

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICE AND
CHALLENGES IN SECONDARY SCHOOL OF SOUTH WEST**

SHEWA ZONE

MA. THESIS

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HARAMAYA UNIVERSITY, HARAMAYA

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICE AND
CHALLENGES IN SECONDARY SCHOOL OF SOUTH WEST**

SHEWA ZONE

A Thesis Submitted to the Department of Educational Planning and Management,
Postgraduate Program Directorates
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In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN SCHOOL LEADERSHIP

Semeneh Nigussie

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Haramaya University, Haramaya

DEDICATION

I dedicate this thesis manuscript to my parents and to my family for nursing me with affection and love as well as for their dedicated partnership in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author was born in July, 1983 in Saden Sodo weroda, South West Shewa Zone of Oromia Regional State. He attended Primary School at Mago Primary School. He attended high school education at Yehibret Firie Secondary School. Then he attended his first degree at Bahir Dar University and received BEd degree in History in 2006. Since then, he has served as secondary school teacher, Director in South West Shewa zone in two different districts. In 2013, he joined the Post Graduate Program of Haramaya University for Masters in Arts in School Leadership in College of Education and Behavioral Science in Department of Educational Planning and Management.

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ABBREVIATIONS AND ACRONYMS

AD	Anno Domini
ESDP	Education Sector Development Program
HU	Haramaya University
MoE	Ministry of Education
NGO	Non Governmental Organization
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

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PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICE AND CHALLENGES IN SECONDARY SCHOOL OF SOUTH WEST SHEWA ZONE

Semeneh Nigussie

ABSTRACT

The purpose of this study was to assess the principals' instructional leadership practices and challenges of secondary schools of south west shewa zone oromia regional state. A descriptive survey research design was employed in this study for qualitative and quantitative data. The study included 158 respondents: 8 principals 8 vice principal, 8 supervisors, and 134 teachers drawn from eight secondary schools by using purposive sampling techniques for selection of sample principals, supervisors and simple random sampling for teachers. Data were collected using questionnaire, interview, and document analysis. Data obtained through questionnaire were analyzed using statistical tools like frequency, percentage, and mean. Moreover, data were gathered through interview and document analysis were analyzed in narrative form to complement the questionnaire. The finding of this study revealed that factors such as lack of training in educational leadership, lack of resource (material, financial and human resource), work overload, high and problems of working with community, principals' quick turn over hindered the practices of instructional leadership in the secondary schools of south west shewa zone. Based on the findings, it was concluded that the practices in managing curriculum and instruction, supervision, working for promoting a conducive school learning climate, and staff development has effect on instructional leadership effectiveness. Additionally it was concluded that the principals were not effective in playing their role of supporting and direction the instruction. In line with the above findings and conclusions, it was recommended that: the school leaders require short term and long term training of management and leadership. Therefore, woreda education department should assign principals based on their experiences in leading schools and qualification related to educational management. In addition, Region Education Bureau together with University should give training to principals on educational management during summer season.

Key word: Practice, Role, and Challenges

1. INTRODUCTION

This section consists of background of the study, statement of the problem, basic research questions, and objective of the study, significance of the study, scope of the study and operational definition of key terms.

1.1. Background of the study

Principal is the key person for an educational organization. Especially, principal plays a major role towards developing successful school. The level of responsibility principals were expected to assume is further compounded by the amount of pressure exerted by the demands of the improved education quality that already exists. In today's educational climate of heightened expectations, principals are in the "hot seat" when it comes to improving the quality of teaching and learning in schools. School principals need to be educational visionaries, instructional and curriculum leaders, assessment experts, community builders and educational experts (Chapman, 2008).

With the moves of major changes in education and changing needed for the new economy, this view of the principal instructional leadership has changed to practicing instructional leadership. Instructional leadership was a key ingredient towards improvement of learner achievements (Sekhu, 2011). A very good instructional leader can enhance the teaching and learning process in the school. According to Leech, Green and Smith (2005), effective school leader recognizes the importance of quality leadership by consistently identifying strong instructional leadership in creating positive school climate.

