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Instructional Leadership Effectiveness of Principals in
Government Secondary Schools of Adama City Administration

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Adama, Ethiopia

**Instructional Leadership Effectiveness of Principals in
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**A Thesis Submitted to School of Educational Sciences and Technology
Teachers Education, Department of Educational Planning and
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of Master of Arts in Educational Leadership.**

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Approved by Board of Examiners

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Table of Contents

Contents	Pages
Acknowledgements -----	iii
Table of Contents -----	iv
List of Tables -----	viii
List of Figure -----	ix
Abbreviations and Acronyms -----	x
Abstract -----	xi
CHAPTER ONE -----	1
Introduction -----	1
1.1. Background of the Study -----	1
1.2. Statement of the Problem -----	4
1.3. Objectives of the Study -----	6
1.3.1. General Objective -----	6
1.3.2. Specific Objectives of the Study -----	6
1.4. Significance of the Study-----	7
1.5. Delimitation of the Study-----	8
1.6. Limitations of the Study -----	8
1.7. Definition of Key Terms -----	9
1.8. Organization of the Study-----	10
CHAPTER TWO -----	11
Review of the Related Literature -----	11
2.1. The Concepts and Definition of Leadership-----	11
2.1.1. Concept of Leadership-----	11
2.1.2. Definition of Leadership -----	12
2.2. Instructional Leadership Effectiveness -----	13

2.3. Successful Schools and Instructional Leadership Effectiveness -----	15
2.4. Principals Instructional Leadership Development -----	17
2.4.1. Global Instructional Leadership Development -----	17
2.4.2. Ethiopian Context: Instructional Leadership in Ethiopia -----	19
2.5. Role of Principals on Instructional Leadership Effectiveness -----	20
2.5.1. The Principal as School Designer -----	21
2.5.2. The Principal as Curriculum Leader -----	21
2.5.3. The Principal as Instructional Leader -----	22
2.5.4. The Principal as a Team Builder -----	23
2.5.5. The Principal as a Driver of Change -----	24
2.6. Dimensions and Functions of Principals' IL Effectiveness -----	25
2.6.1. Shape the School Goals -----	25
2.6.2. Communicate the School Goals -----	27
2.6.3. Supervise and Evaluate Instruction -----	28
2.6.4. Coordinate the School Curriculum -----	29
2.6.5. Monitor Student Progress -----	30
2.6.6. Protect Instructional Time -----	32
2.6.7. Maintain High Visibility -----	33
2.6.8. Provide Incentives for Teachers -----	34
2.6.9. Promote Professional Development -----	35
2.6.10. Provide Incentives for Learning -----	37
2.7. Factors Affecting IL Effectiveness of Principals -----	38
2.7.1. Principal's Related Factors -----	38
2.7.2. Teachers' Related Factors -----	39
2.7.3. Education Offices and Policy Makers Related Factors -----	40
2.7.4. Resources and Facility Related Factors -----	40
2.8. Empirical Evidences on Principals' IL Practices -----	41
CHAPTER THREE -----	44
The Research Design and Methodology -----	44
3.1. Research Method -----	44

3.2. Sources of Data-----	44
3.3. Sample and Sampling Techniques -----	45
3.4. Data Collection Tools-----	46
3.5. Procedures of Data Collection-----	50
3.6. Methods of Data Analysis-----	51
3.7. Ethical Considerations -----	51
CHAPTER FOUR-----	53
Presentation, Analysis and Interpretation of Data-----	53
4.1. Background Information of the Respondents -----	54
4.2. Instructional Leadership Effectiveness of Principals -----	58
4.3. Dimensions and Functions of IL, in which Principals' are Effective -----	74
4.4. Factors Affecting IL Effectiveness of Principals-----	84
CHAPTER FIVE -----	91
Summary, Conclusions, and Recommendations-----	91
5.1. Summary of Major Findings of the Study-----	91
5.1.1. Background Information of the Respondents-----	92
5.1.2. The Extent of Instructional Leadership Effectiveness of Principals' -----	92
5.1.3. Dimensions and Functions of IL, in which Principals are Effective -----	95
5.1.4. Factors Affecting IL Effectiveness of Principals -----	96
5.2. Conclusions -----	97
5.3. Recommendations-----	99
References -----	102
Appendices -----	108
Appendix A: Request Permission to use PIMRS Instrument -----	xii
Appendix B: Permission Letter to use PIMRS Instrument -----	xiii
Appendix C: A Questionnaire for Principals -----	xiv

Appendix D: A Questionnaire for Teachers -----	xx
Appendix E: Interview Guide Questions for Principals -----	xxvi
Appendix F: Guiding Questions for FGD with Students-----	xxvii
Appendix G: Interview Guide Questions for Education Office Officials -----	xxviii
Appendix H: Document Observation Checklist -----	xxix

List of Tables

Table 2.1: Summary of Empirical Evidences on Principals IL Practices -----	42
Table 4.1: Background Information of the Respondents -----	55
Table 4.2: Work Experiences of Principals and Teachers (Based on PIMRS) -----	56
Table 4.3: Field of Qualification of the Principals -----	58
Table 4.4: Responses on Shape the School Goals -----	59
Table 4.5: Responses on Communicate the School Goals -----	61
Table 4.6: Responses on Supervise and Evaluate Instruction -----	62
Table 4.7: Responses on Coordinate the School Curriculum -----	64
Table 4.8: Responses on Monitor Student Progress -----	66
Table 4.9: Responses on Protect Instructional Time -----	67
Table 4.10: Responses on Maintain High Visibility -----	69
Table 4.11: Responses on Provide Incentives for Teachers -----	70
Table 4.12: Responses on Promote Professional Development -----	72
Table 4.13: Responses on Provide Incentives for Learning -----	73
Table 4.14: Summary of Principals' Effectiveness Rating on IL Functions -----	75
Table 4.15: Summary of Principals' Effectiveness Rating on IL Dimensions -----	83
Table 4.16: Factors Affecting IL Effectiveness of Principals -----	85

List of Figure

Figure 1: Teachers' Ratings on IL Effectiveness of Principals'-----82

Abbreviations and Acronyms

CPD	Continuous Professional Development
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
ICT	Information Communication Technology
IL	Instructional Leadership
LAMP	Leadership and Management Program
MoE	Ministry of Education
PIMRS	Principals Instructional Management Rating Scales
PTA	Parent and Teacher Associations
SGG	School Grant Guidelines
SNNPRS	Southern Nations, Nationalities, and Peoples' Regional State

Abstract

The major purpose of this study was to assess the instructional leadership effectiveness of principals' in government secondary schools of Adama City Administration of Oromia Regional State in Ethiopia. To achieve this purpose attempt was made to answer the following basic questions: what is the extent of instructional leadership effectiveness of principals; in which dimensions and functions of instructional leadership functions; principals are more effective; and what are the factors that affect instructional leadership effectiveness of principals' in the study schools? Descriptive survey research method was used in this study. The questionnaire administered to 11 principals and 164 teachers selected as a sample; and an interview administered with officials from education office, six board members of the schools, six Parent Teacher Associations and focus group discussion conducted with 24 members of student council. The quantitative data were processed using SPSS (V-20) and analyzed using descriptive statistics like; frequency, percentage, mean, and standard deviation. To test the association between principals and teachers responses for each items of the questionnaire, t-test was used. Moreover, the qualitative data collected for this study were analyzed and narrated to supplement the data obtained through the questionnaire. The results of the analysis show that, the extent of instructional leadership effectiveness of principals' was found at moderate level. In addition, principals were highly effective in shaping and communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress and maintain high visibility in the schools. Concerning promoting professional development and protecting instructional time; instructional leadership practices of principals were rated moderate level of effectiveness; while, on the subscale of providing incentives for teachers', principals' instructional leadership effectiveness were rated lower scale. With regards to the major factors that affect principals instructional leadership effectiveness: giving higher priority for managerial activities than instructional leadership functions; inappropriate selection and assignment of school principals; lack of resources and facilities; inefficiency of using appropriate technologies; and lack of educational and professional training for principals were identified as the major factors that affect principals' instructional leadership effectiveness. From this it is possible to conclude that, lower level of principals effectiveness was resulted due to lack of understanding about instructional leadership theories and competence problems of the principal; and absence of support and incentives from superintendents. Finally, based on the findings of the study, recommendations like capacitating the existed principals who have been working without educational leadership knowledge and the required qualifications; adapting legal frameworks and strategies' on recognizing and evaluating best work performance of principals and teachers; strengthening the current practices of professional development activities; practicing delegation of authority to staffs; and making income generating possibilities and using untapped resources from the communities were forwarded.

CHAPTER ONE

Introduction

This chapter consists, background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, definition of key terms and organization of the study.

1.1. Background of the Study

A conceptual framework developed by Hallinger (2013:13-17), summarized principals' instructional leadership practices in to three general dimensions: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. These dimensions were further delineated into ten instructional leadership functions: shaping the school goals, communicating the school goals, coordinating the school curriculum, supervising (evaluating) instruction, monitoring student progress, protecting instructional time, maintaining high visibility, providing professional development, providing incentives for teachers and providing incentives for learning.

Instructional leadership, developed during the effective schools movement of the 1980s, viewed the principals as the primary source of educational expertise. Instructional leadership, narrowly, focuses on functions directly related to teaching and learning. In a broader view, instructional leadership refers to all other functions that contribute to student learning and managerial behaviors. Such an action orientation theoretically encompasses everything a principal does during the day to support the achievement of students and the ability of teachers to teach (Paul, 2010).

Principals have been found to affect the type of instruction teachers' use in their classrooms through their actions as instructional leaders. The perceptions and expectations on the school principal have changed dramatically given the changing context of education over the last fifteen years. The traditional roles and responsibilities of principals are ensuring a safe environment, managing the budget, and maintaining discipline which are still enforce; however, there are many demands. As programming and associated auxiliary activity have been expanding, needed resource and support have not been forthcoming (David, 2009).

Sergiovani (2001:74) showed that, the global notion for improved instructional leadership has composed of a form of accountability on the school function. High economic, social, political and technological advancement, which demands schools to create a climate that, shows a continuous change and improvement in the education system. To achieve the objectives of the school, effective school principal: 1) demonstrates high energy, 2) set standards of excellence, 3) establish goals, 4) exhibits positive exemplary role, 5) boosts creativity, 6) motivates working environment; and, 7) shares common values and shapes organizational culture all in collaboration of school members.

According to Thomas (2001) and Paula (2013), instructional leadership is focused on curriculum and instructional development; staff development; instructional supervision; programs, teachers, and students evaluation; provision of researches'; and continuous improvement of teaching and learning. Effective principals are more likely to communicate about instructional matters; to pay attention to test results; to discuss curriculum and instruction; to focus on how well learning objectives are mastered in communication to students, teachers, and parents; and to be visible presence in and around the school.

Moreover, Mark et.al (2003:166) argued that, instructional leadership concentrates on the leadership of the curriculum and teaching and learning and has close links with the school of effectiveness movement. It emphasizes the role of the principal in promoting learner outcomes, and there appears to be a link between effective leadership and student achievement.

In addition, as stated by Mark et.al (2003), an effective principal was engaged in four areas of leadership interactions with teachers: 1) as resource provider, 2) as instructional resource, 3) as communicator; and, 4) as a visible presence. Thus, the principals' role was found to be particularly important in a school. Moreover, considering an influence principals have on teacher's instructional effectiveness, Paul (2010) suggested that principals ought to use the following leadership strategies to improve teachers' instructional effectiveness: a) communicating goals, b) supervising instruction c) promoting professional development d) providing resources, and; e) providing incentives.

Joseph, et.al (2003) on their part also argued that, the role of a principal is critical to the success of school wide efforts. For principals to be effective they need to do many things, including playing instructional leadership role. They have to support improvement that is responsive to the classroom context, and, to provide assistance for classroom teachers. Principals must also create and maintain a sense of trust in the school, use positive school climate to negotiate between managerial, technical, and institutional arenas, and create a professional community and networks for communication with the school.

According to Thomas (2001) the effectiveness of a school principal lies in his ability to make activity meaningful for those in his role set- not to change behavior but to give others a sense of understanding what they are doing, and especially to articulate it so they can communicate about the meaning of their behavior. Effective school principals are not only good at dealing with the everyday responsibilities needed to keep a school running, but are also good at dealing with the world of needs, hopes, ideas, and symbols. They serve as models, enhance the group's identity, and tell stories that chronicle the group's shared meanings.

In the Ethiopian context, education is highly expected to continue overall national development. Stressing this, the Education and Training Policy of Ethiopia (MoE, 1994), stated that education enables individuals and society to make all rounded participation, in the development process by acquiring knowledge, ability, skill and attitudes. To achieve the goals and objectives of education effectively, the importance of instructional principal is a major concern for it is considered as a vehicle for change and educational development.

In addition, the Ministry of Education (2010:28) stated the important role of school principals in quality improvement and to allow them to play their role more effectively, there is a need to upgrade qualifications, while teachers aspiring to become principals will receive special training. Such as foreseen a special leadership and management program (LAMP), and support by school supervisors to aspiring principals are some of the strategies that can be used.

Thus, from the above statements, it can be understood that principal's effectiveness of instructional leadership plays a great role in the success of strategies to improve

teaching and learning process. Therefore, this study was carried out on instructional leadership effectiveness of principals in government secondary schools of Adama City Administration.

1.2. Statement of the Problem

Instructional leadership is one of the most useful tools in creating a forward- looking, student-centered school improvement. It attempts to change such school factors as curricular content, teaching methods, assessment strategies, cultural norms characterized by clearly communicated goals and high expectations for academic achievement (Hopkins, 2003:2).

As clearly stated by Hallinger (2013:13), instructional leadership has become the preferred term due to the recognition that principals who operate from this frame of reference rely more on expertise and influence than on formal authority and power to achieve a positive and lasting impact on staff motivation and behavior and student learning.

Effective leadership can positively influence school successes in terms of students' achievement. Research on school effectiveness, identified strong leadership as one of the important factors that contribute to improved students' academic achievement, where principals act as leaders of school improvement, who shape school vision, make use of students' data to support classroom practices and provide support for teachers' and students (Bekalu & Wossenu, 2012:131). Therefore, the importance of principals' roles as instructional leaders and their effectiveness in instructional leadership practices has been given due attention.

According to the Education and Training policy of Ethiopia (MoE, 1994:30), principals are expected to perform well with instructional leadership activities, such as planning, supervision, research work, professional development, working with school communities, provision of instructional materials and evaluation to meet the needs of education and training policy. Thus, the function of principals as instructional leadership is widely recognized as complex and challenging. Principals are expected to develop learning communities, build the professional capacity of teachers, take advice from parents, engage in collaborative and consultative discussion making, resolve conflicts, engage in educative instructional

leadership, and attend respectfully, immediately, and appropriately to the needs and requests of families with diverse cultural, ethnic, and socio-economic backgrounds. Increasingly, principals are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success (Thomas, 2001:5).

Furthermore, Elaine (2003:11-14) also showed that, issues related to skills and training, teachers cooperation, vision and good will, and management of time can be considered as common impediments to principals' instructional leadership effectiveness. Also, there might be a gap in effecting instructional leadership by principals. Such gap in the effectiveness of instructional leadership inevitably would result in poor performance and low goal achievement of the schools. Hence, the question that arises from this is how principals are practicing instructional leadership effectively and, what factors are affecting their instructional leadership practices.

However, the issue of instructional leadership effectiveness has not obtained proper attention by researchers, particularly at secondary school levels. As far as the researcher study is concerned, there is no independent study carried out on effectiveness and problems of principals' instructional leadership practices in government secondary schools of Adama City Administration. Nevertheless, the researcher comes across four researches associated with principals' leadership practices conducted at various areas of the country, namely: Tadesse (2015), Misganaw & Birara (2014), Habtamu, (2013) and Roul (2012). However, the purposes and findings of those studies showed that, they noticed principals' leadership practices against issues like school improvement, student learning, teachers' performance appraisal, leadership style and integrated leadership practice of the principals. In general, both in terms of their objectives and the reported findings of those studies do not focus on instructional leadership effectiveness of the principals.

Furthermore, while, being working on the education sector in the City for about six years, the researcher observed the following facts: principals were not offered training, improper implementation of academic calendars, complaints of teachers about their principals, insufficiency of students' academic performances and other

similar issues related to instructional leadership practices of the principals that require further investigations. This situation initiates the researcher to carry out the study on the instructional leadership effectiveness of principals.

Therefore, the study was conducted giving due attention to assess the practice of principals' instructional leadership effectiveness; the application of instructional leadership dimensions and functions using PIMRS instrument; and, the major factors affecting instructional leadership effectiveness of principals' in government secondary schools of Adama City Administration.

To this end, the study obtained pertinent responses to answer the following basic questions:

1. What is the extent of instructional leadership effectiveness of principals' in the schools under study?
2. In which dimensions and functions of instructional leadership practices principals are more effective?
3. What are the major factors that affect instructional leadership effectiveness of principals in the study schools?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess the practices of secondary school principals' instructional leadership effectiveness using PIMRS instrument; dimensions and functions of instructional leadership practices; in which PIMRS instruments principals are more effective; and, the major factors that affect principals' instructional leadership effectiveness and forward pertinent solutions in government secondary schools of Adama City Administration.

1.3.2. Specific Objectives of the Study

The specific objectives of the study include:

1. To assess the extent of instructional leadership effectiveness of principals in the schools under study.

2. To identify dimensions and functions of instructional leadership practices in which principals are more effective.
3. To find out the major factors that affect instructional leadership effectiveness of principals the study schools.

1.4. Significance of the Study

Instructional leadership put forward a set of responsibilities for effective principals that go well beyond observing and intervening in classrooms-responsibilities touching on vision, organizational culture, and the like (Karen, 2010:11). Instructional leadership effectiveness targeted directly at improving instruction has significant effects on teacher's working relationships and, directly on student achievement. When principals and teachers share leadership, teachers' working relationships are stronger and student achievement is higher. Leadership effects on student achievement occur largely because effective leadership strengthens professional community. Professional community in turn, is a strong predictor of instructional effectiveness that is strongly associated with student achievement (Ibid: 37). Hence, a special environment within which teachers work together is, to improve their practice and student learning.

According to the Ministry of Education (2006:128), school leadership is one of the most important factors contributing to the success of the school. It is therefore, critical to ensure that Ethiopia develops the best school leadership and management possible.

Therefore, in order to contribute to the success of schools mission, goal and objectives, the role or significance of instructional leadership is very important. Accordingly, the results of the study have the following importance:

1. Principals may understand the status of their effectiveness, the factors that affect the accomplishment of their duties and responsibilities and may gain some necessary ideas on how to become successful in their future instructional leadership roles.
2. It may help stakeholders, policy makers, education office experts, secondary school teachers and others to recognize the existing effectiveness of principals as

leaders of instruction. And, furthermore, to know principals' problem in the course of accomplishing their objectives

3. It may serve as a source of information for those who have an interest to carry out further studies in the same area.

1.5. Delimitation of the Study

The study was delimited to assess instructional leadership effectiveness of principals in government secondary schools of Adama City Administration. If additional cities were included in the study, it might not be easily accomplished within the given time. Thus, geographically the study was delimited to three government secondary schools found in Adama City Administration, to make the study specific, manageable, and easier to accomplish within the given time frame using the limited resources effectively.

Despite the fact that unit leaders, supervisors and teachers are leaders of instruction; and to answer the basic questions the researcher has delimited this study on principals' and assistant principals' effectiveness in practicing instructional leadership dimensions and functions. So, conceptually the study was delimited to assess the practices of principals' instructional leadership effectiveness; in terms of Hallinger's (2013) PIMRS instrument on the three dimensions (Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate); which incorporates ten functions (Shaping and Communicating the School's Goals, Supervising and Evaluating Instruction, Coordinating the Curriculum, Monitoring Student Progress, Protecting Instructional Time, Promoting Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, and Providing Incentives for Learning). Further, due consideration was given to identify the major factors that affect principals' instructional leadership effectiveness.

1.6. Limitations of the Study

This study had some limitations; as the data was collected based on self-report of the respondents it may be subjected to certain under or over-reporting of some issues related to instructional leadership effectiveness of the principals. There was also

unwillingness of some respondents to complete the questionnaires, as some saw the exercise being unbeneficial to them. As a result among 164 questionnaires distributed for teacher respondents six (3.66%) of them did not return the questionnaire.

Further, the findings from this study may not be generalized to the whole schools of the country, because the study involved only three government secondary schools found in Adama City Administration.

1.7. Definition of Key Terms

City Administration: the act of administering a town which has definite borders and powers officially given by the higher organs of the government.

Effective Instructional Leader: a leader who is able to align the strategies and activities of the school with the school's academic mission (Hallinger, 2013:6).

Government Schools: Schools fully run by the government as per proclamation No. 260/1984 E.C., in Ethiopia.

Instructional Leadership: a leadership that is directly related to the process of instruction where teachers, learners, and the curriculum interact (Elaine, 2003:6).

Leader: a person who is in a position to influence others to act and who has, as well, the moral, intellectual, and social skills required to take advantage of that position (Elaine, 2003:4).

Leadership: a collaborative process of engaging the community in creating equitable possibilities for children and their families that result in academic achievement (Pat, 2002:5).

Principal: the head of the school who provides leadership to teachers and other members of school staff and manages the day-to-day operations of the schools (UNESCO, 2005:1).

Principal Instructional Management Rating Scales (PIMRS): an instrument designed to collect data and to provide a principal-based leadership profile. It consists three general dimensions that incorporate ten functions of 50 items with a Likert type-scale ranging from 1(almost never) to 5 (almost always).

Secondary Education: According to the Ethiopian Education System, it refers to the first cycle of secondary education; grades 9-10 (MoE, 2010:14).

1.8. Organization of the Study

This study consists of five chapters. Chapter one presents the problem and its approach. Chapter two provides review of the related literature. Chapter three consists of the research methodology and design. Chapter four describes the presentation and analysis of the data. Finally, Chapter five focuses on the summary of major findings, conclusions and recommendations of the study.

CHAPTER TWO

Review of the Related Literature

The objective of this Chapter is to review literature as it relates to the basic questions stated in Chapter One. It begins with the concept and definition of leadership; instructional leadership effectiveness; successful schools and instructional leadership. The next part elaborates the role and major functions of principals' instructional leadership effectiveness. The last part of the chapter reviews the factors affecting instructional leadership effectiveness of principals.

2.1. The Concepts and Definition of Leadership

2.1.1. Concept of Leadership

Botha (2004) argues that educational theories put principals in a better position and needs to be well-informed about current developments in the education sector since the instructional context is forever changing. And, knowledge of technological integration in teaching and learning is also imperative for the principal who want to be relevant in the 21st century. These competencies require a principal who is dynamic, versatile and flexible. Jenkins (2009) states the aforementioned conceptualization of instructional leadership suggests that instructional leadership concerns itself with teacher development and the improvement of learner performance.

Furthermore, Douglas and Reeves (2006:34-36) emphasized that, the first obligations of principals are articulating a compelling vision and linking clear standards of action that will accomplish the vision. Conceptually, vision contemplates the future, and the future inevitably involves uncertainty, change, and fear. Effective visions help principals, teachers, students and parents to understand that they are part of the schools and also reassure them of their individual importance to the schools goal achievement.

Alma (2003:38) elaborated that, principals leadership is about getting across to the staff where we are now and where we are going. To principals: vision meant being clear about the direction in which you are going and translating your beliefs in to

actions. It was about, keeping the overview and the big picture. Integrity, always associated with vision, meant sticking to core values and beliefs and having a steadiness of purpose in the face of rapid change.

