመጥ ይለኩ					

ከዚህ ሌላ በር/መ/ሩ በመማር ማስተማር አመራር ላይ እያጋጠመ ያለ ችግር ካለ በግልጽ ይቀመጥ_____

Appendix 3

Interview Guides

Adama Science and Technology University



Adama Science and Technology University School of Educational Technology Teachers Education.

Department of Educational Planning and Management (EdPM)

Guides to interview for woreda education office teaching-learning and assessment core process coordinators and supervisors.

The purpose of this interview is to investigate issues related to the Practices and challenges of instructional leadership in Gesha woreda. The information obtained from the respondents will help to improve the school's instructional leadership practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. Woreda _____
2. Sex _____ 3. Qualification _____ 4. Current position _____
5. Experiences as: Teacher _____ School principal _____
- Cluster supervisor _____

Part II: Give your responses for the following questions.

1. What do you know about instructional leadership practices in primary schools of Gesha woreda? _____

2. How do you think school principals ensure continuous monitoring of student academic progress towards achieving expected goals? _____

3. How do the school principals supervise and evaluate instruction?

4. How do school principals promote positive school learning condition for the improvement of instruction? _____

5. What are the practical challenges faced by school principals in performing their instructional roles in schools of your woreda?