The global notion for improved educational leadership has been placed a form of accountability on the school function. Therefore, effective instructional leaders of the school need to know how to analyze student's performance; assist teachers when they demand support and measure students to meet performance standards. Instructional leadership as the most important role of principal to promote school improvement has been supported by research (Murphy, 2007).

Educational reform places a great change on the relationship between leadership and school improvement (UNESCO, 2005). Effective school leader can manage the school environment properly and provides an effective and efficient instructional leadership for improvement of student learning. Effective instructional leader exercises an indirect, but powerful influence on the effectiveness of school, as well as on achievements of students.

Hatcher and Hale (2006) have argued that excellent instructional leaders were very important and can play a vital role players in the process of lifting schools' performance to the desired level; also in improving the standard of students' achievement to the level demanded by most communities. Accordingly, instructional leaders need to lead teachers, students, and the community with a view to creating excellent schools. They should create visions and develop trust collaboratively with other role players in schools; these would earn them (instructional leaders) respect of all in their school communities.

Blase and Blase (2000) conducted a study into how the role of a principal as an instructional leader promotes teaching and learning in schools. The primary aim of their study was to determine teachers' perspectives on effective instructional leadership that impacts on classroom teaching. A principal's leadership behavior and his or her role as an instructional leader has been a significant impact on the creation of a more effective school, and leads to higher levels of student achievement. It was therefore reasonable to expect principals of secondary schools to manage their schools by giving instructions that was sound, balanced, and fair, to their staff members.

In the case of Ethiopia, along with the expansion of secondary schools and the high enrollment of students, many parents and students have concerns about the quality and the status of school principals in education leadership (Demoze, 2007). Thus, the government attempted to improve the educational levels of school principals to become instructional leaders. Due to this fact, the government of Ethiopia has prepared a guideline which incorporates instructional leadership functions and criteria for recruitment and selection of competent principals at secondary schools with higher standards in academic readiness, well experienced in instructional activities and aspects of teacher to be school principal (MoE, 2013). But the government, in an attempt to achieve the intended aim and

implement the guideline faced several challenges such as resistance from teachers, lack skill and training, commitment, work overload and still there are poor instructional practices.

In the Ethiopian context, although an attempt has been made to make the educational administration system professional, still a lot remain to be done, particularly in the area of training and professionalizing principals. Regarding the effectiveness of principals in leadership, MoE (2005) argues that principals failed to play their key roles. This was the reason why the researcher intended to conduct study in the South West Shewa zone. Therefore, the purpose of the study was to assess the principals' instructional leadership practices and challenges in Secondary Schools of South West Shewa Zone.

1.2. Statement of the Problem

Leadership plays an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. The success or failure of an organization depends on the quality of leadership in that organization (Ukeje, 1992). The major cause of failures for schools would be ineffective leadership, particularly the kind and quality of educational leadership provided at the school.

In view of Cheng and Townsend (2000) for education change and effectiveness, the role of principal is often crucial to their success. Today's school leaders were facing new and greater challenges, including increased accountability for student academic achievement; complex social environments that reflect the nation's ever-changing economic, racial and ethnic diversity; and a constantly changing educational landscape with new technology and limited resources (Bolden, 2003).

In most cases, the problem with instructional leadership was related to the fact that many school leaders were not educational leaders but they were assigned as leaders from any fields of study to school among teachers (Blasé. J, 2004). Moreover, there were some school leaders who perceive their role to be administrative and they purposely restrain

themselves from classroom environment. Hillinger (2003) suggests that in many cases school leaders have less expertise than teachers they supervise.

According to Blasé (2004) lack of instructional leadership continuously results in a loss of teachers' respect for the principal. It also affects teachers' performance negatively; especially those become model who require the principal's support. In other words, lack of instructional leadership usually leads to poor performance on the side of both teachers and students. Furthermore, lack of time management skills in schools by principals, will also leads to poor performance of school achievements (Murphy, 2007).

In Ethiopia, principals were expected to be instructional leaders. According to TGE (1994), principals were expected to perform educational 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. Strong leadership was a characteristic of instructionally effective school (Demoze, 2007).