School principals have become increasingly familiar with the concept of having a vision as to how the school should be in the future. Tony (2003:9-10) argued that a vision might include reference to: shared values, social cohesion, economic growth, the development of a learning community, inclusiveness, and safety and security. Such a vision will be subject to regular review and change-the speed of social, economic and technological change requires regular and fundamental review of the vision.

The school effectiveness studies emphasized the importance of the principal's instructional leadership role which concerns the principal's responsibility to ensure that effective teaching and learning takes place. It relates to the core activities of the school: teaching and learning in the classroom involving all the beliefs, decisions, strategies and tactics which principals utilize to ensure instructional effectiveness in every classroom. Instructional leadership occurs when the principal provides direction, resources and support to both teachers and students with the aim of improving teaching and learning at a school. Good instructional leadership is the path to good teaching and learning and instructional principals ensure a sound culture of learning and teaching in their schools at all times (Kruger; 2006).

2.1.2. Definition of Leadership

Leadership is one of the most complex human behaviors. Although there is no one single way to view leadership, experts of the field usually define leadership according to their contextual perspective and the facets of the phenomenon of most interest to them. While sociologists, psychologists, strategists, historians, and business analysts have made significant progress in learning about leadership, there remains no single universally accepted definition for a leader (Yukl, 2002). Besides, Lyne de Ver (2009) highlights that "There is no unanimity as to what leadership means". This leads to describe leadership as many things to many people.

A definition of leadership in terms of instruction tends to be much more focused and specific than many other conceptions of leadership in education. The skills and knowledge that matter in leadership are those that can be connected to, or lead directly to the improvement of instruction and student performance. Where leadership is instructional, it is dispersed to those who have the most influence over teaching and learning (Alma et.al, 2003:21).

Northouse (2007) cited in Misganaw (2014) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.” These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: 1) Leadership is a process, 2) leadership involves influencing others, 3) leadership happens within the context of a group, 4) leadership involves goal attainment; and, 5) these goals are shared by leaders and their followers. If we take one of the components of the definition of leadership for instance, defining leadership as a process means that leadership is a transactional event that happens between leaders and their followers.

Furthermore, Fitzmaurice (1997) provided an operational definition of an instructional leaders, thus: 1) leads others in a process of change through school planning which involves: identification, preparation and planning process, selection and designing a plan, and the implementation of the change in the classroom, review and assessment; 2) energizes and encourages others to focus on the two main concerns of schools—teaching and learning; 3) uses reports, test results, feedback from superintendents, parents, teachers and students to identify areas for instructional improvement; 4) provides resources from a variety of sources to support maintain or initiate change, improvement and reflection; 5) speaks to and questions teachers about students, teaching, subject areas, problems, assignments (projects), concerns and difficulties in their teaching and classrooms; and, 6) is a reflective practitioner who continually seeks to improve the teaching-learning process of effective schools .

2.2. Instructional Leadership Effectiveness

Instructionally effective schools have principals who are viewed by their teachers as the primary instructional leader in the school. In this regard, Bamburg and Andrews

(1990:17-19) developed and grouped an operational definition of instructional leadership practices of principals, as follows:

1. *A resource provider*: a) marshals personnel and resources to achieve a school's mission and goals; and, b) knowledgeable about curriculum and instruction.
2. *An instructional resource*: a) sets expectations for continual improvement of instructional program and actively engages in staff development; and, b) encourages the use of different instructional strategies.
3. *An effective communicator*: a) models commitment to school goals, b) articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment; and, c) sets and adheres to clear performance standards for instruction and teacher behavior; and,
4. *A visible presence*: visits classrooms, attends departmental or grade-level meetings, is accessible to discuss matters dealing with instruction, is an active participant in staff development.

In addition, Paula (2013:197-198) identified that effective school principals duties are monitoring student progress; influence on aspects of instructional strategies; encouragement of risk taking; attention to details focusing on connection routine decisions and actions within the school to a larger strategy of instructional leadership; focus on student assessment; possession of an explicit, mutually shared, concrete vision for the school; expertise at diagnosing and analyzing complex problems; setting of directions, development of people, and redesign of the organization, so that learning conditions are optimal.

The principals are the lead learner in the school. This means that she or he is modeling what it means to be a good learner: relentlessly asking questions; continuously seeking assistance in strategizing how to solve problems; constantly examining his or her own practice; inviting and receiving feedback on his own behavior and decision, and so forth. Effective school principals' places adult and student learning at the center of the school (Ibid: 2013).

Wayne and Cecil (2005:388-389) argued that, there are three types of principals effectiveness outcomes: the first indicator perceived evaluations of performance are

important subjective judgments of the principal by himself or herself, subordinates peers and superiors within the school and by members of the public outside the school yield measures of effectiveness. In schools, the opinions for example, respect, admiration, and commitment-held by students, teachers, administrators, and patrons are highly significant.

A second indicator of principals' leadership effectiveness is the satisfaction of teachers, students and other stakeholders. Finally, the relative levels of school goal achievement also define the effectiveness of educational principals. Principal effectiveness then can be defined as having a more objective dimension-accomplishment of school goals-and two subjective dimensions-perceptual evaluations of significant reference groups and overall job satisfaction of teachers (Wayne & Cecil, 2005:388-389).

On the other hand John (2008:59) indicated that, the most important qualifications for effective principals to possess in the schools are: knowledge of learning theory and curriculum development; team building and the ability to communicate effectively; proficiency in human relations and public relations, planning, and technology; knowledge of diversity, multicultural and gender issues, and school law, and; budgeting, finance, and facilities management. On the contrary, John stated five deficiencies that lead to principal's failure to succeed on the job are: 1) inability to work cooperatively with teachers and students, 2) failure to develop positive relations with parents and communities, 3) making poor decisions, and 4) ineffectiveness in solving problems; and, 5) lack of leadership in curriculum and instruction.

2.3. Successful Schools and Instructional Leadership Effectiveness

As Richard (2012:174) stated that in an effective school, the principal and school should develop a statement of purpose and, beliefs that would include the following: 1) The purpose of the school is to educate all students to high levels of academic performance; and, 2) to fulfill this purpose, the members of this school teacher believe that: a) all students should have a challenging academic program, b) all students should master their grade level objectives; and, c) teachers are obligated to prepare all students to perform at mastery level on the objectives of the units of

the study. The important concept is that if the principal is to shape the organizational culture of the school, a clear statement of purpose and beliefs must be formulated and communicated.

According to Joseph and Amanda (2003:62) successful schools generate value for a community, and for the society at large, in the form of human capital (the growing skills and knowledge of the members of the community, teachers as well as students), and social capital (the strengthening of collaborative relationships and trust among the school and outside individuals and organizations).

Also, Usmani (2007:264) showed that, there are about seven responsibilities of school principal effectiveness: 1) to accept responsibility for popular discipline throughout the school and in the interest of the school as a whole. 2) to cooperate with all teachers and to change ideas in order to improve and provide variety of approach on the teaching situation. 3) to execute all required school regulations and assignments on the time. 4) to accept his or her full share of students' activity participation. 5) to contribute constructively to committees, staff meetings, and other school system groups. 6) to take the positive steps in developing and maintaining school and student morale; and, 7) to provide his or her fair share of dependable and effective participation in activities involving the general welfare of the school.

Furthermore, Micheal (2007:191-193) argues that, parent involvement practices represented one of the best key factors that differentiated effective from less effective schools. Parent involvement in the life of the school is to be a positive influence upon students' progress and development. This included help in classrooms and on educational visits, and attendance at meetings to discuss students' progress. The principals' accessibility to parents was also important; schools operating an informal, open-door policy being more effective. In contrast schools with unfocused initiatives may set more distinct boundaries between themselves and their neighborhood. Extent problems in these relationships may not be directly addressed. The broader community resources that could assist improvement efforts in the school are not tapped. These schools remain more isolated from their students', parents and their communities.

According to Alma et.al (2003:68), school improvement is a distinct approach to educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. School improvement is about rising student achievement through focusing on the teaching-learning process and the conditions that support it. It is about strategies for improving the schools capacity for providing quality education in times of change. It is within this context, and in the confluence between expanding the teaching and learning repertoires of teachers and the creation of a staff development infrastructure that instructional leadership defines it.

In addition, Alma et.al (2003:79) described principals are best placed to observe the impact of changes upon teaching and learning processes. There are four discernable and discrete dimension of principals' role within school improvement: like; 1) the way in which principals' translate the principles of school improvement into the practices of individual classrooms and it ensures that links within schools are secured. 2) focuses upon empowering teachers and giving them some ownership of a particular change or development. 3) a mediating role. Because, principals' are important sources of expertise and information; and, 4) possibly most important are forging close relationships with individual teachers where mutual learning takes place.

However, the challenge for school principal is to facilitate change in the school and culture of schools so that they are capable of enhancing their value and rendering an account of that value generated for their school, community and for a society as a whole. Only in such a school and culture the school community and its stakeholders hold each other accountable for helping the school to fulfill these core functions (Joseph and Amanda, 2003:62).

2.4. Principals Instructional Leadership Development

2.4.1. Global Instructional Leadership Development

Hughes (2006:174) showed that, the growing internationalization of education has meant to that school effectiveness has become common currency and has shed the thinking of amongst researchers, and shaped the thinking of policy makers. The climate of global competitiveness which now characterizes much national thinking

about education is receptive to the “quick-fix” in school effectiveness as in other areas. Policy borrowing reinforced by a belief that education models are transferable, regardless of context, is becoming standard practice.

Tyack and Hansot, (1982) & Goodwin, et.al (2003) cited in Misganaw (2014) showed that, the role of the instructional principal has changed considerably since its formal inception in the early 1900s, shifting according to political eras and societal changes. The school principals’ role did not exist in the one-room schoolhouse, as teachers performed all functions. As schools grew in size and bureaucracy increased, the role was officially recognized in the early 1900s as one of manager and coordinator of activities. The nature of the role varied over time depending on social paradigm, politics, and the economy, but it was with the development of stronger, more vocal and active unions in the 1970s that the role of the principal shifted from “that of a colleague of teachers to a representative of the school board”, and the years followed with increased centralization and increased bureaucracy.

As to Nick and Jacky (2003:188-189) instructional leadership emphasizes that the focus of the principal(s) within a school, must be above all on improving teaching and learning. The opportunity to implement instructional leadership is not universal. For example, in China, principals have limited involvement in curriculum matters. In Japan the principal’s, role “is largely symbolic and ritualistic”. In Thailand, principals view themselves primarily as administrators. In America, principals are not necessarily qualified teachers and so may have limited experience of instruction.

Beatriz, et.al (2008:161) indicated that, across Organization for Economic Cooperation and Development (OECD) countries, the single most important eligibility criterion to become a school principal is to have a teaching background. In 14 out of 19 countries for which specific information is available, candidates for school principal must hold a teaching or pedagogical qualification. In New Zealand, a formal qualification is not mandatory, but eligible candidates must be currently registered as teachers. In England, successful completion of the National Professional Qualification for Headship (NPQH) is the only eligibility criterion and in Portugal applicants must have followed training on school management or prove that they have management experience. In Sweden, candidates must prove they

have “pedagogical insight” and some kind of educational experience and in Norway the local authorities decide about eligibility criteria.

One of the rules in school principal selection in Zambia is that when there is a male school principal, the deputy must be a female. On the other hand when there is a female school principal, the deputy must be a male.

2.4.2. Ethiopian Context: Instructional Leadership in Ethiopia

In Ethiopia, since its introduction, modern education has remained essential for the country to come out of poverty. And the challenge has been to create educated human capital and skills through developing an education system built and legitimized by the active participation of all the stakeholders who agree to resource and support education development (Lemlem, 2010). So, education has been established as the leading power to promote the well-being of society by promoting economic growth, creating wealth and development. But studies have shown that Ethiopia’s educational expansion is plagued by the prevalence of poor quality across the education sectors from primary to higher education (Misganaw, 2014).

School principals have a great role in working with all stakeholders to formulate a vision for the academic success of all students. Bush, (2008) cited in Tadesse (2015) emphasizes developing a shared vision around standards is an essential element of a school principal. He argues that effective leadership practices of school principals play a great role in making school effective. Hence, the quality of school principal's leadership has a positive effect to improve student's achievement and to make school effective.

According to MoE (2006:128-131) school leadership is one of the most important factors contributing to the success of the school. Ensuring that a school has the best leadership includes careful selection of candidates, capacity building of those selected, and providing good career development prospects for them.

Careful selection of candidates: some of the qualities required of a good educational principal include: knowledge and skills about education, such that she/he can provide leadership and supervision in educational areas.

Capacity building for school principals: training programs can be strengthened and expanded to include in-service training of all school leaders, including school principals, assistant principals, department heads, teacher educators, as well as officers in charge of education at Federal, Regional, Sub-regional levels (Ibid, 129).

Good career development prospects: a system that rewards people who have made the effort to improve their qualifications and to gain relevant professional experiences. It would include: relevant certificated qualifications, experience, updating and upgrading courses should also be taken into consideration. Also, staff should have the opportunity to transfer, linked to promotion (Ibid, 130).

The severe challenges have been faced by educational principals along with dealing an improvement movement in student achievement through a consistent focus on the enhancement of the teaching-learning process and the transformation of the school into a motivational and child friendly learning environment.

Although there is lack of empirical evidences with regard to the degree of the challenges currently facing school principals at all levels of the system, the deteriorating quality of education reveals the prevalence of the problem. Among the observable problems principals are found to work in a very complex and challenging environment characterized by tensions; conflicts; poor security; and substance abuse among students and related issues; lack of adequate finance and meager resources, pressure from various stakeholders and the impact of socio-political issues (Misganaw, 2014)

One of the serious challenges not to practice integrated school leadership is lack of support from educational authorities at different levels. This shows that school principals provided less support from regional education bureau and district education offices. MoE (2010), cited in Tadesse, 2015), many educational institutions in Ethiopia at different levels do not yet have the required capacity to exercise their responsibilities and to support schools as needed.

2.5. Role of Principals on Instructional Leadership Effectiveness

Leadership development can play a key role in shaping principals' performance, and evidence indicates its positive impact on principals' practices. Changing roles

and responsibilities and broader distribution of leadership require principals to develop new skills. Principal tasks required for schools of the 21st century include guiding teaching and learning by enhancing teacher quality that will lead to setting goals and measuring progress, improved learning outcomes, managing resources, and leading and collaborating beyond school borders (Beatriz et.al, 2009:19). Hence, in relation to creating successful schools and student achievement; principals' role as school designer; curriculum leader; instructional leader; team builder, and driver of change was shortly described as follows:

2.5.1. The Principal as School Designer

Organizing all of the resources of the school to produce high achievement requires looking hard at all aspects of the life of the school and redesigning them so that they all contribute to a powerful and coherent program. And, all other aspect of the life the school must also be aligned with the redesigned instructional program, from the master schedule to the budget to the way before-and-after school programs are configured. So, it will be very important to introduce the principal to the essentials of school design, because it is the principal, more than anyone else, who has to have the overall architecture of the schools program constantly in mind as a road map for the work ahead (Marc et.al, P:32).

2.5.2. The Principal as Curriculum Leader

According to, Paula (2013:298), curriculum development and implementation are nested processes; the state, the school system, the school, and the classroom all have legitimate roles to play in learning enhancement. The state should identify curriculum standards for each subject; the school should use those standards in developing coordinated curricula for grades K-12, with appropriate benchmarks. The school should develop its own program of studies, within district guidelines. The classroom teacher should operationalize the district curriculum guides in several ways: develop long-term plans, write units of study, enrich the district curriculum, and adapt it, so that it responds to individual student needs.

School-level leadership functions with respect to curriculum, is as follows: 1) influencing district curriculum guides, 2) developing the schools program of studies,

3) developing a learning-centered schedule, 4) determining the nature and extent of curriculum integration, 5) aligning the curriculum, 6) monitoring the curriculum, 7) helping teachers make long-term plans, 8) helping teachers develop curriculum units, 9) helping teachers provide enrichment and remediation; and, 10) evaluating the curriculum (Paula, 2013:298). Hence, principals are encouraged to play an active role and use a team-leadership approach that recognizes the strengths and needs of classroom teachers.

Marc & Judy (2002:34) verified that, one of the most important aspects of the curriculum for principals is promoting the professional knowledge and skill of the school. principals will have to know how to establish a culture in which every professional development on the staff is expected to be learning all the time, in which professional development is not simply a personal matter, episodic and random, but is seen by the school as the most important tool by which they acquire the skill and knowledge they need to implement the strategies and designs that the school has adapted for improving student achievement.

The principal is above all a moral leader and a builder of culture. Hence, this part of the curriculum will need to focus hard on what it means to be a moral leader and how it can be done, as well as how one can analyze school culture and the steps a principal can take to build a school culture that is ethical, results-oriented, collaborative, and respectful of everyone in the school community (Ibid, 35).

This last part of the curriculum begins with a focus on the crucial role of data in the drive for results, from the careful setting of targets to the collection, display, and analysis of implementation and outcome data to the use of data for setting goals, monitoring progress, allocating and re-allocating resources, and managing the school program (Ibid, 35).

2.5.3. The Principal as Instructional Leader

The perceptions and expectations on the school principal have changed dramatically given the changing context of education over the last fifteen years. The traditional roles and responsibilities of principals are ensuring a safe environment, managing the budget, maintaining discipline is still enforce; however, there are many demands. As programming and associated auxiliary activity have been

expanding, needed resources and support have not been forthcoming. In looking at the role of the principal as instructional leader; there are five key aspects of the role of effective principals: 1) defining and communicating a school's educational mission, 2) coordinating curriculum, 3) supervising and supporting teachers, 4) monitoring student progress, and; 5) nurturing a positive learning climate (Paula, 2013:119).

Instructional leadership provided by the principal is contributing factor to higher student achievement. Effective principals and effective school offers new insights that will help principals to become more effective instructional leaders. Effective principals are more likely to communicate about instructional matters; to pay attention to test results; to discuss curriculum and instruction; to focus on how well learning objectives were mastered in communication to students, teachers, and parents; and to be visible presence in and around the school (Ibid, 111-112).

On the other hand, Jenkins (2009) sees instructional principals as leaders who are involved in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. The instructional principal focuses his/her attention on the control, coordination and supervision of all teaching and learning activities. 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.

2.5.4. The Principal as a Team Builder

The principals will focus on developing the knowledge and skills needed to define the goals for teams, recruit and select their members and motivate and coach them to success (Marc, 2002:35). In addition, MoE (2013:4) emphasizes that: principal networks and collaborates with a wide range of people to secure the best possible learning outcomes and well-being of all students. She or he is skilled at establishing and maintaining professional relationships and structures. Principal is able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all.

Elaine (2003:74) concerning student council, emphasized that just as instructional leaders use building-leadership teams to establish solid, two-way communication channels between school and principal, they use student council as a way to build communication with students. Student councils are marvelous vehicles for enlisting student support for projects like building cleanup, recycling, or fund raising for new library books or athletic equipment.

2.5.5. The Principal as a Driver of Change

Joseph and Amanda (2003:188-189) argues the role of the principal as active and ongoing supporter of reform is critical to the success of school wide change effort. "A good principals-supports improvement that is responsive to the classroom context", and provides support for classroom teachers. Principals create and maintain a sense of trust in the school, use positive micro-politics to negotiate between managerial, technical, and institutional arenas, and create a professional change requires principals to move from being managers of the status quo to facilitators of reform, have to develop skills of collaboration and learn to share power with teachers.

The aim is to provide the principal with the knowledge and skills needed to lead, design, and drive a change process calculated to lead steady improvement in the achievement of the students in the school. The principal should also learn how to identify root problems and causes, gather intelligence and formulate a plan on basis of appropriate data, set performance targets, select strategies, and develop sound implementation plans (Marc & Judy, 2002:36).

Principals also become effective change agents. The role of change agent is a complex one and includes the following: 1) developing a "shared vision", 2) formulating a need assessment, 3) developing or selecting an innovation, 4) targeting group(s), for the proposed change, 5) anticipating problems and resistance to the proposed change, 6) formulating a plan, 7) evaluating the implemented plan and making needed changes. Success of a curriculum principal as a change agent largely depends on the extent of formulating a shared vision and developing strategic plan are key components of the process and include guidelines that help aid the process (Allan, 2006).

2.6. Dimensions and Functions of Principals' IL Effectiveness

The Wallace Foundation (2012) perspective report finds five practices in particular seem central to effective school principal: 1) shaping a vision of academic success for all students, one based on high standards; 2) creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail; 3) cultivating leadership in others so that teachers and students assume their part in realizing the school vision; 4) improving instruction to enable teachers to teach at their best and students to learn at their utmost; and, 5) 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.

The principals had practiced and implemented ten job functions of instructional leadership. Out of the ten functions, monitoring student progress was the most dominant function implemented, followed by framing school goals, and maintaining high visibility (Wan & Jamal, 2012). Moreover, Hallinger (2013:20) emphasis that the Principal Instructional Management Rating Scale (PIMRS) provides a principal performance on ten instructional leadership job functions associated with principal leadership in effective schools. The PIMRS has been used successfully at the elementary and secondary levels, and with both principals and assistant principals. Accordingly, the ten functions of instructional leadership practices of principals' were discussed as follows:

2.6.1. Shape the School Goals

Hallinger (1982) cited in Michelle (2010:34-35) showed that, instructionally effective schools generally have a clearly defined mission or set of goals which center on student achievement. A few coordinated objectives, each with a manageable scope, appear to work best. The goals should incorporate data on past and current student performance and include teacher responsibilities for achieving the goals. Staff and parent input during the development of the school's goal seem important. Performance goals should be expressed in measurable terms.

Moreover, Susan & Randall (2003:129-130) elaborates a school's principal provide a vision of what the school stands for, the mission it seeks to fulfill, and the values that will guide the means it uses to achieve its mission. Leadership sets the stage for managing human resources by providing a broad set of guidelines that help teachers make choices and direct their energies. An effective principal ensures that teachers are generally working to achieve the same results and that by achieving those results the school will satisfy the school's key stakeholders. A goal is a future state that an individual is striving to attain. They define for the individual an acceptable level of performance or direction of action. Principals will commonly adopt goals shared by other teachers or developed by the school (Wayne & Cecil, 2005:137).

Susan & Randall (2003:484-485) indicates goals are a necessary part of an action plan in a school. Goal affect motivation in two ways: 1) by increasing the amount of effort teachers choose to exert and by directing or channeling that effort. 2) when teachers accept a goal as something to strive for and then commit to achieving that goal, they essentially agree to exert the amount of effort required to do so. For some teachers, goals assigned by principals may be effective, but many principals believe that goals work best when the teachers participates in goal setting. Doing so increases the teachers' willingness to accept goals, which is essential for the goals to be motivating.

Goals that are specific, observable and time limited are conducive to ongoing assessment and performance-based feedback, and principals and teachers' should strive to provide and or seek feedback on a fairly regular basis (Hughes, 2006:472).

Sushanta (2012:228) stated that, principals as the school chief educational leader play a major role in shaping the nature of the school organization. Similarly, Ministry of Education (2005:16) commented that: "principals as educational leader play a pivotal role in the success of the school. In the successful school, principals; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, and plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for

effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members.” From the above one can understand that without effective educational principals, it is impossible for schools to attain their educational outcomes.

2.6.2. Communicate the School Goals

Effective school goal communication, involves the ability to transmit and receive information with a high possibility that the intended message is passed from principals to teachers, parents and students. Hughes (2006:437) elaborated that, the quality of a principals’ communication is possibly correlated with followers’ satisfaction, as well as with quality of services rendered. Effective school goal communication skills are also important, because they provide principals’ and followers with greater access to information relevant to schools goal achievement.

Moreover, Hallinger (1982) cited in Michelle (2010:35) emphasized that; the principal communicates the school’s most important goals to teachers, parents, students, and the community. Principals can ensure that the importance of the school’s goals is understood by discussing and reviewing them with staff on a regular basis during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both formal communication channels (goal statements, staff bulletins, articles in the principal or site council newsletter, the school handbook, assemblies) and informal ones (parent conferences, teacher conferences, curricular meetings, other discussions with staff) can be used to communicate the school’s primary purpose.

Principals communicate school goals or visions in many different ways. Habtamu (2014) described that communicating goals can be effective through school and departmental meetings, and through follow up conference to classroom observations. Frequent communication of school goals by principals promotes accountability, a sense of personal ownership and instructional improvements. Skillful principals focus attention on key aspects of the school’s vision and communicate the vision clearly and convincingly.

The function of communicating school goals refers to the ways the principal expresses importance of the school goals to teachers, parents and students. With

regard to the communication of school visions and goals, Hoy and Hoy (2003) cited in Habtamu (2014) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

2.6.3. Supervise and Evaluate Instruction

According to, Sunil (2005:48-49) supervision on the functional service basis is a necessary integral part of any general educational program and of any specific school system, because education is complex and intricate, and furthermore is carried on in minute divisions, classrooms, scattered throughout a community and over the nation. The great extension of educational opportunity particularly on the secondary level increases the demands for technical assistance. Supervision in the sense of leadership will contribute to unity of purpose and coordination of effort. Leadership and creative contribution may be found anywhere and it is increasingly realized. Supervisory leadership aids discovering leadership and creative ability and in arranging opportunities for its expression.

The features of supervision of instruction that described by Rajni, (2006:66-68) include the following: 1) The conditions of democratic supervisory relationships require that all involved personnel; (a) hold each other in mutual respect, (b) recognize the need for the diversification of tasks; and, (c) possess the capacity for finding teachers' satisfaction in schools; 2) supervision involves the process of directing and controlling, stimulating and initiating, analyzing and appraising, and designing and implementing those behaviors directly and primarily related to the improvement of teaching and learning; and, 3) leadership in evaluating major and minor trends in the social, economic, physical and ethical environment in terms of the potential effects upon the instructional program is the responsibility of personnel assigned to the supervisory function.

Hallinger (1982) cited in Michelle (2010:35) showed that, a central task of the principal is to ensure that the goals of the school are being translated into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction. In addition, it includes

providing instructional support to teachers and monitoring classroom instruction through numerous informal classroom visits.

Educational administration scholars have long argued that principals who serve as the instructional leaders in their schools; coaching teachers in particular time spent about their instructional practice and evaluating teachers or curriculum predicts greater school effectiveness and increases in schools goal achievement (Grissom et.al, 2012).

School principal involvement in classroom observation and feedback is associated with better student performance. However, school principals do not always have sufficient time and capacity to focus on this important responsibility. Policy makers need to address constraints limiting the capacity of school principals to engage in meaningful teacher evaluation activities, including providing appropriate training (Beatriz et.al, 2009:14).

2.6.4. Coordinate the School Curriculum

Allan, et.al (2006:5-6) described that, the curriculum is the plans made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned. These retrievable documents used in planning for learning typically specify five comments: a rationale for the curriculum; the aims, objectives, and content for achieving those objectives; instructional methods; learning materials and resources; and tests or assessment methods.

Moreover, Jon (2009:69) analyzed that, curriculum planning defines what students will experiences in the classrooms. Such planning also tells school principals what teachers must know, or be able to do, in order to activate such plans in their own classroom. Staff development is the direct connection between curriculum and instruction, and then teacher training always exists to implement the curriculum in the classroom. Even teacher training for personal enrichment can be used to enlarge the background of the teacher, so that they can make more instructional references and connections for students.

Hallinger (1982) cited in Michelle (2010:36) emphasized that; a characteristic which stands out in instructionally effective schools is the high degree of curricular coordination. School curricular objectives are closely aligned with both the content taught in classes and the achievement tests used by the school. In addition, there appears to be a fairly high degree of continuity in the curricular series used across grade levels. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and/or curricular issues.

Jon (2009:31) described that, the principal facilitates a process of goal identification and defines those goals with observable or quantifiable cognitive and affective objectives. Each objective further defines the curriculum desired by the school community in terms of student behavior. Because, each objective can be validated (attained or not attained), the process of curriculum work becomes one of activating programs that meet objectives set by teachers, parents, and the school community.

Moreover, he explained that, one of the major errors of many curriculum improvement efforts were to plan without involving others. People are naturally resistant to change, when they don't know what is going to happen or why change is occurring. The need to involve others is especially true in schools when working with curriculum. Schools are everyone's business, and members of the tax- paying community, parents of school children, and teachers who deliver the curriculum have a right to be involved planning what will affect them (Ibid,16-17).

2.6.5. Monitor Student Progress

School improvement is about rising student achievement through focusing on the teaching-learning process and the conditions that support it (Alma et. al., 2003:68). According to Beatriz et.al (2008:41), the school principal pressing for high academic standards would map out; thorough targets for improvements in learning (planning), get the school on board to do what's necessary to meet those targets (implementing), encourage students and teachers in meeting the goals (supporting), challenge low expectations and low district funding for students with special needs (advocating), make sure families are aware of the learning goals (communicating), and keep on top of test results (monitoring).

Also, Hallinger (1982) cited in Michelle (2010:36) stated that, instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing. The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The principal plays a key role in this area in several ways. He/she can provide teachers with test results in a timely and useful fashion; discuss test results with the staff as a whole, with grade level staff and individual teachers, and provide interpretive analyses for teachers detailing the relevant test data in a concise form.

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. To increase their influence, school principals need to play a more active role in instructional leadership by monitoring and evaluating teacher performance; conducting and arranging for mentoring and coaching; planning teacher professional development; and orchestrating teamwork and collaborative learning (Beatriz et al, 2008:12).

On the other hand, Chisholm and Vally (1996:1) cited in Kruger (2003:207-208) showed that the collapse of a culture of learning and teaching is most pronounced in secondary schools. The following are common observable features of a poor culture of learning and teaching or a lack thereof: weak/poor attendance, educators do not have the desire to teach, tensions among the various elements of the school community, high dropout rate, poor school results, weak leadership, management and administration, de-motivation and low morale, disrupted authority and the poor state of buildings, facilities and resources. At the base of these features lies the absence of a sound philosophy, values and norms which shapes the deeper attitude of the role players in the school with regard to education and schooling in general.

Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

2.6.6. Protect Instructional Time

According to Grissom and Loeb (2009:32) principals devoting significant time and energy to becoming instructional leaders in their schools are unlikely to see improvement unless they increase their capacity for organizational management as well. Effective instructional leadership combines an understanding of the instructional needs of the school with an ability to target resources where they are needed, hire the best available teachers, provide teachers with the opportunities they need to improve, and keep the school running smoothly.

Leithwood et.al (2004:11) cited in Rice, (2010:2) agreed that, principals' contributions to student learning, then, depend a great deal on their judicious choice of what parts of their school to spend time and attention on. Some choices...will pay off much more than others. Hence, devoting more time to organizational management was correlated with higher student achievement.

Hallinger (1982) cited in Michelle (2010:36-37) stated that, improved classroom management and instructional skills are not used to the greatest effect if teachers are frequently interrupted by announcements, tardy students, and requests from the office. The principal has control over this area through the development and enforcement of school-wide policies related to the interruption of classroom learning time.

Effective time management of principals' offer students and school the flexibility to teach and learn in an environment free of the artificial restrictions of lesson divisions, classes, and fifty-minute or forty-minute time slots. When class schedules are constructed, the developmental needs of students and the rigorous activities of each class must be the prime concerns. The students participate in encore classes or electives and in core explore class, which offers the students remediation, exploration, and acceleration during the remainder of the day (Pat, 2002:139).

For the principals, there is need to manage the time through the time table, leaving enough time for all the important activities in the school. Core subjects such as literacy and numeracy need to be assigned adequate teaching, learning and practice time. Optimal subjects may be assigned less time. Extra-mural activities

such as clubs need to be assigned times and places. One simple way of doing this is to assign certain times for extra-mural activities (MoE, 2006:135).

In contrast, negative associations are larger when principals report that classroom walkthroughs are not seen as professional development opportunities (Grissom et.al, 2012). Some time constraints, such as the time of central office meetings, probably are not under the principal's control. There are other factors over which he will meet parents, accept phone calls, do paperwork, and accept student referrals. The key to future planning of time use is to accept the limitations that exist and work on those time periods that can be altered (Carl et.al, 2007:215).

2.6.7. Maintain High Visibility

Effective principals need to create a visible presence. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction. As a principal, more than half his/her day is spent focusing on these objectives (Whitaker, 1997). A visible presence that: visits classrooms, attends departmental or grade-level meetings, is accessible to discuss matters dealing with instruction, is an active participant in staff development. The principal supports teachers in their efforts in classrooms by being available to offer advice, opinion, praise, judgment and encouragement to their work and the efforts of children. He/she might encourage the display of projects and provide a public area for this and might check classroom workbooks or essays on classroom visits.

Hallinger (1982) cited in Michelle (2010:37) stated that, the contexts in which the principal is seen provide one indicator to teachers and students of his/her priorities. Although a significant portion of the principal's time may be out of his/her control, the principal can set priorities on how the remaining time is to be spent. Visibility on the school compounds and in classrooms increases the interaction between the principal and students as well as with teachers. This can have positive effects on student behavior and classroom instruction.

According to Marc & Judy (2002:35), the principal will also have to learn what to look for as he or she walks around the school and observes classrooms, mentoring teachers to help them become more effective in a standard-based environment. Blase and Blase (1998:119) cited in Kruger (2003) concluded that the example of

principals who walks around the school supporting the teachers' instructional efforts and reinforces good teaching behavior.

2.6.8. Provide Incentives for Teachers

Barnard (1938), Hallinger & Murphy (1985), cited in Paul (2010:17-18) showed that, schools use incentives: such; as praise, good working conditions, material rewards, pride in work completed, and emotional attachment to the school, and positive working relationships with principals to motivate teachers. Providing incentives for teachers is a strategy principals can use to motivate teachers to change their instructional practices. Principals provide incentives by giving formal awards and using public or individual praise for teachers. Praising teachers in front of their peers can be effective because it encourages improvement by all teachers. Recognizing teachers for their classroom performance provides an incentive for improvement and continued growth.

Hallinger (1982) cited in Michalle (2010:37) emphasized principal should make the best use of both formal and informal ways of providing teachers with praise when it is deserved. This could be through a bulletin, official district recognition program or informal cards, verbal statements, or awards. Sharma (2005:252-253) also indicated that, there are various types of incentives. Those most effective are intellectual, emotional, and social incentives.

Intellectual incentives: are those used in informing teachers of their successes and errors in school work. Records are posted, specific errors pointed out, and graphs made of individual or group accomplishments. Such incentives require no comment. Results are objective enough for teachers to find out for themselves about their accomplishments and failures, which is self-motivating in effect. Better attitudes and methods of work result from their knowledge of progress made. Both the quality and quantity of work improve when teachers work toward the realization of definite aims and know how well they are succeeding as they proceed.

Emotional incentives: when teachers are not informed to their success or failure but influenced by an expression of praise for their performance, the incentives are emotional in character. Verbal commendation or appropriate criticism may be used to produce the emotional response desired. Comment of the right kind about a

teachers' work is better than none at all. Great care must be exercised in making comment stimulating and helpful. The nature and amount of comment must be wise and judicious. This varies both with learning situations and with individuals.

Social incentives: influences the performance a teacher when he is working in a social group. The presence of a co-working group has the effect of increasing the amount and speed of learning, but the quality of through processes is usually better when a teacher works by himself. When judgment or reasoning is involved; the student accomplishes more by working alone. Rivalry with one's own record is superior to competition with another. Emphasis on cooperation has advantages to that of competition. Among the worthy social incentives are desires to be well through of, to secure group approval, to win by fair means, and to preserve the good name of the school.

2.6.9. Promote Professional Development

Ronald (2011:188-189) indicated, the current situation of staff development is to provide teachers with the opportunity to maintain a favorable outlook on teaching and to improve their effectiveness in the classroom. A staff development program can offer the teacher opportunities to: 1) update skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge. 2) keep abreast of societal demands. Teachers need to become acquainted with research on the instructional process and on new methods of teaching. 3) become acquainted with the advances in instructional materials and equipment; and, 4) the internet and computer-assisted instruction are only a few of the many innovations that have potential for improving the quality of classroom instruction.

Providing, promoting and participating in teacher development that is relevant to the school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school principals which policy makers need to emphasis. Developing discretion over training and development budgets to the school level enables school principals to offer and coordinate meaningful professional learning opportunities for all their teachers (Beatriz et al, 2009:15).

Hallinger (1982) cited in Michelle (2010:37) indicated that, the principal has several ways of supporting teachers in the effort to improve instruction. He/she can arrange, provide, or inform teachers of relevant opportunities for staff development. The principal also can encourage certain types of staff development closely linked to the school's goals.

Professional development provision is part of a larger, ongoing and coherent set of experiences for career-long teacher growth and professional skill enhancement, and can be available during and suited to the three different stages of initial training, induction and in-service training of principals' career:

Initial training: decisions must be made about whether such training should be mandatory or voluntary and whether it becomes a prerequisite for the job of principal. Incentives may help encourage school leaders to participate. Orientation courses are other ways of attracting good potential candidates, as is including components of leadership training in initial training.

Induction: if initial training cannot be provided, it becomes even more important to offer strong induction programs to support development of basic leadership skills. Providing support for members of school leadership teams can also be beneficial. Networks are a valuable and cost-efficient way to provide informal development and support.

In-service training: is particularly critical in changing educational environments. Others involved in leadership teams also need this support. Networks can also be used as an informal mechanism at this stage. Some systems require a certain number of days or hours of professional development of their school leaders (Beatriz et al, 2009:20).

MoE (2012:2) stated that, as a consequence and as an extended priority of ESDP III, maintaining and/or regulating the professional quality of school principals as a concurrent activity to the teacher quality and development will continue to be one of the top priorities in ESDP IV. One of the most common strategies followed in maintaining the quality of teacher and school principals' professional development is through preparing and implementing standards of professional competences.

Micheal (2007:290-293) shows three factors relative to affects to improvement of professional development of teachers: 1) vacancy policies, 2) staffing rules favoring seniority; and, 3) late budget timetables- that produce four negative consequences: (a) schools are forced to hire large numbers of teachers they do not want and who may not be a good fit for the job and their school, (b) Poor performers are passed around from school to school instead of being terminated, (c) new teaching applicants, including the best, are lost to late hiring, as transfers and other adjustments have to be addressed first; and, (d) novice teachers are treated as expendable regardless of their contribution to their schools. It is through local problem solving with expanded horizons that new solutions can be identified and implemented. This represents a huge cultural change for schools, and as such it is going to require sophisticated new leadership.

On the other hand, Ronald (2011:191) indicated that, effective professional development for teachers can enhanced if the development programs are systematic, concrete, and relevant to the teacher's job, including not only what the job is, but, also what the job should be. Thus, staff development opportunities can be ongoing and personalized, flexible and adaptable to change as the needs arises, carried out when the participant is not exhausted because of work, and an integral part of the school district's policies and supported by adequate funds.

2.6.10. Providing Incentives for Learning

Teacher quality is the most important school-level determinant of student performance, and school principal focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning (Beatriz et.al, 2009:14).

Hallinger (1982) cited in Michelle (2010:37-38) indicated that, the principal creates a school learning climate in which academic achievement is highly valued by students by providing frequent opportunities for students to be rewarded and recognized for their academic achievement and improvement. The rewards need not be fancy or expensive; the recognition before teachers and peers is the key. Students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole.

Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. School principals need support and encouragement in promoting teamwork among teachers (Beatriz et al, 2009:15).

2.7. Factors Affecting IL Effectiveness of Principals

There are major factors that affecting instructional leadership effectiveness of principals: such as; principals'; teachers'; education offices and policy makers; and, resources and facility related factors. Each of these factors not only affects the principals' effectiveness but can also flow negatively toward school, teachers, and even students. And, each problem were analyzed and described below:

2.7.1. Principal's Related Factors

In referring to Marc et.al (2002:353-354), there are many reasons for a shortage of qualified school principals. such as, principal training, support, and professional development are largely inadequate, and not up to the task of producing the good principals we need and states have lacked a coherent vision and system for developing and retain high quality principals; the job of the principal has changed to become more complex and demanding; good principals are scarce-growing student populations, and retirements.

It is the responsibility of the school principal to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient. The school principal is thus usually both a leader and a manager. Specifically, deals with management of human resource issues. Human beings comprise the most important resource in the school. These include the teachers, the pupils, the parents, the community, and other people who work closely with the school (MoE, 2006:132).

In Ethiopia, in the course of effecting program (ESDP III) there was main challenges ,concerning teachers and leaders development; like, need to further strengthen teacher training and qualifications of secondary level, leadership and management capacities at institutional level remain weak, female candidates for pre-service training and candidates from rural areas and indigenous groups are

underrepresented, insufficient well qualified teachers for mathematics and science, quality of pre-service training needs improvement; better teaching materials, more adequate practical training, more adequate teaching methods, continuous professional development (CPD) is not given enough attention by a significant number of school leaders and teachers and the number of females in leadership positions is very low (MoE, 2010:24).

2.7.2. Teachers' Related Factors

Teachers job performance can be affected by: lack of time for participating, lack of interest for participating, believing that it is not their responsibility but the responsibility of school principals, absence of supportive school culture, absence of trust between teachers and principals, lack of democratic and participative leadership of principals, lack of training and support, resistance by school administrators, lack of formal authority and lack of experience.

Teaching profession does have pitfall. Some of these include burnout, low job status, low salary, and some of the results from the current reform movement. Secondary school principals can there for encourage the effective job performance of their teachers by identifying their needs and trying to satisfy and meet them (Sushanta, 2012:229-230).

In the case of Ethiopia, the minimum qualification standard requirement for teachers training and development is certificate for first cycle (1-4) primary, diploma for the second cycle (5-8) primary, and degree for secondary education. Except in the first cycle primary, most students in the other levels are being taught by unqualified teachers. The picture at secondary level is worse; the national average unqualified teachers is as high as 60%, ranging from 79% in Tigray, 69% in Oromia, 60% in Amhara and 18% in both Addis Ababa and Dire Dawa. All these challenges required concerted pre-service and in-service training programs as well as other measures of reforms to reduce the turnover (MoE, 2006:108).

It is the principal's responsibility to ensure that the working conditions for staff, in particular of teachers, are optimal. Teachers should not be overworked. Nor should they be under-worked. A teacher's abilities, experience and potential must be recognized: the principal must strive not only to utilize these talents well, but also to

nurture the talents so that they can be further developed. Teachers can have many hidden and under-developed talents, and it is the responsibility of the school principal to understand what further development can take place (Ibid, 132).

2.7.3. Education Offices and Policy Makers Related Factors

MoE (2010) cited in Tadesse (2015), many educational institutions in Ethiopia at different levels do not yet have the required capacity to exercise their responsibilities and to support schools as needed. One of the serious challenges not to practice integrated school leadership is lack of support from educational authorities at different levels. This shows that school leaders provided less support from regional education bureau and district education offices.

Furthermore, Workineh (2012) cited in Tadesse (2015) emphasized that less support from educational authorities at different levels has a serious negative effect on the practice of effective leadership. Research on Ethiopian schools, concluded that a critical decision making at the school level faces a great challenge due to the lack of support and coordination from district education offices. Additionally, he argues that the gap between district education offices and the school communities (school principals, teachers, parent teacher associations) is also highly responsible for the loose communication between the government structures and the institutions.

2.7.4. Resources and Facility Related Factors

In Ethiopia, there are challenges facing the school principal include; large size of classes and how to lower to manageable proportion, less qualified and less experienced teachers, and turnover of staff is quite high in Ethiopia. In addition, material resources in school include textbooks and other teaching and learning materials; gardening and related materials; materials for staff development; budgeting and expenditure of funds, etc (MoE, 2006:132-134). It is essential that funds are well utilized as well accounted for. Parents and community will only contribute funds to the school if they are confident that such funds are well looked after. The material resources that are already in the school need to be looked after as well as possible.

Paula (2013:207-208) showed that, many challenges await principals as instructional leaders in the 21st century. Such as: The first centers on clarifying and articulating the values and principles that will guide principals as an instructional leader. understanding and being committed to the values will guide principals and a school colleagues as principal work together to meet such challenges as inclusive education for children with disabilities, charter school competition, new state and national curriculum standards, public school choice, and bilingual education, to name a few.

A second challenge for principals for the future will be to determine work priorities. There will always be unexpected and routine tasks that need to be carried out. The question is whether you as a principal let the flow of events and activities define you as an instructional leader or whether your values and beliefs about teaching and learning set the tone and substance of your work.

Finally, principals as instruction leaders are confronted with the recurrent inconsistency of continuity and change. The certainty of change may be the most predictable factor in principals' future work, yet the certainty of change brings anxiety and ambiguity.

2.8. Empirical Evidences on Principals' IL Practices

Regarding empirical evidences on principals' instructional leadership practices the researcher comes across different research works related to government secondary schools of the country. Among these the following researches conducted in recent time were illustrated in Table 2.1. They are: Integrated School Leadership Practices in Secondary Schools of Harari Regional State (Tadesse, 2015); Roles and Challenges of Secondary School Instructional Leadership for the Achievement of Student Learning: The Case of South Gondar Administrative Zone, Amhara Region (Misganaw & Birara, 2014); Principals' Instructional Leadership Practices and their Association with School Improvement in Public Secondary Schools of SNNPR (Southern Nations, Nationalities, and Peoples' Regional State) (Habtamu, 2013); and Practice and Problems of Principals' Leadership Style and Teachers' Job Performance in Secondary Schools of North Shoa Zone (Roul, 2012).