The quality delivered and the success of any school was critically linked to its school leadership (Reta, 2008). The writer indicates that school principals face limitation in school vision implementation in collaboration with school members. Zenebe (1992) suggested that effective leadership was judged by the level of contribution of the leader to higher work morale and productivity. Therefore, the actual situation for teachers' better performance, the morale of principals towards performing productive work has also implication on teachers' morale on their day-to-day activities of the teaching-learning process which needs special consideration. This implies that the principal's instructional leadership practice has a great instructional problems.

Moreover, review of the Ethiopian Education, Training and Policy and its implementation, MoE (2008) found out that, leadership in secondary education was to be less than satisfactory in the areas of performing technical management leadership styles, building school culture and attractive school compound, initiating participatory decision making and school management for teachers and students, creating orderly

school environment by clarifying duties and responsibilities, and being skillful in human relations, communicating with different stakeholders.

With regard to the practice of instructional leadership in Secondary Schools of South West Shewa Zone, since the researcher himself has been working in some of the secondary schools as a teacher, department head, and school principal, he observed a lot of challenges of instructional leadership. In addition, there are still some complain from educational officials at the woreda, community and zonal levels regarding the poor performance of principals in relation to leadership responsibility, lack of training and inefficiency and lack of commitment. However, to the best of the knowledge of the researcher, there were no studies that have been conducted that show the degree of problem and the challenges that exist in the schools. This motivated the researcher to undertake this study.

Thus study was designed to assess the existing practice of instructional leadership and associated with challenges of secondary school of South West Shewa zone. Specifically, it examines the principals potential to coordinate the school communities, material input, instructional leadership competence, and enhance the quality of teaching and learning process.

1.3. Basic Research Questions

The study intends to answer the following basic research questions

1. How do principals exercise instructional leadership in Secondary Schools of South West Shewa zone?
2. To what extent principals` instructional leadership contribute to effectiveness of teaching and learning process in Secondary Schools of South West Shewa zone?
3. What are the principals` instructional leadership challenges in Secondary Schools of South West Shewa zone?

1.4. Objective of the Study

This section consists of the general and specific objectives of the study to investigate the principals` instructional leadership practices and challenges in secondary schools of South West Shewa zone.

1.4.1. General Objectives

The main purpose of this study was to investigate the principals` instructional leadership practices and challenges in secondary schools of South West Shewa zone.

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To explore the current status of principals` instructional leadership practices in the schools of South West Shewa zone.
2. To assess the contribution of principals` instructional leadership effectiveness on teaching and learning process in the school Souths of West Shewa zone.
3. To identify the principals` instructional leadership challenges in the school South West Shewa zone.

1.5. Significance of the Study

Results of this study would be very important to create awareness among secondary school leaders by indicating what sort of instructional leadership roles do they lack during leading and how should they fill these gaps in order to maintain effectiveness in leading their respective secondary schools. Hence, the researcher believes that this research report and recommendations would present the following significant contribution:

It encourages school leaders to review their practices and helps them to improve their knowledge and skill base on instructional leadership practices adversely working factors, so that they could respond appropriately.

The study results might improve the understanding of the functions being carried out by the zonal and regional education bureau that are aimed at improving the leadership capacity of the secondary school principals.

The results of the study could create awareness among school principals regarding effective practice of instruction process in their own schools and it may help those who may develop interest to make further study on instructional leadership.

1.6. Delimitation of the Study

The scope of this study was limited to secondary schools of South West Shewa zone. The study designed to investigate principals' instructional leadership practices and challenges in secondary schools of South West Shewa zone only.

The researcher would assess current principals' practice of instructional leadership and the challenges of school principals to improve teaching and learning by providing effective instruction. The subjects of the study were: - principal, sample teachers, and supervisors.

In general, the study would not go out of describing the nature of the existing principals' instructional leadership practice and challenges in secondary schools of South West Shewa zone.