Table 2.1: Summary of Empirical Evidences on Principals' IL Practices

No	Title and Author	Focuses/Objectives	Major Findings
1	Integrated School Leadership Practices in Secondary Schools of Harari Regional State (Tadesse, 2015)	To assess the integrated leadership practices of school principals in secondary schools of Harari Regional State	• The findings of the study revealed that school principals lacked knowledge and skill of recent school leadership theories to lead their school on recent philosophies. • The core causes of school principals not to practice integrated school leadership model identified in the study were: lack of support from educational authorities at different levels, lack of professional trainings on educational leadership, low stakeholders engagement in school activities and the inefficiency of school principals to share leadership among stakeholders
2	Roles and Challenges of Secondary School Instructional Leadership for the Achievement of Student Learning: The Case of South Gondar Administrative Zone, Amhara Region, (Misganaw & Birara , 2014)	To examine the and challenges secondary school instructional leaders face in carrying out their leadership roles for the achievement of student learning in some selected schools in the South Gondar.	• Findings indicated significant relationships between distributed leadership and school goal achievement; teachers professional development; instructional program management; effective teaching and learning; and promotion of school climate which include facilitating and understanding of the lesson, create an interesting environment with high class participation.
3	Principals' Instructional Leadership Practices and their Association with School Improvement in Public Secondary Schools of SNNPR (Habtamu, 2013).	• To assesses the relationship of principals' instructional leadership practices with school improvement in government secondary schools of two selected zones of Southern Nations, Nationalities, and Peoples' Regional State (SNNPR).	• The findings of the study revealed that there were better practices by principals in the area of school improvement compared 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. • Put differently, there was strong positive correlation between the instructional leadership practices of principals and school improvement in the sampled secondary schools.
4	Practice and Problems of Principals' Leadership Style and Teachers' Job Performance in Secondary Schools of North Shoa (Roul, 2012	To determine the practice and problem of principals' leadership styles and teachers' job performance in secondary schools of North Shoa Zone	• The laissez-faire leadership style was the most commonly used leadership style among principals of secondary schools in the zone. • Teachers' job performance was found to be at a moderate level in the schools

Source: Compiled by the researcher from empirical evidences (2015)

As demonstrated in the table, the objectives and scopes of study for all of them were not the same. The purpose of the study for Tadesse (2015) was focused on integrated leadership practices of secondary school principals. While, Misganaw & Birara (2014) was attempt to examine roles and challenges of secondary school principals.

They associate instructional leadership with the achievement of student learning at secondary school level.

Moreover, Habtamu's (2013) objective of the study was to assess the relationship of principals' instructional leadership practices with school improvement in government secondary schools. On the other hand, the purpose of the study in Roul, (2012) research was to determine the practice and problem of principals' leadership styles and teachers' job performance in secondary schools.

In sum, the purposes and focuses of the studies mentioned above were related to school principals' leadership with some other variables; like achievement of student learning, leadership styles, teachers' job performance and school improvement. Concerning where the study was conducted; three of them were carried out at Zonal level, while, one was at Regional level of secondary school. Furthermore, the issue related to principals instructional leadership effectiveness was not considered in those studies.

Regarding the findings of those studies Table 2.1 showed that the comparison result of principals' leadership practices with some other variables stated in the objectives of the studies discussed above. They reported principals' leadership practices against issues like school improvement, student learning, teachers' performance appraisal, laissez-faire and democratic leadership style and integrated leadership practice of the principals.

In general, in terms of their objectives and findings the studies listed in table 2.1, not focused on instructional leadership effectiveness of the principals. Yet, they attempted to use only one or two variables to assess leadership practices of principals at secondary school levels.

CHAPTER THREE

The Research Design and Methodology

This chapter presents the research design and method, sources of data, samples and sampling techniques, data gathering tools, procedures of data collection, methods of data analysis, and ethical considerations.

3.1. Research Method

In this study descriptive survey method was used, in order to describe the instructional leadership effectiveness of principals with the assumption that it is appropriate when a researcher decides to collect relevant information of the study. Concerning this method of study, Cohen et.al (2006:205) stated that, many educational research methods are descriptive; that is, they set out to describe and to interpret what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs and points of views that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive survey method is concerned with how, what is or what exists and is related to some preceding event that has influenced or affected a present condition or event.

Thus, the researcher preferred descriptive survey research method for this study; because it helps to describe the status of principals instructional leadership effectiveness as it exists at present and finds facts with adequate and accurate interpretation of the data. Besides, it helps to describe the issues under study quantitatively and qualitatively using the data collected through questionnaire, interview, focus group discussions and document analysis.

3.2. Sources of Data

Both primary and secondary sources of data were used. Primary sources of data were obtained from principals, assistant principals, internal supervisors, department heads, unit leaders, home-room teachers and teachers; members of student councils; schools board members; Parent Teacher Association (PTA) and Adama City Education Office official. Moreover, secondary sources of data were collected

from, secondary schools' documents, reports, statistical abstracts, and other relevant official documents like minutes, plans, etc.

3.3. Sample and Sampling Techniques

According to the data obtained from Adama City Education Office, there are five government secondary schools in the City. Among these schools, three (Adama, Goro, and Dembela secondary schools) were selected for this study using purposive sampling technique considering their year of establishment and work experiences. The two secondary schools (Adama Boset and Burka Boku) were founded in the past two years; and had an experience of less than two years in teaching and learning responsibilities. Thus, the researcher intentionally excluded those two secondary schools from the study.

In addition, the data obtained from the City Education Office also showed that, in the three government secondary schools, there are three principals, eight assistant principals, 15 internal supervisors, 31 department heads, and 234 teachers. In general, 11 principals and 280 academic staffs were found in the three schools. Those were considered as population of the study.

Since this study was focused on instructional leadership effectiveness of the principals, 11(100%) principals and assistant principals of the three secondary schools were selected using purposive sampling technique and included in the study to respond the questionnaire. In this regard Kothari (2004) suggested that; usually if the population number is too small and important for the study the researcher can include all members of the population (absolute sample).

Moreover, out of 280 academic staffs of the sample schools, 164 (58.57%) were selected for this study using simple random sampling technique to respond to the questionnaire. This sampling technique gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample (Cohen et.al, 2007). In determining the number of these sample respondents (sample size), the formula developed by Morgan (1970), and recommended by authors like Cohen, et.al (2007:104) in educational research was considered by the researcher. According to the

suggestions of these authors, at 95% confidences, out of 300 populations about 168 sample respondents were appropriate as a sample. Thus, it is the researcher belief that, out of 280 total population the selected 164 respondents could be representative for this study.

In addition to principals and academic staff, 24 members of student councils (eight students from each school) were selected for the purpose of focus group discussion through simple random sampling technique out of 30 members.

Moreover, one official from Education Office of Adama City Administration, two members of each school board, and two PTA members from each school were also taken as a sample respondents using purposive sampling technique to respond to interview questions. Since they are responsible for assignment of educational leadership for government secondary schools of the city, and directly engaged in instructional process of the school in collaboration with the principals, it was expected that they could have detailed information about instructional leadership practices of the principals, and major factors affecting its effectiveness in these schools and the researcher expected these respondents to be the right source of information for the purpose of the study. This helps the researcher to get significant information for the study.

3.4. Data Collection Tools

The data gathering tools in this study were focused on the importance of primary and secondary data collections, with the intention to find reliable information for the study. Both quantitative and qualitative data were used for the purpose of getting relevant information from different data sources. For the purpose of this study, the instruments used as data collection tools were questionnaire, semi-structured interview, focus group discussion, and document analysis.

3.4.1. Questionnaire

In the questionnaire, open-ended (for qualitative data) and close-ended (for quantitative data) questions were applied. The open-ended questions were included with the intention to get free responses from the respondents in their own words;

and the inclusions of close-ended questions were to get reply in a limited number of ways and times, respectively.

Regarding the questionnaire, PIMRS instrument has subsequently been employed, by numerous school systems as well as by more than 200 researchers in published studies and doctoral dissertations focusing on principal instructional leadership (Hallinger, 2011). Since its development in 1983, the PIMRS has been used in more than 25 different countries (Hallinger, 2013:7). Hence, the researcher chose PIMRS instrument for this study, because of the wide-spread use of the instrument, considering its validity and reliability to gauge instructional leadership effectiveness of principals in the schools under study.

Accordingly, Part I and II of the questionnaire used in this study was Principals Instructional Management Rating Scales (PIMRS) instrument that was developed by Hallinger (2013) and with minor adaptations by the researcher. He used PIMRS instrument of Principals and Teachers Form version 2.1 upon receiving the written permission from the author on April 7, 2015 (Please, refer appendix-B) to use the PIMRS instrument. The PIMRS instrument consists of three general dimensions that incorporate ten functions of 50 items with a Likert type-scale ranging from 1(almost never) to 5 (almost always).

Reflecting about the spacing between the five positions of the Likert type scale, it was stated that there is no basis for belief that the five positions shown on the scale are equally spaced. The interval between “almost always” and “frequently” may not be equal to the interval between “sometimes” and “seldom” (Best & Kahn, 1993). Based on this statement, the calculated mean values were interpreted as: above 4.00 very high, 3.01-4.00 high, 2.51-3.00 moderate, 1.50-2.50 low, and below 1.50 very low, and were analyzed using mean and standard deviation.

The researcher used the instrument to answer the first and second research questions of the study. Concerning the third research question factors affecting principals' instructional leadership effectiveness; additional items were developed by the researcher from review of the related literature and included in part III of the questionnaire. Moreover, at the end of the questionnaire, he put two open ended questions and requested the respondents to list any other factors that affect

instructional leadership practice not mentioned in the questionnaire and to suggest possible solutions to be taken to improve principals' instructional leadership effectiveness.

3.4.2. Interviews

In addition to the questionnaire used for quantitative data collection, semi-structured interview was used to supplement the questionnaire in order to make the study more dependable and complete. Ann, et.al (2012:250-251) showed that, the researcher working in the field of instructional leadership and management is quite likely to conduct interviews as part of their research since interviewing is a flexible research tool. The main reason for using interviews in this research was the appropriateness of the interview as a tool to collect the data that support what was collected through the questionnaire.

3.4.3. Focus Group Discussions and Document Analysis

Moreover, to obtain the necessary and reliable information from the respondents on principals' instructional leadership, focus group discussions and document analysis were carried out to supplement the questionnaire. In this regards a separate questions were prepared and used for focus group discussions. The documents analyzed were schools' mission statements, staff development programs, schedules on school tests and examination results, educational resource supplies and its utilization, minutes and reports on different meetings, and other administrative related communications.

3.4.4. Validity and Reliability (Pilot Test) of Data Gathering Tools

Validity is a criterion for the integrity of an instrument used for data collection in terms of accuracy of inferences and trustworthiness. According to Ann et.al (2012:81-82), the concept of validity is used to judge whether the data collection instrument used in any research accurately measures what it intended to measure.

In addition, concerning reliability as stated by Anita and Wayne (2013:273), it refers to the internal consistency or precision of a test. This type of reliability, known as *split-half reliability*, is calculated by comparing responses on one half of the questionnaire items with responses on the other half. As stated by Louis et.al

(2007:506), the formula given is: $r = 2r/1+r$, where r = the actual correlation between the halves of the instrument (this requires the instrument to be able to be divided into matched halves in terms of content and difficulty). There are several ways to compute reliability, but the possibilities give numbers between 0.0 and 1.0, like a correlation coefficient. Above 0.90 is considered very reliable; 0.80 to 0.90 are good; and below 0.80 is not very good in terms of reliability.

Moreover, in this study regarding dimensions and functions of instructional leadership practices of principals' effectiveness, the data collection tool used was Hallinger's PIMRS instrument. According to Hallinger (2013:65), the internal validity of PIMRS instrument was still consistent with current validation methods. Content validity and school documentation analysis justified the appropriateness of item content, and sub-scale inter-correlation analysis demonstrated a good internal structure.

Furthermore, Hallinger (2013:42) confirmed that, the Principal Form of the PIMRS demonstrated high reliability. Alpha coefficients exceeded 0.90 both for the whole scale and three dimension-level subscales, and 0.80 for the ten function-level subscales. Also, the instrument appears to yield reliability for all three levels of measurement: the whole scale, three instructional leadership dimensions or the ten functions. Therefore, the reliability of the scale meets or exceeds the standard applied to research. Further the Teacher Form demonstrated a consistently higher level of reliability for all three levels of scale measurement (i.e., >0.90).

The results further indicate that the PIMRS Teacher Form meets a standard of reliability required for use in research. Since, both forms of the scale met high standards of reliability, conducting pilot testing process was not required for research questions of part I and II of this study. Thus, considering this result, the PIMRS instrument with minor adaptations was used to collect data from respondents for the study.

However, in relation to factors affecting principals' instructional leadership effectiveness, research questions of part III were prepared and pilot tested before being used for data collection purpose. In pilot testing this part of the questionnaire was distributed to a randomly selected twenty eight secondary school teachers. Not

included as a sample in the final data collection. Then, to measure its reliability Cronbach's alpha internal coefficient was calculated (Cohen et.al, 2007). As a result, all items of this part of the questionnaire were found at 0.867; and showing high reliability of the items.

3.5. Procedures of Data Collection

First of all, the target population, sample size, the sampling technique and data gathering tools were identified and decided. Before the data collection resume, PIMRS questionnaire was prepared with minor adaptation.

According to the scheduled program, the initial visit to the selected schools took place and the researcher introduced himself to the school principals and got permission by a signed approval in order to distribute the questionnaire for respondents: principals and assistant principals, department heads, internal supervisors, unit leaders, home-room teachers, and teachers.

Finally, the respondents were informed about the procedures to fill out the questionnaire, and that the study was used for the educational research purpose, with the intention to fulfill his Master's Thesis in Educational Leadership. The respondents were also asked to answer the whole questions upon their personal judgment, because, their honest inputs have positive impact on the timely accomplishment of the study. The practice of data collection through the questionnaire was administered to the respondents in their schools by the researcher and took place for ten working days. In addition, the interview sessions were conducted by the researcher on face-to-face bases in the rooms arranged at each school and in the education office.

The focus group discussion was carried out with members of student council at the three sample secondary schools in separate classroom by the researcher himself. Document analysis include: schools' mission statements, staff development programs, educational resource supplies and its utilization, schedules on school tests and examination results, minutes and reports on different meetings, and other administrative related communications, and the information collected from secondary sources, the researcher developed a checklist and verified the necessary

data from each school with the assistance of principals and concerned staff from the three schools.

3.6. Methods of Data Analysis

The data collected for this study were checked from collection to data entry before they were ready for analysis. The responses to the questionnaire, interview questions, focus group discussions and document analysis were categorized and framed to suit for the study. Consequently, the data collected from all respondents were organized with respect to basic research questions and objectives of the study, and analyzed quantitatively and qualitatively.

The quantitative data were processed using Statistical Package for Social Sciences (SPSS V-20). This was used since it has the capacity and flexibility to process huge data within seconds and generates an ultimate range of simple and sophisticated statistical results. This was done because; the researcher believed that using SPSS was appropriate in processing and analyzing the data in this research.

To analyze quantitative data descriptive statistics tools like; frequency, percentage, mean, and standard deviation were used. Further, to test the association between principals and teachers responses for each function and dimensions of instructional leadership, two-tailed t-test and p-value were used. In the analyses and interpretation of the quantitative data, tables and figure were used for visual presentation of the results of the study.

Moreover, the qualitative data obtained from interview responses, focus group discussions, response of open ended questions of the questionnaire, and the results of document analysis, were presented, and discussed grouping into Themes and categories under the issues they are connected with.

3.7. Ethical Considerations

Concerning the research ethics, Burke and Larry (2012:100-116) emphasized that research ethics is a set of principles to guide and assist the researcher in conducting the studies. Hence, guiding standards are very important in the actual conduct of a study and warrant additional attention here. These authors further stated that, these

issues focus on informed consent, deception, freedom to withdraw, protection from physical harm, confidentiality, anonymity, and privacy. Specifically, the most important ethical principles-respecting the privacy of the respondents and confidentiality of information collected were considered in this study.

Accordingly, the researcher informed his respondents about the purpose, procedures, and confirmed that the study will be only used for the educational research purpose, in order to fulfill his Master's Thesis in Educational Leadership. Finally, the researcher requested the respondents to answer the whole questions freely and honestly, because their genuine inputs have positive impact on the timely accomplishment of the study. The whole data used in this study were collected from the respondents with their willingness. Moreover, in this study, personal information and responses of any respondent were kept confidential.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

In this Chapter, the data collected from primary and secondary sources were organized and presented in tables and figure. The data were analyzed and interpreted in accordance with the objectives of the study, and basic research questions.

As stated in Chapter one, the major purpose of this study was to assess the practices of instructional leadership effectiveness of principals, and factors affecting principals' instructional leadership practices in government secondary schools of Adama City Administration. More specifically, the attempt was to attain specific objectives of the study: to explore the existing practice of principals' instructional leadership effectiveness; to investigate the three dimensions that incorporate ten functions of instructional leadership practices principals are more effective; and, to identify factors affecting principals' instructional leadership practices in government secondary schools of Adama City Administration.

In order to achieve these objectives, the study gave emphasis to answer the following basic research questions: what is the extent of principals instructional leadership practices in government secondary schools of Adama City Administration; in which dimensions and functions of instructional leadership are principals more effective in the schools of the City Administration; and, what are the major factors that affect principals instructional leadership effectiveness in government secondary schools of Adama City Administration. In this regard, the data required for this study were collected using questionnaire, interview, focus group discussion and document analysis.

Initially, the PIMRS questionnaire was administered to 11 principals and 164 teachers. Among those respondents six (3.66%) teachers did not return the questionnaire. Consequently, the analysis and interpretation of the data, made in this chapter was based on the response of 11 (100 %) principals and 158 (96.34 %) teachers. Here, the principals' category includes secondary school principals and all assistant principals. Similarly, the category of teachers comprises department

heads, internal supervisors, home-room teachers, unit leaders and other teachers of the schools under study.

Furthermore, the results of an interview administered with officials of Adama city education office, six board members of the schools, and six Parent Teacher Association (PTA) members were also used in the analysis of the data in this chapter. Besides, the results of focus group discussion conducted with members of student council and the results of document analysis, also considered in the analysis of the data collected through questionnaire and interview for this study.

The analysis and presentation of the data in this chapter were divided in to four parts. The first part of the chapter presents about background information of the respondents. In the second part issues related to the extent of principal instructional leadership effectiveness using PIMRS were discussed in detail. Next to this, dimension and functions of instructional leadership, in which PIMRS functions principals are more effective were presented and analyzed in the third part of the chapter. Finally, in the fourth part of the chapter major factors that affect principals' instructional leadership effectiveness, were presented and discussed.

4.1. Background Information of the Respondents

In this section responses related to respondents' the background information, like; sex, age, educational background, work experience, and fields of qualification (particularly for principals) were presented and analyzed.

In table 4.1, the data related to sex, age, and educational background of principals and teachers were illustrated. In reference to the data of this table, out of 169 respondents 119 of them (70.41%) were male, while 50 (29.59%) of them were female. However, among 11 principals and 158 teacher respondents, the number of female respondent was only one (9.09%) and 49 (31.01%), respectively. This shows that the participation of female leaders was very low when compared to male leaders. Hence, the concern given to bring females to leadership positions was below expected.

Table 4.1: Principals and teachers background information: sex, age and educational background.

Items		Principals		Teachers		Total	
		N	%	N	%	N	%
Sex	Male	10	90.91	109	68.99	119	70.41
	Female	1	9.09	49	31.01	50	29.59
	Total	11	100	158	100	169	100
Age	Up to 30 Years	2	18.18	40	25.32	42	24.85
	31-40 years	8	72.73	46	29.11	54	31.95
	41-50 years	1	9.09	40	25.32	41	24.26
	Above 50 year	0	0.00	32	20.25	32	18.93
	Total	11	100	158	100	169	100
Educational backgrounds	Diploma	0	0.00	0	0.00	0	0.00
	BA/BSC	10	90.91	157	99.37	167	98.82
	MA/MSc	1	9.09	1	0.63	2	1.18
	Others	0	0.00	0	0.00	0	0.00
	Total	11	100	158	100	169	100

Source: Field Survey (2015)

Regarding age of the respondents, the data from the table shows their age was clustered around four age groups (up to 30 years, 31-40 years, 41-50 years and above 50 years). However, the majority of respondents (56.80%) were less than 41 years (31.95% were between 31-40 years, and 24.85% were up to 30 years). When the age of principals and teacher respondents was compared, the majority of principals (72.73%) were found between 31-40 age groups. Only, one principal was found above 40 years old. Also, there are two principals with an age of up to 30 years, while the number of teacher respondents was almost equally distributed among the four age groups. This shows that almost all principals of secondary schools in the city were found at early adult stage.

With reference to age, Eugene (2002:276) stated that, there is a tendency for job performance to increase with age particularly leaders. Older leaders, unlike the younger ones have spent more time in their career and maneuvered themselves to be effective on their jobs. This author further states that it is possible to expect the older leaders tend to have experiences and therefore, will offer better leadership

practices. However, the practice in the schools under study did not support this idea.

Concerning educational background of the respondents, the result from the table indicates that almost all teachers and principals were first degree holders. Only two respondents, (one teacher, and one principal) had master's degree. This showed, the fulfillment of MoE's (2010) required level of masters degree in education for principals to lead the secondary schools; while, the principals lacks the need of qualification to work as a principal at this level of Education.

Table 4.2: Work Experiences of Principals and Teachers (Based on PIMRS)

Item			N	%
Principals	Experiences as a Principal	1 year	2	18.18
		2-4 years	6	54.55
		5-9 years	2	18.18
		10-15 years	1	9.09
		Above 15 years	0	0.00
		Total	11	100.00
	Number of service years as a Principal in current schools	1 year	3	27.27
		2-4 years	7	63.64
		5-9 years	1	9.09
		10-15 years	0	0.00
		Above 15 years	0	0.00
		Total	11	100.00
Teachers	Experiences as a Teacher	1 year	8	5.06
		2-4 years	19	12.03
		5-9 years	44	27.85
		10-15 years	56	35.44
		Above 15 years	31	19.62
		Total	158	100.00
	Number of service years with current Principals	1 year	19	12.03
		2-4 years	116	73.42
		5-9 years	16	10.13
		10-15 years	7	4.43
		Above 15 years	0	0.00
		Total	158	100.00

Source: Field Survey (2015)

As table 4.2 displays, six (54.55%) of the principals had two to four years of work experience as a principal or assistant principal. While, two (18.18%) of the

principals served for one year, and the two (18.18%) of them worked as a principal for 5-9 years. Further, there was one (9.09%) principal with 10-15 years work experience as a principal.

Table 4.2 also depicted, seven (63.64%) of the principals had an experience of two to four years and three (27.27 %) of them had been working for one year in their current school, respectively. Only, one (9.09%) principal had a work experience between five to nine years in current school. Overall, the work experience of principals shows that the majority of them had worked as principals in general and in their current schools in particular, in between two to four years. This implies that, the current principals are less experienced.

From respondent teachers perspective, Table 4.2 presents; out of 158 teachers 56 (35.44%) and 44 (27.85%) of them had an experience of 10 to 15 years and five to nine years, respectively. Moreover, 31 (19.62 %) teachers served as a teacher above 15 years. The remaining 19 (12.03%) and 8 (5.06%) teachers had served for two to four years and one year, correspondingly.

Besides, Table 4.2 indicated that, from the total 158 respondent teachers about three-fourth (73.42%) of them had been working for two to four years with their current principals in their respective schools. However, there were 19 (12.03%), and 16 (10.13%) teachers had been working as a teacher with their current principals, for one year and five to nine years, respectively.

Generally, in terms of their experience, the majority of teachers were found in between 5-15 years of service as a teacher and two to four years had been working with their current principals. These principals were leading majority of teachers who had more experiences than them.

As stated in the Education and Training Policy of Ethiopia (MoE, 1994:30), educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women. In addition, Education Sector Development Program IV (2010/11-2014/2015) of Ministry of Education planned to make 90% of school leaders for grade 9-12 to be academically qualified with masters degree, motivated and ethically fit (MoE, 2010:20). Concerning this, principals and assistant principals assigned in secondary schools should have a

master's degree and should be qualified in the field of educational planning and management. However, the data regarding the existing reality in government secondary schools of Adama City Administration; illustrated in Table 4.2 and 4.3 shows difference from MoE's regulation. According to the data, out of 11 principals, only two (18.18%) are qualified in Educational Planning and Management field of study.

Table 4.3: Field of Qualification of the Principals

No	Field of Qualification	N	%		Remarks
1	Educational Planning and Management	2	18.18	18.18	EdPM
2	Language	2	18.18	81.82	Afan Oromo
3	Natural Science	5	45.46		2 Chemistry and 3 Mathematics
4	Social Science	2	18.18		1 Social Psychology & 1 History
Total		11	100.00		

Source: Field Survey (2015)

The majority of principals 9 (81.82%) are qualified in Afan Oromo, Chemistry, Mathematics, History, and Social Psychology. The data further shows large number of principals (45.46%) currently working in government secondary schools of Adama City Administration are from natural science fields of study. Besides, the data in table 4.1 shows out of the 11 principals' only one principal was a holder of master's degree.

This implies that, principals who have been working in government secondary schools of Adama City Administration are not qualified in educational leadership and school management. This may affect instructional leadership effectiveness of principals in those schools.

4.2. Instructional Leadership Effectiveness of Principals

In this study, the first basic research question was “what is the extent of principals' instructional leadership practices, in government secondary schools of Adama City Administration?” In the course of answering this basic research question the data

collected from principals' self-evaluation and teachers ratings of principals' leadership effectiveness on the ten subscales (functions) and 50 items of PIMRS results were separately presented and analyzed. In addition, data obtained from interview sessions, focus group discussions and the results of official document analysis were also presented and discussed.

Table 4.4: Responses on Shape the School Goals

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Develop a focused set of annual school-wide goals	4.36	.67	3.47	.94	3.53	.94	3.11	.002
2	Frame the school's goals in terms of staff responsibilities for meeting them	4.18	.75	3.23	.77	3.30	.80	3.92	.000
3	Use needs assessment or other formal and informal methods to secure staff input on goal development	3.64	.81	3.16	.90	3.20	.90	1.67	.096
4	Use data on student performance when developing the school academic goals	4.45	.52	3.09	.90	3.18	.94	4.93	.000
5	Develop goals that are easily understood and used by teachers in the school	4.27	.78	3.18	.73	3.25	.78	4.75	.000
All Items		4.18	.46	3.23	.63	3.29	0.66	4.90	.000

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

The data in Table 4.4 illustrates the mean score of principals' and teachers' responses on instructional leadership effectiveness of principals on shaping the school goals. According to the overall results of this table, effectiveness of principals in shaping the school goals was rated at 3.29 mean score (SD=0.66). Though, when the responses of teachers and principals were compared, the rating of teachers was much lower than that of principals, in that the ratings of teachers was 3.23 mean score (SD=0.63), and that of principals was 4.18 mean score (SD=0.46).

Specifically, when the items included under shaping the school goals subscale were compared with the responses of teachers and principals, among five items, four of them rated by principals above 4.0 mean score and considered as very high level of effectiveness. Only item number three (use needs assessment or other formal and

informal methods to secure staff input on goal development) was scored 3.64 mean score (SD=0.81). The maximum rating results of principals was 4.45 mean score (SD=0.52) using data on student performance when developing the school academic goals.

On the other hand, the maximum score rated by teachers was 3.47 mean (SD=0.94) to develop a focused set of annual school-wide goals, and the minimum rating score of teachers for principals effectiveness under this function of principals was 3.09 mean score (SD=0.90), as that of principals use data on student performance when developing the school academic goals.

In general, the overall rating of both teachers and principals for items of shaping the school goals subscale, does not exceed 3.53 mean score which was about item number one of the table (develop a focused set of annual school-wide goals), and does not go below 3.18 mean score, for using data on student performance when developing the school academic goals.

The data in the table, further showed that the overall rating results of both principals and teachers for all items of shaping the school goals subscale was found at 3.29 mean score (SD=0.66). This implies that, the effectiveness of principals in shaping the school goals was found at high level of respondent ratings. However, the calculated t-test result ($t(10,157) = 4.90, P = 0.000 < 0.05$) shows statistically significant differences between principals and teachers ratings on principals' effectiveness.

According to Vandana (2007:99), goals are expressed in very specific quantitative or qualitative terms. Practically, all the goals have an index or standard for measuring the progress or performance, a target or hurdle to be achieved, and a time limit within which the goals are to be accomplished. The goals are of particular significance in the educational institutions because of the social significance of an educational organization system. Being in a dynamic environment these schools also look for pro-activeness, comprehensiveness, appropriateness and support from others in the goal setting process, and it is here the goal setting skills of the school leaders have a great role to play. However, the results of this study, shows high level of principals' leadership practices with regards to shaping the school goals.

Table 4.5: Responses on Communicate the School Goals

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Communicate the school's mission effectively to members of the school community	4.27	.90	3.47	.98	3.53	.99	2.635	.009
2	Discuss the school's academic goals with teachers at faculty meetings	4.09	.83	3.37	.98	3.41	.99	2.389	.018
3	Refer to the school's academic goals when making curricular decisions with teachers	4.18	.60	3.25	.90	3.31	.91	3.385	.001
4	Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	4.27	.90	3.09	.99	3.17	1.02	3.838	.000
5	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	4.45	.52	3.06	1.14	3.15	1.16	4.043	.000
All Items		4.25	.42	3.25	.77	3.31	.80	4.256	.000

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 Moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

The data in Table 4.5 shows the mean score of teachers and principals on instructional leadership functions of principals on communicating the school goals. The total result of principals' effectiveness in communicating the school goals indicated at 3.31 mean score (SD=0.80). However, when the response of teachers and principals was compared, the rating of principals was much greater than the overall mean. They rated their effectiveness at 4.25 mean score (SD=0.42), while the rating of teachers was 3.25 mean score (SD=0.77).

Moreover, when the items included under communicating the school goals subscale were compared with the responses of teachers and principals, all items of communicating the school goals rated by principals were above 4.00 mean score. But, no items of this function of the principal were rated by teachers above 3.47 mean score. Thus, there is a high difference between principals and teachers in rating the items. The calculated t-test result ($t(10,157) = 4.256, P = 0.000 < 0.05$) shows statistically significant differences between principals and teachers ratings.

In this regard, Blasé and Roberts (1994), cited in Sheppard (1996) made it clear in his study that communication of school goals by the principal has a significant

positive relationship with teacher classroom innovativeness, which in turn can contribute to school improvement. He found out that, at the high school level, communication of school goals by the principal accounted for the largest amount of variance in classroom innovativeness. The communication of school goals by the principal gives confidence to teachers to use more reflection, which may lead to teachers' adjusting their instructional techniques to address different learning needs of students. In this regard, the result of principals and teachers total ratings indicated high level of effectiveness in communicating the school goals.

Table 4.6: Responses on Supervise and Evaluate Instruction

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Ensure that classroom priorities of teachers are consistent with the goals and direction of the school	4.09	.54	3.35	.96	3.40	.95	2.517	.013
2	Review student work products when evaluating classroom instruction	4.09	.83	2.95	.92	3.02	.96	3.991	.000
3	Conduct informal observations in classrooms on a regular basis	4.27	.79	3.13	1.16	3.21	1.17	3.211	.002
4	Point out specific strengths in teacher's instructional practices in post-observation feedback	3.91	.54	2.83	.97	2.90	.98	3.663	.000
5	Point out specific weaknesses in teacher instructional practices in post-observation feedback	3.64	.92	2.82	1.00	2.88	1.01	2.620	.010
All Items		4.00	.60	3.02	.85	3.08	.87	3.783	.0002

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Table 4.6 summarizes, the mean score of principals and teachers response, concerning the effectiveness of principals on the function of supervising and evaluating instruction. Thus, it is indicated that, the overall effectiveness of principals in supervising and evaluating instruction was found at 3.08 mean score (SD=0.87). Although, concerning supervising and evaluating instruction principals total self-evaluation were rated 4.00 mean score (SD=0.60) and in this regard teachers' response was 3.02 mean score (SD=0.84). This result shows principals' self- evaluation was much higher than that of teachers. Their variation is statistically significant at 0.05 level of confidence ($t(10,157) = 3.991, P=000 < 0.05$).

Also, principals rated the highest mean score ($M=4.27$, $SD=0.79$), as they were effectively conducting formal or informal observations in classrooms on a regular basis; whereas, teachers rated a high score of 3.13 mean score ($SD=1.15$) for this item. The highest rating score of teachers was for an item that states principals ensure that, classroom priorities of teachers are consistent with the goals and the direction of the school ($M=3.35$, $SD=0.96$).

On the contrary, principals rated the lowest mean score 3.64 ($SD=0.92$) among the five items of supervising and evaluating instruction in pointing out specific weaknesses in teacher instructional practices in post-observation feedback of item number five. In a similar manner, teachers also rated this item ($M=2.82$, $SD=1.00$) lower than the remaining four items of supervising and evaluating instructional function of the principals as instructional leader in government secondary schools of Adama City Administration. Still, the responses of teachers and principals were statistically different at 0.05 level of confidence.

As stated by Sunil (2005:175-176), the major supervisory objectives will be derived from some of the basic aims and purposes of education in general, and from the more specific purposes of supervision. These objectives might include: securing a unification of educational effort; keeping the system abreast of new developments; improving levels of insight and of skills for the entire staff; adjusting loads, securing materials, and improving physical conditions surrounding teaching and learning; and improving the opportunities of learners to take advantage of the teaching-learning situation in schools. In this subscale, the result of this study shows that principals were highly effective in supervising and evaluating instruction in their respective schools.

Table 4.7: Responses on Coordinate the School Curriculum

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Make clear who is responsible for coordinating the curriculum across grade levels	3.55	.69	2.80	1.02	2.85	1.02	2.390	.018
2	Draw upon the results of school-wide testing when making curricular decisions	3.55	1.04	2.72	.85	2.77	.89	3.079	.002
3	Monitor the classroom curriculum to see that it covers the school's curricular objectives	3.27	.65	2.78	.89	2.81	.88	1.814	.071
4	Assess the overlap between the school's curricular objectives and the school's achievement tests	3.36	.67	2.91	.76	2.94	.76	1.920	.057
5	Participate actively in the review of curricular materials	3.45	.69	2.81	.93	2.85	.93	2.249	.026
All Items		3.44	.28	2.80	.64	2.84	.64	3.259	.001

Source: Field Survey (2015)

Note: Mean=above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Having educational leaders who understand the curriculum review process are supportive of change, and are willing to formulate new instructional strategies. This is a definite key to the success of schools in the future. In relation to this, Allan et.al (2006:76) defines quality leadership as having a thorough understanding of curriculum and being able to change administrative roles and responsibilities when needed to meet the new challenges of curriculum design. It is an art to know how and when to be flexible and yet at the same time to be able to make important curriculum decisions.

In this regards, Table 4.7 shows the mean score of principals and teachers rating for items of coordinating the school curriculum subscales. Accordingly, the rating of principals for their effectiveness of instructional leadership was found at 3.44 mean score (SD=.28), while the rating of teachers was significantly lower than principals self-evaluation results. The mean score of teachers rating was 2.80 (SD=.63). Their difference was statistically significant at t- test value ($t(10,157) = 3.259, P=.00 < 0.05$). But, both principals' and teachers' rating results were found at moderate level of principals instructional leadership effectiveness ($M=2.84, SD=.64$).

Whereas, when the items categorized under the subscales of coordinating the school curriculum was compared the rating of principals and teachers was almost similar for two items (number three and four). Consistent with the data of the table, monitoring the curriculum to see whether the appropriate content and sequence are followed was rated by principals shows 3.27 mean score (SD=.65), and rated by teachers 2.78 mean score (SD=.89).

Similarly, concerning item number four (assess the coincidence between the school curricular objectives and the school achievement tests), the ratings of principals (M=3.36, SD=.67) and teachers (M=2.91, SD=.76) were similar and the t-test results ($t(10,157) = 1.920, P = .057 > 0.05$), also shows statistically absence of significant differences between their ratings.

Jon (2009:21-22) clarified that, curriculum leadership is a facilitating process in which the leader works with others to find common purpose, build collaborative work-teams, structure a way of working, and coordinate many complex activities. As a result, curriculum leaders lead by facilitation, not telling, use the power of influence, promote curriculum change as natural change and frame all tasks in terms of the overall plan. Regarding the overall result of this function, principals' instructional leadership practices were found a little below moderate level of effectiveness.

Effective leadership can positively affect school performance, in terms of students' academic achievement. Research on effectiveness identified strong leadership as one of the important factors that contribute to improved students' academic achievement, was better in schools where principals undertake and lead a school reform process: where they act as a manager of schools improvement, and cultivate schools' vision and make use of students' data to support classroom practices and provide support for weak students (Bekalu & Wossenu, 2012:131).

Table 4.8: Responses on Monitor Student Progress

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Meet individually with teachers to discuss student progress	4.09	.83	2.92	.97	3.00	1.01	3.872	.000
2	Discuss academic performance results with departments to identify curricular strengths and weaknesses	4.00	.77	3.09	.97	3.15	.99	3.036	.003
3	Use tests and other performance measure to assess progress toward school goals	3.82	.75	3.71	1.04	3.72	1.01	0.347	.729
4	Inform teachers of the school's performance results in written form	3.91	.54	3.24	1.18	3.28	1.16	1.861	.065
5	Inform students of the school's academic progress	4.36	.67	3.58	1.05	3.63	1.04	2.434	.016
All Items		4.04	.56	3.31	.78	3.36	.79	3.040	.003

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Also, in the area of student diagnosis and evaluation, researchers found that effective teachers relied less on frequent student testing than on techniques like observation of students, detailed note taking on student performance, and correcting daily student work (Carl et.al, 2007:91).

In accordance with, monitoring student progress subscales, principals' and teachers' rating results were shown in table 4.8. In relation to the data of the table, the rating of principals and teachers were significantly different for three items (number one, two, and five). However, principals' and teachers' rating results for item number three and four was similar and statistically lacks significant differences at 0.05 level of confidence.

Particularly, item number three (principals use tests and other performance measure to assess progress toward school goals) was almost equally rated by principals and teachers 3.82 mean score (SD=.75) and 3.71 mean score (SD=1.02), respectively. Moreover, the results of both respondents rating for this item (M=3.72, SD=1.01) also shows the highest rating results among the five items of monitoring student progress subscale. The calculated t-test result ($t(10,157) = 0.34$, $P = .729 > 0.05$), confirms the statistically absence of significant differences between

principals' and teachers' ratings about effectiveness of principals concerning this item. In a similar manner, the ratings of both group of respondents for item number four, principals inform teachers of the schools' performance results in written form, were similar and statistically significant (principals, $M=3.91$, $SD=.54$ and teachers, $M=3.24$, $SD=1.18$); of the t-test result ($t(10,157) = 1.86$, $P=.065 > 0.05$)).

However, principals and teachers ratings for all items of monitoring student progress shows significant variations, in that principals rated 4.04 mean score ($SD=.56$), and teachers rated 3.31 mean score ($SD=.78$) of principals' effectiveness, regarding the stated subscale and t- test result ($t(10,157) = 3.04$, $P=.003 < 0.05$) shows statistically differences between them. As a result, the mean score 3.36 ($SD=.79$) shows high level of the extent to which principals are effective in monitoring student progress.

Table 4.9: Responses on Protect Instructional Time

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Limit interruptions of instructional time by public address announcements	3.55	.69	2.62	.98	2.68	.99	3.070	.002
2	Ensure that students are not called to the office during instructional time	3.18	.75	2.80	1.19	2.83	1.17	1.036	.302
3	Ensure that tardy and truant students suffer specific consequences for missing instructional time	3.09	.94	2.45	1.10	2.49	1.10	1.889	.061
4	Encourage teachers to use instructional time for teaching and practicing new skills & concepts	3.36	.81	2.85	1.13	2.89	1.12	1.470	.144
5	Limit the intrusion of extra- and co-curricular activities on instructional time	3.27	.90	2.65	1.01	2.69	1.01	2.003	.047
All Items		3.29	.52	2.67	.83	2.71	.83	2.416	.017

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 Moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

In the area of academic learning time, Carl et.al (2007:91) in their studies found that the more teacher and student class time spent on successful academic task performance, the higher was the level of student achievement. An item in Table 4.9 illustrates principals' and teachers' response on principals' functions in protecting

instructional time. As depicted in Table 4.9, principals and teachers was indicated an overall ($M=2.71$, $SD=.83$) results on principals leadership practices in protecting instructional time and this practice showed moderate level of effectiveness.

However, the highest overall rating result among items of protecting instructional time subscale was observed from item number four ($M=2.89$, $SD=1.12$), which shows moderate level of principals' effectiveness in encouraging teachers to use instructional time for teaching and practicing new skills and concepts. The t-test results also confirms absence of significant differences between principals' self-assessment result and teachers' ratings of the item ($t(10,157) = 1.47$, $P=0.144 > 0.05$).

On the other hand, both principals and teachers responded the lowest result of 2.49 mean score ($SD=1.10$) for item number three of Table 4.9. This indicates the absence of significant differences between the two groups of respondents. This shows that principals' effectiveness was low level in ensuring that late arrival and absentee students suffer specific consequences for missing instructional time. The t-test results ($t(10,157)=1.889$, $P=0.061 > 0.05$) also shows statistically insignificant differences between principals' and teachers' ratings of the item.

Nevertheless, principals' self-evaluation results ($M=3.55$, $SD=.69$) and teachers' ratings ($M=2.62$, $SD=.99$) for item number one, on limiting interruptions of instructional time by public address announcements indicated greater variation between both respondent ratings of principals' instructional leadership effectiveness in terms of the item ($t(10,157)=3.07$, $P=0.002 < 0.05$).

In relation to this, the manual of Decentralized Management of Education in Ethiopia emphasizes the importance of time to be handled by a leader MoE, (2006:134), advises that the leader has to divide her or his time in such a way that she or he will have sufficient time to manage all aspects of school activity leading to a quality of education for all its pupils. In order to succeed, much of the work needs to be delegated to smaller teams, with the school director as the coordinator of all the teams. Accordingly, principals' effectiveness in protecting instructional time was found at moderate level in the schools under study.

Table 4.10: Responses on Maintain High Visibility

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Take time to talk informally with students and teachers during recess & breaks	3.00	.63	2.81	1.00	2.82	.98	.618	.538
2	Visit classrooms to discuss school issues with teachers and students	3.09	.54	2.93	1.00	2.94	.97	.527	.599
3	Attend/participate in extra- and co-curricular activities	3.27	.65	2.87	1.11	2.90	1.09	1.177	.241
4	Cover classes for teachers until a late or substitute teacher arrives	3.00	.45	2.70	1.19	2.72	1.15	.825	.410
5	Tutor students or provide direct instruction to classes	3.36	.67	2.80	1.07	2.83	1.06	1.729	.086
All Items		3.15	.20	2.82	.84	2.84	.82	1.264	.208

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 Moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Table 4.10 presents principals' and teachers' response on the practices of principals in maintaining high visibility in their schools. Concerning both respondents, the whole result of effectiveness of principals' in maintaining high visibility in their respective schools showed 2.84 mean score (SD=.82) and moderate level of practice. Furthermore, the highest result of principals' self-evaluation was about tutoring students or providing direct instruction to classes (M=3.36, SD=0.67) for item number five of principals' function. Whereas, the highest result of teachers' response was principals' effectiveness in visiting classrooms to discuss school issues with teachers and students (M=2.932, SD=1.00) for item number two of the subscale.

Visibility in the schools and in classrooms increases the interaction between the principal and the students as well as with teachers. This can have positive effects on student behavior and classroom instruction. In this study, an overall average (M=2.84, SD=.82) and the result of t-test calculated for all items of the subscale ($t(10,157) = 1.264$, $P=.208 > 0.05$), shows moderate level of principals' instructional leadership effectiveness and absence of significant differences between principals' and teachers' responses.

Table 4.11: Responses on Provide Incentives for Teachers

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	2.55	.82	2.03	.94	2.06	.94	1.792	.075
2	Compliment teachers privately for their efforts or performance	2.27	.65	2.35	.93	2.34	.91	-0.264	.792
3	Acknowledge teachers' exceptional performance by writing memos for their personnel files	2.09	.54	2.25	.94	2.24	.92	-0.563	.574
4	Reward special efforts by teachers with opportunities for professional recognition	2.55	.69	2.17	1.02	2.20	1.01	1.194	.234
5	Create professional growth opportunities for teachers as a reward for special contributions to the school	2.18	.40	2.15	1.08	2.15	1.05	.110	.912
All Items		2.33	.39	2.19	.77	2.20	.75	.591	.555

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

In line with the result of Table 4.11, the responses of principals and teachers rating to principals' effectiveness in providing incentives for teachers were analyzed. The mean score of 2.20 (SD=.75) total items showed low level of principals' effectiveness in this regard. As well, result of principals' self-report and teachers' response similarly indicated low level of principals' effectiveness at a mean score of 2.33 (SD=.39) and, 2.19 (SD=.77), correspondingly.

Yet, the result of teachers rating for item number one of the Table indicated, principals lack to reinforce superior performance of teachers in staff meetings, newsletters, and/or memos (M=2.03, SD=.94). Consistent with principals' self-assessment for item number three of the table (M=2.09, SD=.53) showed that principals are not effective in acknowledging teachers' exceptional performance by writing memos for their personnel files.

When the responses of principals and teachers illustrated in Table 4.11 of the five items of providing incentives for teachers are compared, there is no statistically significant disparity in rating the effectiveness of principals' instructional leadership

practices in the schools under study. Particularly, regarding item number five of the table, principals create professional growth opportunities for teachers as a reward for special contributions to the school, and the calculated t-test result ($t(10,157)=0.110, P=.912>0.05$), clearly shows strong similarities between their ratings rather than differences. In this regard, principals reported their effectiveness in providing incentives for teachers at 2.18 mean score ($SD=0.405$) and teachers rated their principals effectiveness at 2.15 mean score ($SD=1.08$).

Providing incentives for teachers' influences teachers' innovativeness in the classroom, principals can use instructional strategies through rewards such as praise and material rewards. Rewards positively affect teachers by increasing their use of innovative ideas within the classroom and level of time on task (Paul, 2010:18).

Furthermore, the Education and Training Policy of Ethiopia (MoE, 1994:30-31), states that, the management of teachers and other educational personnel will be organized, on the basis of professional principles, including professional code of ethics, salary, working conditions, incentives, professional growth and overall rights and duties. Hence, various steps will be taken to promote incentives to motivate teachers. Even though, the policy makes emphasis about incentives for teachers, the data in table 4.11 shows that the existing practice of secondary school principals in providing incentives for teachers is found low level.

The data in Table 4.12 shows that the overall result of principals' effectiveness in promoting professional development subscale was responded by principals' and teachers' found at 2.59 mean score ($SD=.79$). This result shows moderate level of principals' effectiveness. However, the maximum rating result ($M=2.96, SD=1.09$) of both respondents among the five items of promoting professional development subscale was observed for item number five which states that principals set aside time at department meetings for teachers to share ideas or information from in-service activities. This item was rated by teachers ($M=2.97, SD=1.11$) and by principals ($M=2.91, SD=0.83$) synonymously. Also, the calculated t- test result ($t(10,157) = -0.174, P=.862>0.05$) shows strong similarities between principals and teachers ratings concerning this item.