1.7 Limitation of the Study

This study has a number of its own limitations. The first important limitation was lack of relevant local review literature on practice of instructional leadership. The second limitation was the research limited to only eight secondary schools as the result it may affect generalization of the findings to all schools in the Zone. Other important constraints of this study was failure to incorporate school unit leaders and department heads as data sources who are important stakeholders of education system and who are believed to have some information regarding overall process of instructional leadership. This exclusion was due to manageability and lack of transportation to collect data from this source. In order to alleviate the above mentioned limitations, the researcher tried his best to use local transportation, assistance data collectors and phone. Finally the outcome of the study was completed as it was initially anticipated.

1.8. Operational Definition of Key Terms

Challenges: Refers to the situation faced with something that needs a great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Effectiveness: Concerned with whether the things we continue to do are appropriate, particularly in the context of rapidly and increasingly demanding external environments.

Instructional Leadership: a leadership activity carried out by the school leaders with special emphasis on the teaching and learning activities.

Leadership: The process of influencing the activities of individuals or groups in an effort towards goal achievement in a given situation.

Practice: The application of knowledge to effect change in teaching and learning process.

Principal: Is an instructional leader appointed at the top position in a school to manage, operate and lead all activities of the school.

Secondary School: In this study, refers to the formal education system that offers education to grade 9 and 10 learners.

1.9. Organization of the Study

This study was organized in five sections. Section one deals with the introductory part that includes background and statement of the problem, objectives, significance of the study, delimitation, and limitation of the study and definition of key terms. Section two is about review of related literature, in this part the research questions begin to clarify, using literature review as the vehicle. Therefore, the purpose of this section is to give a clear understanding of the nature of the problem being investigated which is instructional leadership practice and challenges in selected secondary schools.

Whereas section three discusses the design and methodology under which, design of the study, the research method, data sources, sample population and sampling techniques; the type of instrument and data analysis techniques used were discussed. Section four provides presentation, analysis and interpretation of the gathered data. And in the last section the whole research project is considered. In this regard the researcher gives the summaries, conclusions and recommendations of the study. Finally, lists of reference materials used in the study, questionnaires, interview guides, document analysis checklist were attached to the research document.

2. REVIEW OF RELATED LITERATURE

This section consists of concepts, theories and experiences of instructional leadership, the roles, practices and influence of principals in enhancing learning and hindering challenges of instructional leadership

2.1. Concept of Instructional Leadership

Fundamentally instructional leadership has no uniform definition that satisfies everyone (Kruger, 2002). Different authors' defined instructional leadership was perceived as the behaviors and actions taken by the principal so as to enhance learners' achievement growth (Leithwood, 1999). The above definition implies that instructional leadership means the behaviors and actions taken by principal towards ensuring effective teaching and learning, as well as the development and achievement of all learners.

Instructional leadership contains those actions that principals take or delegate to others to promote growth in students learning (Hallinger, 2009). Blase and Blase (2000) also indicate that instructional leadership entails direct assistance provided to educators on one to one basis or by way of group development. Instructional leadership was usually aimed at the welfare of the staff. The instructional leadership guides, directs and regulates the education occurrence. It organizes educational matters such as creating educational infrastructure; planning, managing, implementing and controlling staff development programs; and evaluating the whole educational programs.

From the above explanation it was clear that instructional leadership was one of the many principal's management tasks. It was the process where principals immerse themselves in the actual teaching and learning program of the school. This immersion enables principals to identify problems with regard to staff development and staff appraisal; and to reflect on how to offer guidance and support to ensure effective learning and teaching.

2.2. Overview of Instructional Leadership in Ethiopia

Principalship in school was one of the influential administrative positions in the success of schools plans with respect to the historical background of principalship, authorities give their own argument. As indicated in Knezevich, (in Ahmad, 2006) the origin of principal ship can be traced to 1515 to the time of Johann Sturm in USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces back its origin to introduction of Christianity about fourth century A.D. However, the western type of education system was formally introduced in 1908 with the opening of Menelik second school.