Table 4.12: Responses on Promote Professional Development

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Ensure that in-service activities attended by staff are consistent with the school goals	3.00	.45	2.58	.91	2.60	.89	1.526	.129
2	Actively support the use in the classroom of skills acquired during in-service training	2.91	.70	2.39	1.09	2.42	1.08	1.563	.120
3	Obtain the participation of the whole staff in important in-service activities	2.82	.40	2.46	1.05	2.49	1.02	1.116	.266
4	Lead or attend teacher in-service activities concerned with instruction	2.82	.75	2.47	.98	2.49	.96	1.165	.246
5	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	2.91	.83	2.97	1.11	2.96	1.09	-0.174	.862
All Items		2.89	.33	2.57	.81	2.59	.79	1.294	.197

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

In general, principals' self-assessment and teachers response for all items of promoting professional development subscale illustrated in Table 4.12 indicates the similarity of the responses of both groups about instructional leadership effectiveness of the principals. According to the data of this table, both principals and teachers rated instructional leadership effectiveness of principals at moderate level for the overall function of promoting professional development subscale in secondary schools of Adama City Administration.

This implies that secondary school principals are (M=2.59, SD=.79) moderately effective: support teachers to use skills acquired during in service training in the classroom; ensure in-service activities attended by staff are consistent with the school goals; and lead teachers in-service activities concerned with instruction by making the participation of the whole staff in important in-service activities.

Yet, the issues of teachers professional development is argued by authors of the field, like Ronald (2011:360) who stated that today's dynamic and rapidly changing society, with its tremendous accumulation of new knowledge and the attending obsolescence in some areas of practice, makes it very important that all staff members be engaged in a continuous program of professional development in

order to make them qualified to provide a quality educational program for all students being served by the schools.

Though not practiced as expected in the schools under study, statements of the Education and Training Policy of Ethiopia clearly indicates that, professional development of teachers will be continuous education and training, professional ethics and teaching performance (MoE, 1994:21).

Table 4.13: Responses on Provide Incentives for Learning

No	Items	Principals		Teachers		Total		t-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	3.82	.98	2.82	.99	2.89	1.02	3.215	.002
2	Use assemblies to honor students for academic accomplishments or for behavior or citizenship	4.09	.94	3.11	1.03	3.18	1.05	3.044	.003
3	Recognize superior student achievement or improvement by seeing in the office the students with their work	3.91	.54	2.85	1.04	2.92	1.05	3.340	.001
4	Contact parents to communicate improved or exemplary student performance or contributions	4.36	.81	3.15	1.07	3.22	1.10	3.699	.000
5	Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	3.91	.83	2.81	1.24	2.88	1.25	2.885	.004
All Items		4.02	.62	2.95	.87	3.02	.90	3.998	.000

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

According to Hallinger (2013:17) the purpose of providing incentives for learning is to create a school learning climate in which academic achievement is highly valued by students and recognized for their academic achievement and improvement. Students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole.

In relation to this, Table 4.13 illustrates the responses of principals and teachers on principals' instructional leadership functions of providing incentives for learning. In this regard, principals' response for all items showed the highest score (M=4.02, SD=.62) than teachers' response (M=2.95, SD=.87). This indicates strong differences between their ratings for the five items of providing incentives for learning subscale.

This variation was also confirmed by the calculated t-test results for all items listed in the Table ($t(10,157) = 3.998, P = 0.000 < 0.05$).

Furthermore, the results of principals' self-evaluation ($M = 4.36, SD = 0.81$) and teachers' ratings of their principals ($M = 3.15, SD = 1.07$) were the highest for item number four among all items listed in the table in that principals' contact parents to communicate improved or exemplary student performance or contributions. But, t-test result ($t(10,157) = 3.699, P = .000 < 0.05$) for the item indicates the presence of significant differences between principals' and teachers' responses regarding item number four.

Even though, t-test results illustrated in Table 4.13 showed the presence of significant difference between principals' and teachers' in rating the effectiveness of principal instructional leadership in terms of providing incentives for learning subscale items, principals assumed themselves as they are highly effective in contacting parents to communicate exemplary student performance, in using assemblies to honor students for academic accomplishments, in recognizing superior student achievement, and in supporting teachers actively in their recognition of student contributions and accomplishments in class. However, teachers' ratings of their principals' instructional leadership effectiveness in terms of these items do not go beyond moderate level.

4.3. Dimensions and Functions of IL, in which Principals' are Effective

As stated in Chapter one, the second objective of this study is to investigate the dimension and functions of instructional leadership in which PIMRS principals are more effective in government secondary schools of Adama City Administration. In the process of attaining this objective, the data collected from principals' self-rating and teachers' response on 50 items of PIMRS instrument were summarized into three dimensions and ten functions of instructional leadership practices. In this part of the Chapter, principals' instructional leadership effectiveness with respect to PIMRS dimensions and functions were analyzed and presented. In addition, data obtained from interview sessions, focus group discussions and the results of document analysis were also presented and discussed.

Table 4.14: Summary of Principals' Effectiveness Rating on IL Functions

No	Functions	Principals (N=11)		Teachers (N=158)		Total (N=169)		t-test	P- Value	Rank
		Mean	SD	Mean	SD	Mean	SD			
1	Shape the school goals	4.18	.46	3.23	.63	3.29	.66	4.908	.000	3
2	Communicate the school goals	4.25	.42	3.25	.77	3.31	.80	4.256	.000	2
3	Supervise and evaluate instruction	4.00	.56	3.02	.84	3.08	.87	3.783	.000	4
4	Coordinate the school curriculum	3.44	.28	2.80	.64	2.84	.64	3.259	.001	6
5	Monitor student progress	4.04	.56	3.31	.78	3.36	.79	3.040	.003	1
6	Protect instructional time	3.29	.52	2.67	.83	2.71	.83	2.416	.017	8
7	Maintain high visibility	3.15	.20	2.82	.84	2.84	.82	1.264	.208	6
8	Provide incentives for teachers	2.33	.39	2.19	.77	2.20	.75	0.591	.555	10
9	Promote professional development	2.89	.33	2.57	.81	2.59	.79	1.294	.197	9
10	Provide incentives for learning	4.02	.62	2.95	.87	3.02	.90	3.998	.000	5
All Functions		3.56	.31	2.88	.62	2.93	.63	3.581	.000	-

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 Moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Table 4.14 shows the average result of the two groups of sample respondents and combined mean results of all responses. The mean scores of all categories of the respondents were found between 2.20 mean score (SD=.75) for “Providing Incentives for Teachers” and 3.36 mean score (SD=.79) concerning “Monitoring Student Progress”. Accordingly, the highest mean result among the ten functions of Principals' Instructional Management Rating Scales was about “Monitoring Student Progress”. This indicates that principals highly used test and other performance measure to assess progress towards the following school goals; to inform students of the school's academic progress; to inform teachers of the schools' student performance results in written form; to meet individually with teachers to discuss student progress; and discuss academic performance results and to identify curricular strengths and weakness.

However, there were differences between principals' and teachers' ratings and the ranking of the 10 instructional leadership functions listed in the table. “Monitoring Student Progress” subscale and its items was rated and ranked by principals and

teachers differently. According to principals' self-evaluation results, this item was rated 4.04 mean score (SD=.56) and ranked at third level among the 10 functions while, teachers' response shows principals' effectiveness regarding to this item was first. The result of t-test ($t(10,157) = 3.04, P = 0.003 < 0.05$), also shows statistically significant differences between principals' and teachers' ratings.

The second and third highest categories in all samples were "Communicate School Goals" ($M = 3.31, SD = .80$) and "Shape School Goals" ($M = 3.29, SD = .66$). The result of ratings of these categories shows that principals are highly demonstrating and promoting the vision and mission of the school and communicates the school's most important goals to teachers, parents, students, and the community.

Particularly, concerning "Communicating School Goals", the result of principals' and teachers' rating indicated that, principals in secondary schools of Adama City Administration discussed the schools' academic goals with teachers at school meetings; focused on the school academic goals when making curriculum decision with teachers; and ensured that the school academic goals are reflected in highly visible displays in the school.

In a similar way, regarding "Shape School Goals", the result of both principals' and teachers' rating results illustrate in Table 4.14 implies that the extent of principals' effectiveness in developing annual school wide goals; framing the school goals in terms of staff responsibilities for meeting them; using needs assessment methods to secure staff input on goal development; and using data on student performance when developing the school academic goals were found at high level of effectiveness. This means that the principals highly practiced such tasks in their respective schools, while shaping the school goals.

On the other hand, the data illustrated in Table 4.14 shows that principals' self-reporting on those two functions was significantly different from teachers ratings; principals rated as they are highly effective in communicating and shaping school goals with 4.25 mean score (SD=.42) and 4.18 mean score (SD=.46), respectively. Conversely, the result of teachers' ratings indicated that their principals are effective regarding these two instructional leadership functions as high level of effectiveness ($M = 3.25, SD = .77$) for "Communicating School Goals and ($M = 3.23,$

SD=.63) for “Shaping School Goals”. Moreover, t-test results calculated for each of the two functions shows statistically significant differences between principals’ and teachers’ responses for communicating school goals ($t(10,157)=4.256$, $P=.000<0.05$); and for shaping the school goals ($t(10,157)=4.908$, $P=.000<0.05$).

In addition to this, the results of focus group discussions conducted with the members of student councils in the schools arranged venue indicated that, the schools’ principals were communicating the school goals, vision and objectives for concerned teachers, staff members, students and parents through the meetings carried out in different times. Hence, the members of student councils confirmed that they understood the school objectives and the importance of participating for the success of the schools’ goals and are working hard to become successful in their academic performance and achievement. According to an interview result, principals and assistant principals prepared a set of annual school goals in participating stakeholders (teachers, students, parents, PTA, and school board members...) and considering their positive inputs.

The fourth highest subscale of instructional leadership rated by principals and teachers was “Supervise and Evaluate Instruction”. They rated 3.08 mean score (SD=.87), showing high level of principals instructional leadership effectiveness. However, the t-test result ($t(10,157)=3.783$, $P=0.0002<0.05$), indicates statistically significant differences between principals ($M=4.00$, $SD=0.56$) and teachers ($M=3.02$, $SD=.84$) rating. This implies that principals consider themselves as they are highly effective in ensuring that classroom priorities of teachers are consistent with the goals and direction of the schools; reviewing student work products when evaluating classroom instruction; conducting informal observation in classrooms on regular bases; and pointing out specific strengths and weakness in teachers’ instructional practices during observation feedbacks.

Concerning classroom instructional supervision, participants of focus group discussion members were showed that students who were organized into study groups are one of the internal classroom supervisors of their own class with the intention of creating good student behavior, encouraging pupils’ participation, and minimizing number of absentee students from the class. Beyond, classroom

supervision of students by themselves, internal supervisors, principals and other leaders are responsible in supervising the ongoing teaching and learning process according to the scheduled daily time tables of instruction.

A central task of the principal is to ensure that the goals of the school are being translated into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction. In addition, it includes providing instructional support to teachers and monitoring classroom instruction through numerous informal classroom visits (Hallinger, 2013:15).

On the contrary, the data presented in Table 4.14 shows that, out of the ten instructional leadership functions, “Providing Incentives for Teachers”(M=2.20, SD=.75) was the lowest subscale regarding principals’ effectiveness in leading instructional practices in their respective schools. The calculated t-test results ($t(10,157)=0.591$, $P=.555>0.05$) also indicates absence of statistically significant differences between principals (M=2.33, SD=.39) and teachers (M=2.19, SD=0.77) ratings of the items included under this subscale.

Concerning this subscale, the principals are expected to reinforce superior performance by teachers in staff meetings, newsletters, or memos. This showed compliment teachers privately for their efforts or performance; acknowledge teachers’ exceptional performance by writing memos for their personnel files; reward special efforts by teachers with opportunities for professional recognition; and create professional growth opportunities for teachers as a reward for their special contributions to the school.

Nevertheless, the result of both groups of respondent ratings shows lack of such practices in government secondary schools of Adama City Administration. If a practice of identifying and recognizing best performing teachers and the practice of providing incentives is lacking, teachers’ job satisfaction and commitment may weaken, and this intern may greatly affect the progress of the schools in general and students’ achievements in particular.

The second lowest category among the ten functions was “Promote Professional Development” (M=2.59, SD=.79). For this subscale, principals (M=2.89, SD=0.33)

and teachers ($M=2.57$, $SD=0.81$) were rated the lowest level of principals' effectiveness without significant differences ($t(10,157)=1.294$, $P=0.197>0.05$) between them. In this instructional leadership function the principals are requested to ensure that in-service activities are attended by staff consistent with the school goals; actively support the use of skills acquired during in-service training in the classroom; obtain the participation of the whole staff in important in-service activities; lead or attend teacher in-service activities concerned with instruction, and; set aside time at school meetings for teachers to share ideas or information from in-service activities.

As the results of principals' and teachers' ratings indicate, promoting professional development is not properly practiced by principals in order to capacitate professional competency of teachers for enhanced performance of student learning in government secondary schools of Adama City Administration.

The third lowest instructional function identified by principals' and teachers' overall rating were "Protect Instructional Time" ($M=2.71$, $SD=.83$). In relation to these results, instructional schedules are not effectively used to the greatest effect in the schools. This happens, because teachers are frequently interrupted by public address announcements; students are called to the office during instructional time, there is intrusion of extra-and co-curricular activities on instructional time, and teachers do not properly use instructional time for teaching and practicing new skills and concepts. However, principals and teachers rated the items differently. As a result, the calculated t-test results ($t(10,157)=2.416$, $P=0.017<0.05$) shows statistically significant differences between principals' ($M=3.29$, $SD=.52$) and teachers' ($M=2.67$, $SD=.83$) responses.

On the other hand, regarding protecting instructional time, focus group discussion participants stated that, sometimes teachers waste some minutes from an allotted teaching and learning periods, due to late arrival, or attending un-scheduled meetings with the principals; or un-expected different committee meetings in which they are assigned to participate; and are absent from the schools for different reasons.

To make up such irregularities, teachers were requested by principals to cover the wasted instructional time in their free time over the weekends. However, as some students were working for the purpose of income generating, they were not coming to participate in make-up classes and also, sometimes some teachers were absent and could not cover the make-up class schedules. This situation had an influencing factor in covering wastage of instructional time and as a consequence it had negative effects on students' academic results.

Moreover, as stated by members of student council, also principals and assistant principals similarly confirmed that wastage of instructional time was a crucial issue in their schools, due to: un-planned meetings; late arrival of teachers; absence of teachers from the schools for different reasons; and, also some students were not interested to participate in the scheduled makeup class over the weekend, so as to engaged in income generating business for their livelihood. In addition to this, a few teachers were absent after making an appointment with students to give them makeup class and tutorial programs. Independent sample t-tests were run to compare the mean differences in the ten Principal Instructional Management Rating Scale subscales or job functions, between the two groups of respondents: principals versus teachers.

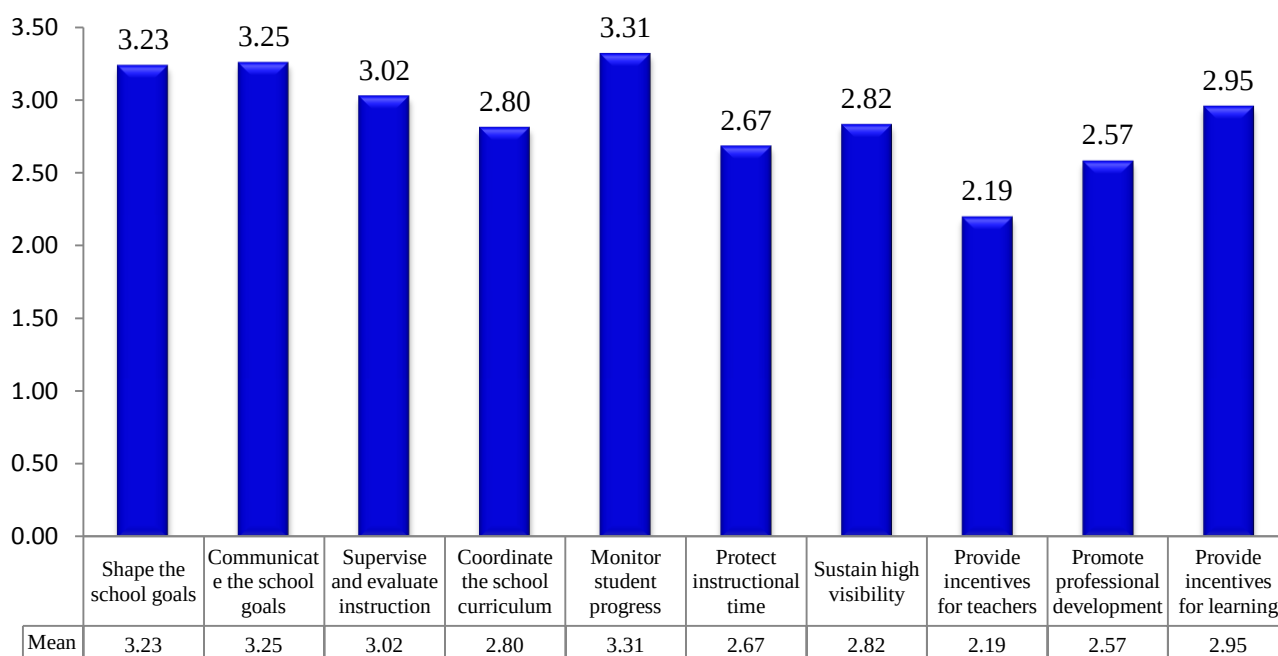
The overall, t-test results run to examine the differences and similarities between the two groups of respondents on each of the ten principals' instructional leadership functions presented in Table 4.14 indicated significant differences between principals' and teachers' responses for the majority of the subscales. In particular, absence of significant differences was observed for three subscales (number seven, eight, and nine). This shows that principals' and teachers' response from the same secondary school were not similar in their ratings of the effectiveness of principals' instructional leadership practices; except the ratings associated with the functions of providing incentives for teachers, promote professional development and maintain high visibility.

Taken as a whole, the results of respondents' rating on the ten functions (50 items) of PIMRS demonstrated in table 4.14 clearly showed that, principals in the government secondary schools of Adama City Administration had thought themselves as they

were practicing instructional leadership functions at the highest rate of effectiveness ($M=3.56$, $SD=.31$). However, teachers of those schools, perceived their principals' as they were practicing instructional leadership functions at moderate level of effectiveness ($M=2.88$, $SD=.62$). The overall ratings of principals and teachers also shows statistically significant differences between them about instructional leadership effectiveness of the principals ($t(10,157)=3.581$, $P=.0004<0.05$) in the schools under study.

In relation to using the results of PIMRS instrument in principals' leadership evaluation, Hallinger (2008), suggested to consider the source of the data as critical. According to this author, the initial validation study reported that the validity of the PIMRS results varied by respondent role group. The PIMRS yielded valid results when data were collected from teachers. However, data collected from principal self-reports were skewed when compared with other data sources. That is, the teacher results matched most closely with results obtained from interviews and documentary evidence. Accordingly, he recommended that for the purposes of research, users of the PIMRS relying on teacher reports more than principals' self-report offers greater confidence in the results (Hallinger, 2008:16).

Furthermore, in its recent analysis of the results of PIMRS instrument; Hallinger (2013:79) stated that, when used as part of a principal evaluation system, it is essential that the PIMRS be administered to the teaching staff of the principal's school. The reason for this is that only the teacher scores have demonstrated validity and reliability. Considering the above stated facts, in this study, the results of teachers' ratings for the ten sub-scales of PIMRS were separately summarized and illustrated in figure 1.



Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Figure 1: Teachers' Ratings of Principals' Instructional Leadership Effectiveness

As can be seen from Figure 1, the maximum rating of teachers was 3.31 mean score for monitoring student progress. Next to this, teachers rated their principals' instructional leadership effectiveness of 3.25 and 3.23 mean score for communicating and shaping school goals, respectively. Furthermore, they rated 3.02 mean score for supervising and evaluating instruction as the fourth level for principals' instructional leadership effectiveness.

On the contrary, teachers rated 2.19 mean score concerning their principals' instructional leadership effectiveness, on providing incentives for teachers, as a least practiced subscale ($M=2.19$). In addition, promoting professional development ($M=2.57$) and protecting instructional time ($M=2.67$) were ranked by teachers at 9th and 8th levels, respectively, among the ten subscales of principals leadership practices. The remaining four subscales rated by teachers were found in between 2.80 and 3.02 mean score. Also, regarding staff development (Hallinger, 2013:17) stated that, the principal has several ways of supporting teachers in the effort to improve instruction. He or she can arrange or, provide, or inform teachers of

relevant opportunities for staff development. The principal also can encourage certain types of staff development which are closely linked to the school's goals.

Table 4.15: Summary of Principals' Effectiveness Rating on IL Dimensions

No	<i>Dimensions</i>	Principals (N=11)		Teachers (N=158)		Total (N=169)		t-test	P- Value
		Mean	SD	Mean	SD	Mean	SD		
1	Defining the School's Mission	4.22	.40	3.24	.65	3.30	.68	4.938	.000
2	Managing the Instructional Program	3.82	.38	3.04	.68	3.09	.69	3.758	.000
3	Developing a Positive School Learning Climate	3.13	.31	2.64	.71	2.67	.70	2.285	.024
All Dimensions		3.56	.31	2.88	.62	2.93	.63	3.581	.000

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

On the basis of PIMRS dimension of instructional leadership, teachers' ratings for all items of the ten subscales were summarized into three dimensions and presented in Table 4.15. The three dimensions of instructional leadership presented in Table 4.15, describe the scope of responsibilities of the principal and the school's leadership team with respect to leading learning. However, it is also useful to place these responsibilities into the broader context of how leadership achieves its effects in schools (Hallinger, 2013:17).

According to the data of this table the minimum rating result of teachers (M=2.64, SD=.71) was for the dimension that emphasis on "Developing a Positive School Learning Climate". However, a dimension of instructional leadership, focused on "Defining the Schools Mission" rated by teachers was 3.24 mean score (SD=.65). This dimension shows the highest teachers' ratings about their principals' instructional leadership effectiveness with respect to subscales and items included under this dimension.

This implies that, principals are more effective in framing and communicating school goals, than developing the school learning climate. According to Hallinger (2013: 14), defining the schools' mission and functions, concerning the principals' roles in working with staff ensures that the school has a clear mission and that the mission is focused on academic progress of its students. "Developing a Positive School

Learning Climate” includes several functions, like: protecting instructional time, promoting professional development, maintain high visibility, providing incentives for teachers, and providing incentives for learning. Thus, from table 4.15, one can conclude that, secondary school principals are effective in developing a culture of continuous improvement in which rewards are aligned with purpose and practices in their respective schools as defining the schools mission.

As far as “Managing the Instructional Program” is concerned, teachers ratings illustrated in table 4.15, indicates principals’ instructional leadership effectiveness ($M=3.04$, $SD=.68$). Hallinger (2013:15) showed that, this dimension incorporates three leadership functions: supervising and evaluating instruction, coordinating the curriculum, and monitoring the student progress. This requires the principal to be deeply engaged in stimulating, supervising and monitoring teaching and learning in the school. The result of this study in this regard implies that secondary school principals in the study schools practiced high level of managing the instructional program functions.

4.4. Factors Affecting IL Effectiveness of Principals

This part of the questionnaire was prepared in order to answer the third basic research question of the study: What are the major factors that affect instructional leadership effectiveness of principals in government secondary schools of Adama City Administration? Consequently, the data in table 4.16 demonstrates the results of principals’ and teachers’ responses, concerning factors affecting principals’ instructional leadership effectiveness.

The researcher adapted research guide questions from the review of related literatures to find out factors affecting principals’ instructional leadership effectiveness in government secondary schools of Adama City Administration. The researcher grouped the items in to four categories: principals, teachers, education office, and resources and facility related factors. Thus, principals’ and teachers’ responses on principals’ effectiveness related factors were analyzed as follows:

Table 4.16: Factors Affecting Instructional Leadership Effectiveness of Principals

No	Items	Principals (N=11)		Teachers (N=158)		Total (N=169)		t-test	P- Value	Rank
		Mean	SD	Mean	SD	Mean	SD			
Principal's related problems										
1	Lack of educational and professional trainings	3.09	1.51	3.48	1.09	3.46	1.09	-1.115	.267	5
2	Shortage of enough time	2.73	1.42	2.75	1.08	2.75	1.08	-.075	.940	12
3	Giving higher priority for managerial activities than instructional leadership functions	3.27	1.35	3.77	1.18	3.74	1.18	-1.347	.180	1
4	Occupied by insignificant non-instructional activities	2.73	1.49	3.37	1.28	3.33	1.28	-1.597	.112	8
Teachers related problems										
1	Lack of teachers' interest to work in collaboration with principals	3.00	1.41	3.19	1.16	3.18	1.16	-.516	.606	10
2	Misinterpretation of instructional leadership roles	2.73	1.27	3.09	1.13	3.07	1.13	-1.017	.311	11
Education Offices related problems										
1	Lack of guidance and support from education offices	3.27	1.01	3.18	1.17	3.19	1.17	.247	.805	9
2	Absence of recognition and incentives for best performance	4.00	1.00	3.35	1.13	3.40	1.14	1.837	.068	7
3	Inappropriate selection and assignment of school leadership	3.55	1.21	3.61	1.16	3.60	1.16	-.172	.864	2
Resources and facility related problems										
1	Lack of resources and facilities required for instructional programs	3.64	0.81	3.49	1.04	3.50	1.04	.465	.642	3
2	Inability to fulfill schools' financial needs	3.18	1.17	3.44	1.03	3.43	1.03	-.805	.422	6
3	Inefficiency of using appropriate technologies	3.00	1.18	3.49	1.09	3.46	1.09	-1.441	.151	4

Source: Field Survey (2015)

Note: Mean= above 4.00 very high, mean=3.01-4.00 high, mean=2.51-3.00 moderate, mean=1.50-2.50 low, Mean=below 1.50 very low

Principals related factors:

In this regard principals and teachers reported the overall highest result for item number three, in which principals gave higher priority to managerial activities and stability of school discipline than for instructional leadership functions (M=3.74, SD=1.18). The next highest result of principals and teachers responses were for item number one of the problem, and was seen in it that principals lacks educational and professional training on instructional leadership (M=3.46, SD=1.09). The calculated

t-test result for all items listed under principals' related problems does not indicate statistically significant differences between principals' and teachers' responses.

In relation to this, an interview session made with principals and assistant principals, and respondents' evaluation of their principals on an open-ended question of the questionnaire result also confirmed that there were lacks of educational and professional trainings on instructional leadership among principals, and this might affect the effectiveness of principals' instructional leadership practices in the study schools.

Teachers related factors:

Regarding teachers' related factors, the data in Table 4.16 illustrates principals' and teachers' responses. This confirmed that teachers had no interest to work in collaboration with principals towards the achievement of common goals in the schools under study ($M=3.18$, $SD=1.16$).

Also, misinterpretation of instructional leadership roles of principals among the teachers were considered as factors affecting principals' instructional leadership practices and responded by principals and teachers ($M=3.07$, $SD=1.13$). The calculated t- test results ($t(10,157)=-1.017$, $P=0.311>0.05$) as well showed absence of significant differences between principals and teachers responses on the two items of teachers related factors.

Education offices related factors:

According to the data presented in Table 4.16, among education office related factors that affect instructional leadership effectiveness of the principals, the item that states about inappropriate selection and assignment of individuals on school leadership responsibilities in the study schools was responded by principals and teachers 3.60 mean score ($SD=1.16$) . In relation to this, the data indicates about field of studies of principals (Table 4.3) also, showed that among 11 principals currently working in government secondary schools of Adama City, only two (18.18%) of them were qualified in Educational Planning and Management field of study.

Moreover, the second highest result, regarding education offices related factors was absence of offering recognition and incentives for best performing principals on

instructional leadership functions ($M=3.40$, $SD=1.13$). The calculated t-test also shows absence of significant differences between principals and teachers in responding to the items listed under education office related problems.

In relation to selection and assignment of individuals on school leadership responsibilities; MoE (2006:128-131) emphasizes about careful selection of candidates for school leadership, and states that, the system for the selection of school principals is extremely important, because poor selection can lead to disastrous results. It further elaborated about the qualities required to select good educational leaders, and identified: knowledge and skills about education, provide leadership and supervision in educational areas as a major requirements to select and assign individuals on school leadership position. Moreover, regarding incentives, Susan (2003:528) stated that, performance results used for incentive should be based on a clear vision, the schools' strategy, and culture, that is; it should tie rewards behaviors and outcomes that support school priorities.

Resources and facility related factors:

As stated by Nick (2003:129) resources are the means by which the processes of education can be made operational. Also, MoE (2010:18) showed that, principals can influence classroom instruction by supplying teachers with necessary resources. School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the process could become de-motivating. General Education Quality Improvement Program (GEQIP) therefore is implementing a School Grant Program. School Grant Guidelines (SGG) have been prepared and distributed to key stakeholders (MoE, 2010:18). Accordingly, the data in Table 4.16 indicated that, out of resources and facility related problems, the highest result of principals and teachers response ($M=3.50$, $SD=1.04$) was identified as item that states about 'lack of resources and facilities required for instructional programs of the schools' affecting principals' instructional leadership effectiveness.

Besides, Paula (2013:422) suggested that, creating a meaningful and appropriate learning environment for students is a challenge for principals if the needed resources are not fulfilled. It demands not only an excellent curriculum, but also,

designing and maintaining the school building, grounds, appropriate technologies and facilities. Hence, without allocation of the required resources, the instructional objectives of the schools cannot succeed and can be highly affected by scarcity of such resources.

Moreover, concerning the utilization of appropriate technologies for instructional purposes, Mamta (2003:136) stated that, the use of technology for building student understanding has long been identified as a very powerful application of technology within the teaching and learning process. However, the results of principals and teachers response ($M=3.46$, $SD=1.09$) indicated inefficiency of using appropriate technologies for instructional purposes.

In addition to this data, the result of an interview session conducted with principals, PTA members, members of student councils, and an expert from Adama City Education Office also proved that, inefficient utilization of appropriate technology for instructional purposes and shortage of the supply of instructional technology (plasma TV, computers, internet services and the like) in the schools under study have been affecting instructional leadership effectiveness of the principals.

Moreover, in a sustainable supply of instructional resources (human and materials), the focus group discussion participants indicated that teachers assignment took place based on their field of qualification; and except few teachers, most of them were teaching their fields of studies. However, some problems were seen on the teaching skills of less experienced teachers and they suggested that the support from senior teachers was the only solution to coach them in order to come up with improvement of teaching skills in due process.

Regarding material resources, in some schools they indicated that there were problems of access to computer and internet service; to pedagogical center; to laboratory (equipments, chemicals, manuals...); to professional development materials, as well as to sufficient reference materials in the library as expected, in order to score the best achievement of students learning out comes. Also, due to large class size problems on average, 50-70 students attending their lesson in one classroom creates a problem on teachers checking daily classroom assignment and home work activities of the learners'. Human and material resources allocated from

Adama City Administration, Adama City Education Office and from Oromia Regional State Education Bureau were to some extent managed and utilized in consistent with the government rules and regulations.

Besides, the data obtained from secondary sources also proved the stated findings. According to the reports of MoE (2010:18), even though the government has made considerable investment in ICT infrastructure, especially at secondary school level, only 26.1% secondary schools have access to internet services, and 71.6% of these schools are equipped with plasma-TV.

Furthermore, at the end of part III of the questionnaire, using open-ended questions, the respondents were requested to list any other factors that influence instructional leadership practices not mentioned in the questionnaire. Accordingly, factors identified by respondents in responding to the open-ended questions (for the qualitative data) were summarized hereunder.

They said that, lack of rewards and motivation especially for good performances; lack of teachers' interest towards their profession; lack of planning on preparing additional teaching materials; the principals of the schools do not spend more time with schools and they are usually busy on non-instructional duties, like unplanned meetings; principals inability to contemplate that education is the key for development, as a school leader; problems of understanding about instructional leadership practice in school and education office; principals and assistant principals are not aware of their deficiency in instructional leadership affairs; weak collaboration of principals with teachers on instructional process; lack of confidence resulted from absence of capacity and clear guidance; lack of adequate experience among principals in leading instructional process; lack of assigning the right person to the right position in school leadership; lack of giving equal attention for all staff members, and some principals are influenced by few individuals in school environment upon accomplishing their duties.

Besides, the researcher requested principals and teachers to suggest possible solutions on the open-ended question, so as to improve principals' instructional leadership effectiveness. Hence, their response is summarized as follows.

They suggested that, the education office must provide incentives, recognition and rewards for good performance of principals and other staffs; instructional leaders must be assigned based on the objectives of educational institutions; upgrading and giving short-term training must be given to principals on educational leadership and management; principals and assistant principals should establish collaboration with teachers, students, parents and the community; giving attention to quality of education by Ministry of Education, and all other educational offices should support in accessing to technologies for schools; assigning the right individuals in the right place by evaluating their curriculum vitae, and relation to school management and administration.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

This chapter focuses on the summary of major findings, conclusions drawn from the findings and recommendations that the researcher forwards in order to improve principals' instructional leadership effectiveness.

5.1. Summary of Major Findings of the Study

The main purpose of this research was to assess instructional leadership effectiveness of principals in government secondary schools of Adama City Administration. In order to achieve this purpose, the following basic research questions were prepared and answered: what is the extent of instructional leadership effectiveness of principals' in the schools under study; in which dimensions and functions of instructional leadership practices principals are more effective; and what are the major factors that affect instructional leadership effectiveness of principals in the study schools.

The study took place on three secondary schools purposively selected out of five schools found in Adama City Administration. The sample respondents of the study were three principals, eight assistant principals, 15 internal supervisors, 31 department heads, and 234 teachers, 24 members of student council, six PTA members, and one official from the Education office of Adama City Administration.

The data collection tools used in this study was Principals Form 2.1 and Teachers Form 2.1 of PIMRS questionnaire. Principals Form 2.1 was filled out by principals and assistant principals, while Teachers Form 2.1 was used by unit leaders, internal supervisors, department heads, homeroom teachers and teachers. Moreover, additional questions concerning factors affecting instructional leadership practices of principals were prepared and used with PIMRS instrument. In addition to this, to supplement the questionnaire semi-structured interview questions were prepared and carried out with principals and assistant principals, PTA members, education office officials, and school boards. Also, focus group discussions were made with members of student councils and document analysis was evaluated with the support of the concerned groups in each school. The collected quantitative data were

processed using SPSS V-20 and statistically analyzed. Furthermore, the qualitative data was analyzed and narrated accordingly. Based on the analysis made in accordance with the study objectives, major findings were summarized as follows:

5.1.1. Background Information of the Respondents

Regarding sex, participation in the leadership position of principalship, only one (9.09 %) female was being working as assistant principal, whereas, the remaining ten (90.91%) were male principals. With reference to work experiences of the respondents, six (54.55%) principals had two to four years of service as a principal, and seven (63.64%) of them had been working in their current schools as a principal from two to four years and they were expected to gave effective leadership for teachers. On the other hand, 56 (35.44%) respondent teachers had a work experience as a teacher for ten to fifteen years. Moreover, 116 (73.42%) of respondent teachers have been working with their current principals for two to four years and are considered to be appropriate respondents to rate their principals' instructional leadership practices.

Concerning field of qualification of the principals, nine (81.82%) of them were qualified in non-educational leadership and management field of studies. While, only two (18.18%) of them were qualified in the field of educational planning and management. This shows that the regulation of Ministry of Education of Ethiopia, which requests master's degree level of qualification in educational planning and management, does not still applied in the study schools (MoE, 2010:20).

5.1.2. The Extent of Principals' Instructional Leadership Practices

In this sub section, the findings related to the extent of principals' instructional leadership practices in government secondary schools of the city are presented as follows:

Shaping the school goals: Effectiveness of principals in shaping the school goals average was rated as 3.29 mean score (SD=0.66). This indicates that the effectiveness of principals in shaping the school goals was found at high level of respondent rating. When the responses of teachers and principals were compared,

the rating of teachers ($M=3.23$, $SD=0.63$) was much lower than that of principals ($M=4.18$, $SD=0.46$).

Communicating the school goals: The average result of principal's effectiveness in communicating the school goals rated as 3.31 mean score. When the responses of teachers and principals for the items included under this subscale was compared; all items rated by principals were above 4.00 mean score. But, no item of this function was rated by teachers above 3.47 mean score. This shows the rating of principals was greater than the overall mean and teachers' ratings. Thus, the calculated t-test value ($t(10,157)=4.256$, $P=0.000<0.05$) indicates statistically significant differences between principals and teachers ratings.

Supervising and evaluating instruction: The overall principals' effectiveness concerning this function was rated 3.08 mean score and 0.87 standard deviation. Principals rated the highest score ($M=4.27$, $SD=0.79$) as they are effectively conducting formal or informal observations in classrooms on a regular basis. The highest rating score of teachers was for an item that states principals ensure that, classroom priorities of teachers are consistent with the goals and the direction of the school ($M=3.35$, $SD=0.96$).

Coordinating the school curriculum: The rating of principals on the items of coordinating the school curriculum subscales was rated as 3.44 mean score ($SD=.28$), while that of teachers was significantly lower than principals self-evaluation result ($M=2.80$, $SD=.63$). But, the overall rating result of both principal's and teacher's were found at moderate level of effectiveness ($M=2.84$, $SD=.64$). Their difference was statistically significant at t- test value ($t(10,157) = 3.259$, $P=.00<0.05$).

Monitoring student progress: The extent to which principals were effective in monitoring student progress was rated 3.36 mean score and .79 standard deviation and also showing high level of effectiveness. But, principals ($M=4.04$, $SD=.56$) and teachers ($M=3.31$, $SD=.78$) rating for all items of this subscale shows significant variations. And, the t-test value ($t(10,157) = 3.04$, $P=.003<0.05$) shows statistically significant differences between principals' and teachers' rating.

Protecting instructional time: the overall average result shows that, both principals and teachers were rated moderate level of effectiveness ($M=2.71$, $SD=.83$).

Moreover, both principals and teachers responded the lowest mean score ($M=2.49$, $SD=1.10$) for an item that states about principals who ensure that late arrival and absentee students go through specific consequences for missing instructional time. As a result the calculated t-test value ($t(10,157)=1.889$, $P=0.061>0.05$) also shows statistically insignificant differences between principals' and teachers' rating of the item.

Maintain high visibility: The results of principals' self-assessment and teachers' ratings on the effectiveness of principals in maintaining high visibility in their respective schools indicted that moderate level of practice ($M=2.84$), and the calculated t-test value ($t(10,157)=1.264$, $P=.208>0.05$). This also indicates absence of significant differences between principals and teachers' responses.

Providing incentives for teachers: In the functions of providing incentives for teachers, the overall result of principals' and teachers' rating score ($M=2.20$) showed low level of principals' effectiveness. When principals' and teachers' response for the five items of the subscale was compared, the calculated t-test value ($t(10,157)=0.110$, $P=.912>0.05$), clearly shows strong similarities between their ratings rather than differences.

Promoting professional development: The overall result of principals' effectiveness in promoting professional development subscale was responded by principals and teachers at 2.59 mean score ($SD=.79$); showing moderate level of principals' effectiveness. The calculated t- test result ($t(10,157)=-0.174$, $P=.862>0.05$) shows strong similarities between principals and teachers rating concerning this item. In general, principals' self-assessment and teachers' response for all items of this subscale indicate the similarity of their responses about instructional leadership effectiveness of the principals.

Providing incentives for learning: Principals' self-assessment for all items of providing incentives for learning functions showed very high score ($M=4.02$) than teachers' response ($M=2.95$, $SD=.87$). However, the overall results of principals' self-assessment and teachers' rating of their principals was found somewhat high level of practices ($M=3.02$, $SD=.90$). The t-test results for all items show ($t(10,157)=3.998$, $P=0.000<0.05$).

5.1.3. Dimensions and Functions of IL, in which Principals are Effective

Under this sub-title, the findings related to the major dimensions and functions of instructional leadership practices, in which principals are more effective, were presented as follows:

The mean scores of principals' and teachers' responses for the ten functions were found between 2.20 and 3.36 mean score. The highest mean result among the ten functions of Principal Instructional Management Rating Scales (PIMRS) was for "Monitoring Student Progress" ($M=3.36$, $SD=.79$). This indicates that principals used high level of test and other performance measure to assess progress toward school goals, and to discuss academic performance results to identify curricular strengths and weakness.

The second and the third highest categories from all functions were "Communicate School Goals" ($M=3.31$, $SD=.80$) and "Shape School Goals" ($M=3.29$, $SD=.66$). The results of ratings of these categories advocates that principals are highly demonstrating and promoting the vision and mission of the school and communicates the school's most important goals to teachers, parents, students, and the community.

The fourth highest subscale of instructional leadership rated by both principals and teachers was "Supervise and Evaluate Instruction". They rated 3.08 mean ($SD=.87$), showing high level of principals' instructional leadership effectiveness. This implies that principals were considered as highly effective in ensuring that classroom priorities of teachers are consistent with the goals and direction of the schools, and reviewing student work products when evaluating classroom instruction.

However, out of the ten instructional leadership functions, "Providing Incentives for Teachers" ($M=2.20$, $SD=.75$) was rated low level by both principals and teachers without significant differences between them. Concerning this subscale, the principals were not expected to reinforce superior performance of teachers; compliment teachers privately for their efforts; acknowledge teachers' exceptional performance; reward special efforts by teachers with opportunities for professional recognition; and create professional growth opportunities for teachers as a reward for their special contributions to the school.

The second low level result among the ten functions was “Promote Professional Development” ($M=2.59$, $SD=.79$) without significant differences between principals and teachers responses. The results of this study indicated that, promoting professional development was not properly practiced by principals in order to capacitate professional competency of teachers for enhanced performance of student learning in government secondary schools of Adama City Administration.

The third low level rating result responded by principals and teachers was “Protecting Instructional Time” ($M=2.71$, $SD=.83$). This implies, instructional schedule is not effectively used to the greatest effect in the schools. As a result, wastage of instructional time was found as an affecting factor of the ongoing teaching and learning process in the study schools.

Among the three PIMRS dimensions of instructional leadership, teachers rated as principals are more effective in “Defining the schools’ mission ($M=3.24$, $SD=.65$) and dimension of “Managing the Instructional Program” was rated high level of principals’ instructional leadership effectiveness ($M=3.04$, $SD=.68$). The result of this study in this regard showed that, principals’ current professional knowledge of instructional leadership has not still reached at very high level of performance.

The minimum teachers rating result ($M=2.64$, $SD=.71$) was for a dimension that gave emphasis on “Developing a Positive School Learning Climate” and showed a moderate level of effectiveness. Hence, the government secondary school principals are not effective in developing a culture of continuous improvement in which rewards are aligned with purpose and practices in their respective schools as defining the schools mission.

5.1.4. Factors Affecting IL Effectiveness of Principals

Under this sub-title, major findings related to the third basic question: (What are the major factors that affect instructional leadership effectiveness of principals?), were presented. According to the results of this study the major factors are the following: principals gave priority for routine managerial activities than instructional leadership functions; and, this fact in turn affects principals’ role in supporting teachers’ duties. Moreover, the result shows that principals do not support teachers

in getting professional training on instructional leadership from the city education office.

Regarding teachers' related factors the study showed that, teachers' collaboration with principals was not high towards the achievement of common goals in the study schools, and misinterpretation of instructional leadership roles of principals among the teachers were considered as affecting factors. On the other hand, education office related problems rated by teachers and principals indicated that there were inappropriate selection and assignment of principals, absence of offering recognition and incentives for best work performing teachers and principals. Also, the result of the study shows that lack of resources (Laboratory equipment, reference books, pedagogical centers, etc) and facilities; utilization and shortage of appropriate technologies required for instructional programs of the study schools were affecting principals' instructional leadership effectiveness.

In general, giving higher priority for managerial activities than instructional leadership functions; inappropriate selection and assignment of school leadership; lack of resources and facilities; inefficiency of using appropriate technologies; and lack of educational and professional training for principals' were identified as the major factors that affect principals' instructional leadership effectiveness in government secondary schools of Adama City Administration.

5. 2. Conclusions

According to the findings of this study, the assignment of female leaders as a principals or assistant principals was not considered and their number and participation was very low. Hence, out of 11 principals only one female assistant principal is being working with the current principal. With reference to principals work experiences, the majority of them had two to four years of service as a principal in general, and has been working in their current schools in particular. This clearly indicates work experiences of the principals were found less than four years, and the result is that they are remain with few years of experience in leading instructional process in secondary schools which has a large size of staff and pupils'.

Moreover, the findings of this study identified that there were only two principals who were qualified in the field of educational leadership and management. Other

principals and assistant principals were assigned out of the field of studies of educational leadership. From this it is possible to conclude that, the current assigned principals that have been working in government secondary schools of the city lack experience and subject specialization in the field of educational leadership and management. This confirmed that the schools under study were managed by unqualified principals in educational leadership field of studies and it has negative impact on leading the instructional process and its effectiveness in their respective schools.

Among the ten PIMRS instructional leadership functions, the findings of this study identified that, high level of effectiveness of principals on monitoring student progress; communicating school goals; shaping the school goals and supervising and evaluating instruction while promoting professional development and protecting instructional time were found at moderate level of effectiveness. And, also providing incentives for teachers was the lowest level that practiced by principals in the schools under study. Furthermore, out of the three general dimensions of instructional leadership this study has identified that, principals were moderately effective in defining school's mission than managing the instructional programs, and developing a positive school learning climate. From this it is possible to conclude that, the practice principals in managing instructional programs and the development of a positive school learning climate were not highly effective. Hence, the major tasks expected to be accomplished by principals as school instructional leader did not get sufficient attentions in their practices. Such low and moderate level of principals' instructional leadership effectiveness may be related to lack of understanding about major components and functions of instructional leadership theories and competence problems of the principals. This intern can greatly affect the instructional process of the schools' and students' academic achievement in particular and quality of education as a whole.

Moreover, among the factors affecting instructional leadership effectiveness of principals, this study found that, the selection and assignment of school leadership was inappropriate; lack of educational and professional trainings for principals; absence of offering recognition and incentives for best performances of the principals. Consequently, the principals faced shortage of resources and use of

appropriate technologies required for instructional purposes. Besides, they usually gave higher priority for managerial activities than focusing on instructional leadership functions. This signified that, they are working as instructional leaders without having proper qualification for the position, lack of supports and assistance from educational offices and other concerned bodies, particularly on capacity building programs. So, it is too difficult to expect superior efficiency from them, unless and otherwise attention was given to improve their instructional leadership competence and to alleviate the major problems encountered by principals of government secondary schools found in Adama City Administration.

5.3. Recommendations

The following recommendations were made based on the findings and the conclusions of this study in order to improve instructional leadership effectiveness of secondary school principals of Adama City Administration.