After the restoration of independence in 1942, education was given high priority which resulted in opening of schools in different parts of the country. However, there was not enough educated Ethiopians to teach and to run schools, most of teachers and principals in schools were from foreign countries. According to MoE (2002) prior to 1962 expatriate principals were assigned in the elementary and high schools of different provinces of Ethiopia.

But in Ethiopia, most principals are appointed by government without enough training, experience and development in leadership. Secondary school principals had been politically appointed as leaders due to this the major problems of secondary schools in instructional leadership are: lack of professional training for principalship, lack of required qualification, commitment to making maximum use of environment resources and negative attitude towards leadership. This shows that instructional leadership as a profession has been given little attention (Demoze, 2007).

Now the government of Ethiopia recognizing the role of education in developing the country's economy, the ministry of education has placed a great emphasis on professional development of school principals, vice principals, department heads, teachers as well as officers in charge of education at different levels. In its education sector development program four (2010) the ministry of education stated that although the decentralization

reforms have been implemented some years ago and important responsibilities have been transformed to the woreda offices and school functions also needs further improvement in particular concerning school leadership. It was thus being fully aware of the importance of school leadership in its blue print (MoE, 2007) acknowledged that educational leadership were professional by their own with established theories and practices and indicated that those who assume these role were assigned as schools principals. The approaches of instruction and create an environment and situation which can lead them to practices effective instructional role.

2.3. Role of principals as Instructional Leaders

The role of principals as instructional leader helps the school to maintain a focus on why school exists and that is to help all students learn (Blase, Blase, Philips, 2010; Smylie, 2010). Shifting the focus of instruction from teaching and learning; forming collaborative structures and processes for school together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leader in a professional learning community (Lunenburg, Irby,2006). School principal can accomplish this by:-

2.3.1. Leading a Learning Community

Today's principals must become role models for learning while continually seeking tools and ideas that foster school improvement (Lashway, 2003). Simply put, schooling is organized around two key functions: Teaching and learning, and Organizing for teaching and learning. Thus, it seems clear that school principals need to manage the structures and processes of their schools around instruction.

Effective instructional leaders tend to the learning of all members of their school communities; serve as participatory learners with their staff; provide conditions through staff development programs that incorporate study of professional literature; demonstration and practice of new skills and peer coaching; use action research focused on

collecting student data; study the effects of new strategies on students; possess a broad view of the expertise of their teachers

2.3.2. Encouraging Collaboration

A key task for principal was to create a collective expectation among teachers concerning students performance. Principals needed to raise the collective sense of teachers about student learning (DuFour, DuFour, Eaker, Karhanek, 2010). Then principals must work to ensure that teacher expectations were aligned with the schools instructional goals. Furthermore, principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of a school (Elmore, 2005; Senge, 2006).

Principals must develop and sustain school structures and cultures that foster individual and group learning. That is to say principal must stimulate an environment in which new information and practices were eagerly incorporated into the system. Teachers were more likely to pursue their group and individual learning when there were supportive conditions in the school, such as particularly effective leadership (English, 2008; Northouse, 2010). Schools where teachers collaborative in discussing issues related to student learning was more likely able to take advantage of internally and externally generated information. Teachers can become willing recipients of research information if they were embedded in a setting where meaningful and sustained interaction with researcher occurs in an egalitarian context (Blankstein, Houston, Cole, 2009).

One popular collaboration structure is teacher team. Schools were recognizing that teachers should working together in teams as opposed to working individually in isolation in their classrooms. High performing team would accomplish four things (Smylie, 2010). They would clarify exactly what students should know and be able to do as a result of each unit of instruction, they would then design curriculum and share instructional strategies to achieve those outcomes, they would develop valid assessment strategies that measure how well students performing, then they would analyze those results and work together to come up with new ideas for improving those result and regular assessment and analysis of student learning are key parts of the team`s process.

2.3.3. Using Data to Improve Learning

Schools gauge their progress in achieving student learning, in three factors can increase a school's progress in achieving learning for all students (Blankstein, Houston, Cole, 2010; Love, 2009). The primary factor was the availability of performance data connected to each student. Performance data needed to be broken down by specific objectives and target level in school curriculum. The instructional leader was able to connect what is taught to what were learned. The curriculum goals should be clear enough to specify what each teacher should teach. And an assessment measure, aligned with the curriculum, would indicate what students have learned (Popham, 2010a, 2010b).