1. The findings of this study affirmed that more than 80% of school principals were not qualified in educational leadership and management in the study schools. In order to improve this issue, principals' positions need to be covered based on the knowledge of leaders with theories and practices of instructional leadership and their experiences. Further, it is advisable, to upgrade the principals who have been working in the position without educational management qualification to the field of instructional leadership through in-service training programs by Oromia Education Bureau and Adama City Education Office. In this regard giving due consideration also required for females' assignment on school leadership positions to minimize the problem of gender imbalances by both offices.
2. According to the findings of this study, out of the ten instructional leadership functions, principals' effectiveness concerning providing incentives for teachers' was found at low level of practices. Without rewarding and recognizing best work performance of teachers by principals with the collaboration of both Oromia Education Bureau and Adama City Education Office, the expected goal achievement of the schools could not be effected. Hence, it is suggested that the adaptation of legal frameworks and strategies' will be an issue on recognizing and evaluating best work performance of teachers in order to reward them within

the schools arranged program by principals or on the occasions planned by Adama City Education Office.

3. As argued by Hallinger (2013:17), the principal has several ways of supporting teachers in the effort to improve instruction. He or she can arrange for, provide, or inform teachers of relevant opportunities for staff development. The school principals also can encourage certain types of staff development program which is closely linked to the school's goals.

However, the findings of this study indicated that promoting professional development was found at moderate level of practices, next to providing incentives for teachers, in which principals were not successful to capacitate professional competency of teachers for enhanced performance of students learning in schools under study. Therefore, strengthening the current practices of professional development activity requires strong attention of principals, teachers and education offices. Particularly, mechanism of following the practice of professional development and result of attending of the program need to be developed by both Oromia Education Bureau and Adama City Education Office to initiate teachers' participation and the improvement of their competency.

4. The study shows that, teachers' late arrival and absence from the schools; and unplanned meetings with principals during instructional time were the main causes for wastage of instructional time in the study schools. Hence, wastage of instructional time recalls that the effort and consideration of Adama Education Office, the study school principals and teachers, in that it needs attitudinal change of teachers' towards properly using instructional time and providing training on time management programs.
5. Based on the finding of this study, the priority principals usually gave to accomplish were non-instructional activities and routine tasks in the schools whose instructional leadership practices were affected. In order to overcome such problems reviewing tasks and major activities of his/her responsibility, and delegating authorities related to non-instructional duties will help principals to improve their leadership effectiveness. Thus, this needs the support of Oromia Education Bureau and Adama City Education Office by organizing different

experience sharing for principals within the Region and with other Regions how to use the available human resource by delegation of authority to administrative staffs and teachers (who have less teaching load), so as to free themselves from day-to-day routine administrative activities are recommend.

6. Finally, in order to minimize problems related to shortage of instructional resources and facilities, it is better if school principals try to identify and use the available instructional resources to the maximum possible efficiencies. Furthermore, to fulfill the required basic instructional resources and facilities for instructional purpose the Oromia Education Bureau, Adama City Education Office and the study school principals need to make income generating possibilities', searching for donors support, and using untapped resources from the communities by initiating them to fully participate in schools instructional program.

In sum, the researcher forwarded the result of the study with recommendations, in order to alleviate the problems that affect instructional leadership practices of principals in Adama City Administration. Beyond the scope of this study, there might be different issues that require further investigation by conducting a research. Thus, the researcher recommends further study that needs to widen its scope to Zone, Regional or Federal level upon getting excess time and financial supports and focusing on topics, like: teachers job satisfaction, teachers attitude towards teaching profession, protecting instructional time, providing incentives for teachers, teachers professional development and other issues related to instructional leadership practices.

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Appendices

Appendix A: Request Permission to use PIMRS Instrument

E-mail message/ Address: Hallinger@gmail.com

From: tamiruchomen@gmail.com

Date: March 28, 2015

To: Dr. Philip Hallinger

Subject: **Request permission to use PIMRS instrument**

Dr. Hallinger:

I am writing this email from Ethiopia, Oromia Regional State of Adama City Administration. And, I am an MA candidate at Adama Science and Technology University, Department of Educational Planning and Management at 2015, in Educational Leadership and Management. The topic of my Thesis is “Principal’s Instructional leadership Effectiveness in Government Secondary Schools (grade 9-10) of Adama City Administration”.

In the course of reading different review of related literatures to acquaint myself with my topic I found that the PIMRS (*Version 4.7 May 14, 2008*) is the best instrument that I am decided to use for my research purpose. Please, would you allow me to use the PIMRS for my study?

Sincerely Yours,

Tamiru Chomen Weche

P.O. Box

Mobil [+251-911227663](tel:+251-911227663)

Appendix B: Permission Letter to use PIMRS Instrument

Dr. Philip Hallinger
199/43 Sukhumvit Soi 8
Bangkok, 10110, Thailand
hallinger@gmail.com

April 2, 2015

Tamiru Chomen

Dear Tamiru:

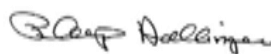
As copyright holder and publisher, you have my permission as publisher to use the *Principal Instructional Management Rating Scale (PIMRS)* in your research study. In using the scale, you may make unlimited copies of any of the three forms of the PIMRS.

Please note the following conditions of use:

1. This authorization extends only to the use of the PIMRS for research purposes, not for general school district use of the instrument for evaluation or staff development purposes.
2. This is a single-use purchase for the author's graduate research, thereby requiring purchase of additional rights for use in any future research.
3. *The user agrees to send a soft copy (pdf) of the completed study to the publisher upon completion of the research.*
4. *The user agrees to send a soft copy of the data set and coding instructions to the publisher upon completion of the research in order to enable further instrument development.*
5. The user has permission to make minor adaptations to scale as necessary for the research.
6. *If the instrument is translated, the user will supply a copy of the translated version.*

Please be advised that a separate *permission to publish* letter, usually required by universities, will be sent after the publisher receives a soft copy of the completed study.

Sincerely,



Professor Philip Hallinger

www.philiphallinger.com

Appendix C: A Questionnaire for Principals

Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and Management
A Questionnaire to be filled by Principals

Dear respondents:

I am an MA candidate at Adama Science and Technology University at 2015, in Educational Leadership and Management. The topic of my Thesis is “Instructional Leadership Effectiveness of Principal’s in Government Secondary Schools of Adama City Administration”. The purpose of this questionnaire is to collect necessary information in order to fulfill my study concerning principals’ specific job behavior or effectiveness.

Please, read each statement carefully, and tick (✓) only one number per question that best fits your answer related to the topic of the study you practiced during the past and present academic year. My study will be accomplished only when you answer all questions freely and genuinely and return the questionnaire timely. Your participation in this study is voluntary. Moreover, the information obtained through this questionnaire will be used only for the academic research purpose and your response will be kept confidential and secured. No needs to write your name.

Thank you once again!

The researcher

Part I: Demographic Questions for Principals

Please, fill in the blank space by writing a tick (✓) mark on the number of your choice as per the type of the question.

1. Name of the City _____ Name of your school _____

2. Gender: _____ Male _____ Female

3. Number of school years has been principal at this school:

_____ 1 _____ 5-9 _____ more than 15

_____ 2-4 _____ 10-15

4. Years, at the end of this school year, that you have been a principal:

_____ 1 _____ 5-9 _____ more than 15

_____ 2-4 _____ 10-15

5. Your age: A) Up to 30 years___ B) 31-40 years ___C) 41-50 years___ D) above 50 years___
6. Your highest level of education:
A) Diploma ___B) First degree___ C) Masters degree___ D) Others_____
7. Field of specialization_____
8. What position did you hold before becoming a principal?
A) Deputy principal ___B) school supervisor ___C) unit leader ___D) department head___ E) teacher ___F) other (specify)_____
9. Is the principal's position is assigned by the education office or based on selection? A) Assigned by education office ___B) based on selection by teachers___
C) Other (specify) _____

Part II: Instructional Leadership Functions

In the following table PRINCIPALS INSTRUCTIONAL MANAGEMENT RATING SCALE functions are listed. Please, read each statement carefully and **tick (✓)** only one number per question that best fits the specific job you practiced during the past and present academic year; using the following rating scales: 5= Almost always; 4= frequently; 3= Sometimes; 2= Seldom; and, 1= Almost never

To what extent do you...?	Ratings				
	5	4	3	2	1
I. Shape the school goals					
1.Develop a focused set of annual school-wide goals					
2.Frame the school's goals in terms of staff responsibilities for meeting them					
3.Use needs assessment or other formal and informal methods to secure staff input on goal development					
4.Use data on student performance when developing the school academic goals					
5.Develop goals that are easily understood and used by teachers in the school					
II. Communicate the School Goals					
1.Communicate the school's mission effectively to members of the school community					
2.Discuss the school's academic goals with teachers at school meetings					

To what extent do you...?	Ratings				
	5	4	3	2	1
3.Refer to the school's academic goals when making curricular decisions with teachers					
4.Ensure that the school's academic goals are reflected in highly visible displays in the school					
5.Refer to the school's goals or mission in forums with students					
III. Supervise and Evaluate Instruction					
1. Ensure that classroom priorities of teachers are consistent with the goals and direction of the school					
2.Review student work products when evaluating classroom instruction					
3. Conduct informal observations in classrooms on a regular basis					
4. Point out specific strengths in teacher's instructional practices in post-observation feedback					
5. Point out specific weaknesses in teacher instructional practices in post-observation feedback					
IV. Coordinate the School Curriculum					
1.Make clear who is responsible for coordinating the curriculum across grade levels					
2.Draw upon the results of school-wide testing when making curricular decisions					
3. Monitor the classroom curriculum to see that it covers the school's curricular objectives					
4. Assess the overlap between the school's curricular objectives and the school's achievement tests					
5.Participate actively in the review of curricular materials					
V. Monitor Student Progress					
1. Meet individually with teachers to discuss student progress					
2.Discuss academic performance results with the staff to identify curricular strengths and weaknesses					
3.Use tests and other performance measure to assess progress toward school goals					
4.Inform teachers of the school's performance results in written form					
5.Inform students of the school's academic progress					

To what extent do you...?	Ratings				
	5	4	3	2	1
VI. Protect Instructional Time					
1.Limit interruptions of instructional time by public address announcements					
2.Ensure that students are not called for other activities to the office during instructional time					
3. Ensure that tardy and truant students suffer specific consequences for missing instructional time					
4 .Encourage teachers to use instructional time for teaching and practicing new skills and concepts					
5. Limit the intrusion of extra- and co-curricular activities on instructional time					
VII. Sustain High Visibility					
1.Take time to talk informally with students and teachers during recess and breaks					
2.Visit classrooms to discuss school issues with teachers and students					
3.Attend/participate in extra- and co-curricular activities					
4. Cover classes for teachers until a late or substitute teacher arrives					
5.Tutor students or provide direct instruction to classes					
VIII. Provide Incentives for Teachers					
1. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos					
2.Compliment teachers privately for their efforts or performance					
3. Acknowledge teachers' exceptional performance by writing memos for their personnel files					
4.Reward special efforts by teachers with opportunities for professional recognition					
5.Create professional growth opportunities for teachers as a reward for special contributions to the school					
IX. Promote Professional Development					
1. Ensure that in-service activities attended by staff are consistent with the school's goals					
2. Actively support the use in the classroom of skills acquired during in-service training					

To what extent do you...?	Ratings				
	5	4	3	2	1
3. Obtain the participation of the whole staff in important in-service activities					
4. Lead or attend teacher in-service activities concerned with instruction					
5. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities					
X. Provide Incentives for Learning					
1. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter					
2. Use assemblies to honor students for academic accomplishments or for behavior or citizenship					
3. Recognize superior student achievement or improvement by seeing in the office the students with their work					
4. Contact parents to communicate improved or exemplary student performance or contributions					
5. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class					

Part III: Factors Affecting Instructional Leadership Practices

In the following table major factors that affect instructional leadership practices of principals' are listed. Please, read each statement carefully and show their extent of practices in your school using the scales:

5= Very high; 4= High; 3= Moderate; 2= Low; and, 1 = Very low

No	Factors	5	4	3	2	1
	Principal's Related Factors					
1	Lack of educational and professional trainings					
2	Shortage of enough time					
3	Giving higher priority for managerial activities than instructional leadership functions					
4	Occupied by insignificant non-instructional activities					

	Teachers Related Factors					
1	Lack of teachers' interest to work in collaboration with principals					
2	Misinterpretation of instructional leadership roles					
	Education Office and Policy Makers Related Factors					
1	Lack of guidance and support from education offices					
2	Absence of recognition and incentives for best performance					
3	Inappropriate selection and assignment of school leadership					
	Resources and Facility Related Factors					
1	Lack of resources and facilities required for instructional Programs					
2	Inability to fulfill schools' financial needs					
3	Inefficiency of using appropriate technologies					

Would you please list any other factors that affect instructional leadership practice that are not mentioned above?

What possible solutions would you suggest to be taken to alleviate factors that affect instructional leadership effectiveness?

THANK YOU

Appendix D: A Questionnaire for Teachers

**Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and Management**

A Questionnaire to be Filled by Teachers

Dear respondents:

I am an MA candidate at Adama Science and Technology University at 2015, in Educational Leadership and Management. The topic of my Thesis is “Instructional Leadership Effectiveness of Principal’s in Government Secondary Schools of Adama City Administration”. The purpose of this questionnaire is to collect necessary information in order to fulfill my study concerning principals’ specific job practice or effectiveness.

Please, read each statement carefully, and **tick** (✓) only one number per question that best fits your answer related to the topic of the study practiced by your principal during the past and present academic year. My study will be accomplished only when you answer all questions freely and genuinely and return the questionnaire timely. Your participation in this study is voluntary. Moreover, the information obtained through this questionnaire will be used only for the academic research purpose and your response will be kept confidential and secured. No needs to write your name.

Thank you once again!
The researcher

Part I: Demographic Questions for Teachers

Please, fill in the blank space by writing a tick (✓) mark on the number of your choice as per the type of the question.

1. Name of the City _____ Name of your school _____

2. Gender: _____ Male _____ Female

3. Years, at the end of this school year that you have worked with the current principal:

____ 1 ____ 5-9 ____ more than 15
____ 2-4 ____ 10-15

4. Years of experience as a teacher at the end of this school year:

____ 1 ____ 5-9 ____ more than 15
 ____ 2-4 ____ 10-15

5. Your age: A) Up to 30 years ____ B) 31-40 years ____ C) 41-50 years ____
 D) above 50 years ____

6. Your highest level of education:

A) Diploma ____ B) First degree ____ C) Masters degree ____ D) Others ____

7. Field of specialization ____

8. What position did you currently hold in addition to teaching?

A) Unit leader ____ B) internal supervisor ____ C) other (specify) ____

Part II: Instructional Leadership Functions

In the following table PRINCIPALS INSTRUCTIONAL MANAGEMENT RATING SCALE functions are listed. Please, read each statement carefully and **tick (✓)** only one number per question that best fits the effectiveness of your principal; using the following rating scales:

5= Almost always; 4= frequently; 3= Sometimes; 2= Seldom; and, 1= Almost never

To what extent does your principal...?	Ratings				
	5	4	3	2	1
I. Shape the school goals					
1. Develop a focused set of annual school-wide goals					
2. Frame the school's goals in terms of staff responsibilities for meeting them					
3. Use needs assessment or other formal and informal methods to secure staff input on goal development					
4. Use data on student performance when developing the school academic goals					
5. Develop goals that are easily understood and used by teachers in the school					
II. Communicate the School Goals					
1. Communicate the school's mission effectively to members of the school community					
2. Discuss the school's academic goals with teachers at school meetings					
3. Refer to the school's academic goals when making curricular decisions with teachers					

To what extent does your principal...?	Ratings				
	5	4	3	2	1
4.Ensure that the school's academic goals are reflected in highly visible displays in the school					
5.Refer to the school's goals or mission in forums with students					
III. Supervise and Evaluate Instruction					
1.Ensure that classroom priorities of teachers are consistent with the goals and direction of the school					
2.Review student work products when evaluating classroom instruction					
3. Conduct informal observations in classrooms on a regular basis					
4. Point out specific strengths in teacher's instructional practices in post-observation feedback					
5. Point out specific weaknesses in teacher instructional practices in post-observation feedback					
IV. Coordinate the School Curriculum					
1.Make clear who is responsible for coordinating the curriculum across grade levels					
2.Draw upon the results of school-wide testing when making curricular decisions					
3. Monitor the classroom curriculum to see that it covers the school's curricular objectives					
4. Assess the overlap between the school's curricular objectives and the school's achievement tests					
5.Participate actively in the review of curricular materials					
V. Monitor Student Progress					
1. Meet individually with teachers to discuss student progress					
2.Discuss academic performance results with the staff to identify curricular strengths and weaknesses					
3.Use tests and other performance measure to assess progress toward school goals					
4.Inform teachers of the school's performance results in written form					
5.Inform students of the school's academic progress					
VI. Protect Instructional Time					

To what extent does your principal...?	Ratings				
	5	4	3	2	1
1.Limit interruptions of instructional time by public address announcements					
2.Ensure that students are not called for other activities to the office during instructional time					
3. Ensure that tardy and truant students suffer specific consequences for missing instructional time					
4 .Encourage teachers to use instructional time for teaching and practicing new skills and concepts					
5. Limit the intrusion of extra- and co-curricular activities on instructional time					
VII. Sustain High Visibility					
1.Take time to talk informally with students and teachers during recess and breaks					
2.Visit classrooms to discuss school issues with teachers and students					
3.Attend/participate in extra- and co-curricular activities					
4. Cover classes for teachers until a late or substitute teacher arrives					
5.Tutor students or provide direct instruction to classes					
VIII. Provide Incentives for Teachers					
1. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos					
2.Compliment teachers privately for their efforts or performance					
3. Acknowledge teachers' exceptional performance by writing memos for their personnel files					
4.Reward special efforts by teachers with opportunities for professional recognition					
5.Create professional growth opportunities for teachers as a reward for special contributions to the school					
IX. Promote Professional Development					
1. Ensure that in-service activities attended by staff are consistent with the school's goals					
2. Actively support the use in the classroom of skills acquired during in-service training					
3. Obtain the participation of the whole staff in important in-service activities					
4. Lead or attend teacher in-service activities concerned with instruction					

To what extent does your principal...?	Ratings				
	5	4	3	2	1
5. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities					
X. Provide Incentives for Learning					
1. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter					
2. Use assemblies to honor students for academic accomplishments or for behavior or citizenship					
3. Recognize superior student achievement or improvement by seeing in the office the students with their work					
4. Contact parents to communicate improved or exemplary student performance or contributions					
5. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class					

Part III: Factors Affecting Instructional Leadership Practices

In the following table major factors that affect instructional leadership practices of Principal's are listed. Please, read each statement carefully and show their extent of practices in your school; using the scales: 5= Very high; 4= High; 3= Moderate; 2= Low; and 1, = Very low

No	Factors	5	4	3	2	1
	Principal's Related Factors					
1	Lack of educational and professional trainings					
2	Shortage of enough time					
3	Giving higher priority for managerial activities than instructional leadership functions					
4	Occupied by insignificant non-instructional activities					
	Teachers Related Factors					
1	Lack of teachers' interest to work in collaboration with principals					
2	Misinterpretation of instructional leadership roles					
	Education Office and Policy Makers Related Factors					

1	Lack of guidance and support from education offices					
2	Absence of recognition and incentives for best performance					
3	Inappropriate selection and assignment of school leadership					
	Resources and Facility Related Factors					
1	Lack of resources and facilities required for instructional Programs					
2	Inability to fulfill schools' financial needs					
3	Inefficiency of using appropriate technologies					

Would you please list any other factors that affect instructional leadership practice that are not mentioned above?

What possible solutions would you suggest to be taken to alleviate factors that affect instructional leadership effectiveness?

THANK YOU

Appendix E: Interview Guide Questions for Principals

Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and Management
Interview Guide Questions for Principals

1. How do you translate the school's vision or mission statement into objectives, goals, and outcomes?
2. How often do you conduct formal or informal supervision/observations in classrooms? What steps do you take to point out the strengths and weaknesses in teacher's instructional practices in post-observation conferences?
3. How do you encourage teachers to use instructional time for teaching and practicing new skills and concepts?
4. Is there an incentive schemes designed for/ to principals and teachers upon demonstrate effective performance in their leadership skills and teaching abilities?
5. In your opinion, is that possible to ensure instructional leadership effectiveness in your school? If yes, how? If not, why not?
6. To what extent parent involvement positively influence upon students' progress and development in your school?
7. What are the major factors that affect instructional leadership practices in your school?

THANK YOU

Appendix F: Guiding Questions for FGD with Students

**Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and Management
Focus Group Discussion Guiding Questions for Students**

1. Does your principals are communicating you about the school vision, missions and objectives based on your goal attainment? In this regard what is your role and participation?
2. Based on your knowledge, are principals protecting wastage of instructional time in your school? If yes how? If not; why not?
3. Who carried out an instructional supervision in your classroom? And, is that helpful to perform your learning activities?
4. In your opinion, is there a sustainable supply of instructional resources (human and material) in your school?
5. How often your school principals are physically visible/ present in the school compound?
6. What are the major factors that affect instructional leadership practices of principals in your school?

THANK YOU!

Appendix G: Interview Guide Questions for Education Office Officials

**Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and Management
Interview Guide Questions for Adama City Education Office
Officials**

1. What are the existed guidelines and criteria in your office to select, assign, and promote secondary school principals?
2. What are the roles and functions of principals as instructional leader?
3. To what extent principals' instructional leadership practices are effectively carried out in secondary schools? How do you rate their effectiveness?
4. How does your office assist school principals on their efforts of instructional leadership practices?
5. How often do you conduct supervision and performance evaluation of school principals? And, for what purpose you used its result?
6. Is there an opportunity of promoting professional development for principals?
7. Is there an incentive schemes designed for/to principals upon demonstrating effective performance in their leadership skills?
8. What are the major factors that affect instructional leadership practices of principals in secondary schools?
9. Is there any plan, prepared for future improvement of instructional leadership effectiveness of school principals in the city?

THANK YOU!

Appendix H: Document Observation Checklist

Adama Science and Technology University
School of Educational Sciences and Technology Teachers Education
Department of Educational Planning and Management
Document Observation Checklist

Name of School: _____

Location of the school: _____

Resources	Available	Unavailable
1. Documents showing rules and regulations of the school		
2. Documents on records of enrollment, attendance, teaching activities and disciplinary actions		
3. Documents on evaluation of student's academic achievements		
4. Checklist concerning protecting instructional time		
5. Documents on continuous professional development program		
6. Documents showing different meetings carried out by PTA, School Board, Parents and staff members of the schools in supporting teaching and learning activities		
7. Documents showing on providing counseling, guidance and induction		
8. Attraction of school compound (Aesthetics of buildings, decorating details, flowers, gardening...)		
9. Availability of instructional resources		
Competent and qualified principals and teachers		
Pedagogical Center		
Support materials (activity sheets, work books, student text books, teacher guides, ...etc)		
Computer center		
Library (Reference materials, action researches,...etc)		
Laboratory (equipments, chemicals, manuals,...etc)		
Mini-media (TVs, Radio, CDs, Audio tapes,...etc)		
Separate toilets for male and female teachers and students		
Access to telephone, internet, and fax communication		
Classroom facilities (ground maintenance and size, electric light, aeration, furniture ...etc)		
Clean tap water		

THANK YOU!