The second factor was the public nature of assessment system. Annually, the school district should publish a matrix of schools and honor those schools that have performed at high levels. This might provide role models for other schools to emulate. At the school and classroom levels, it provides a blueprint of those areas where teachers should focus their individual educational plan and where grade levels or schools should focus the school's professional development plans. The public nature of data from the accountability system makes clear where schools are. Performance of each subgroup of students on assessment measures makes the school community aware of which students were well served and which students was not well served by the school curriculum and instruction.

The third factor in gauging progress toward achieving student learning was specifically targeted assistance provided to schools that were performing at low levels. Before the advent of accountability systems, it was not evident which schools and students needed help (Lunenberg, Ornstein, 2008). The first step was to target the school in need of help based on student performance data. From this it was important to identify the performance of students before providing support as the main function of school principals.

2.3.4. Providing Support

Instructional leaders need to provide training, teaching tools, and the teachers support they need to help all students reach high performance levels. Specifically, teachers need access to curriculum guides, text books, or specific training connected to the school curriculum. They

need training on using assessment results to diagnose learning gaps (Downey, Steffy, Poston, 2009). Teachers must know how each student performed on every multiple-choice item and other questions on the assessment measure. And training must be in teachers' subject areas. Only then teachers were prepared to help students achieving at high levels.

In addition to professional development for teachers, all schools need an intervention and support system for students who lag behind in learning the curriculum. Schools need to provide additional help to students who lag behind in core subjects either in school, after school, on weekend or during summer. Board of education and school instructional leaders need to supply the financial resources to fulfill this mandate. This involves acquiring materials, information, or technology; manipulating schedules or release time to create opportunities for teachers to learn; facilitating professional networks; and creating an environment that support school improvement efforts (Lunenburg, Ornstein, 2008).

A focus on student learning usually means changes in curriculum, instruction, and assessment – that is, changes in teaching. The history of school reform indicates that innovation in teaching and learning seldom penetrates more than a few schools and seldom endure when they do (Elmore, 2005). Innovations frequently fail because the individuals who make them happen –those closest to the firing line-classroom teachers, may not be committed to the effort or may not have the skills to grapple with the basic challenge being posed (Fullan, Hill, Crevola, 2006). Thus principals need to ensure that teachers have skills to help all students' performance at high levels. By providing various professional developments training on different academic matters (curriculum, instruction and assessment) the school principal enhance student academic achievements.

2.3.5. Aligning Curriculum, Instruction, and Assessment

Principals need to ensure that assessment of learning was aligned with both the school's curriculum and the teachers' instruction (English, 2000; Popham, 2010a). When they were well constructed and implemented, assessment can change the nature of teaching and learning. They can lead to a richer, more challenging curriculum; foster discussion and collaboration among teachers within and across schools; create more productive

conversations among teachers and parents; and focus stakeholders` attention on increasing student achievement.

2.4. Instructional Leadership in Enhancing Learning

An instructional leader was a person and a notion, the notion that learning should be given top priority while everything revolving around enhancement of learning. Principals need to work closely with student, developing teaching techniques and methods as a means for understanding teacher perspectives. Hence, to have credibility as an instructional leader, the principal should also be a practicing teacher. Instructional leader need to know what was going on in the classroom.

The schools primary product was a population of the graduates who have the technical and life skills they need to cope up in increasing competitive world. Good instructional leaders to be aware of the variety of the ways in which students` progress can and should be assessed. Even more importantly, principals need to use assessment results in ways that help teachers and students improve and that help parents understand where and why improvement is needed.

Assessing the instructional program was essential for improvement of the instructional program (Weber, 1996). The instructional management job function of monitoring student progress refers to the principal use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals to improve students` academic achievements. The instructional leader initiates and contributes to the planning, designing, administering and analysis of assessments that evaluates the effectiveness of the curriculum. This continuous scrutiny of the instructional program enables teachers to effectively meet students need through constant revision and refinement. Therefore, instructional leaders promote quality instruction by conducting teaching conferences and evaluating, visiting classroom, providing specific suggestions and feedback on the teaching-learning process and determining teacher`s assignments in the best interests of the student learning.

Gorgon and Andrews (2002) explain that the following are issues that contribute to instructional leaders' ability in solving problems of teaching and learning: sharing a common vision and goals to bring about change; playing a key role in increasing the effectiveness of pedagogical leadership practice in their school; focusing on activities maximizing learning outcomes and learner performance. Leadership engage the whole school in conversation concerning meaningful use of assessment data; use of data for inquiry and decision making; use of tool to enable school leaders and teachers to implement change in schools; promotion of a culture of high standards and the use of appropriate assessment for improving learning and designing improvement plans aimed at improving the instructional effectiveness of the teacher as to enhance the students learning.

2.5. Skills which Principals Need to Develop

The school principals need to have different skills in order to support and direct the teachers in different teaching and learning activities to improve students' academic achievements. Moreover, the following were some of the main skills principals need to develop.

2.5.1. Instructional leaders as staff development promoter

The holistic definition of instructional leadership was an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace in line with shared goals, and promoted by teachers' collaboration, teacher learning opportunities, teacher certainty, teachers' commitment, and student learning (Fullan, 2009). In every school it was the principal's responsibility to see to it that staff members develop in their work. The starting point for development was induction. A school needs a program for introducing new educators in the school, even experienced educators.

In support of this view the instructional leaders should encourage the formation of groups because they offer a situation in which the inexperienced can learn from the experienced. As schools were involved in fulfilling their mission, the people in them must at the same time be provided opportunities to grow and develop. Through the staff

development process individuals were provided opportunities to engage in self-evaluation and capacity building. Educators were involved in selecting the topics and planning the staff development activities. It was likely that such an exercise would boost the level of educators' commitment to their work.

The instructional leader should involve others in the task of management; he or she would be supported by his or her colleagues who would see many of the decisions reached as their own. This would reduce the pressure on the instructional leader and in sharing the tasks of leadership he or she would be preparing others for leadership positions so that when their turn comes they should be ready to equal the challenge. Planning staff development activities was the major method of improving instruction. It was therefore essential that each school should have a policy for staff development, which should help the school to attain its aims.

2.5.2. Professional development of staff members

Professional development refers to many types of educational experiences related to an individual's work. In education, research has shown that quality teaching and school leadership was the most important factors in improving student achievement. For teachers, school leaders as well as district leaders to be as effective as possible, they need to expand their knowledge and skills continually and implement the best educational practices. Educators learn to help students learn at the highest levels. Many people may not be aware of their local school system's methods for improving teaching and student learning. Professional development was also the only way educators can learn so that they were able to better their performance and raise student achievement (Cooper, 2009).

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation and prompt feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development was not effective unless it caused teachers to improve their

instruction or caused administrators to become better school leaders. The effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. There was no substitute for rigorous thinking and execution. Unfortunately, many educators responsible for organizing professional development have had no formal education in how to do it.

The learning experiences they create for others are similar to their own experiences, many of which were neither positive nor effective. Effective school leaders were crucial to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they were to be the effective leaders needed for sustained innovation. School capacity was another crucial variable affecting the quality of instruction as well as the performance of students. At the heart of school capacity were principals who were focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources. Therefore, the way principals were treated, the respect they were shown by senior colleagues, the responsibility they were offered, and the opportunities for professional discussion provided to them, all contribute to their personal development. The principal's conduct and behavior should be exemplary.

2.5.3 Development of communication skills of staff members

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information to a receiver (Melons, 2008). Effective communication occurs only if the receiver understands the exact information or the idea that the sender intended to transmit. Many of the problems that occur in schools are the direct result of people failing to communicate, or of processes that lead to confusion and can cause good plans to fail. Studying the communication process is important because instructional leaders can coach, coordinate, counsel, evaluate, and supervise throughout this process. It is a chain of understanding that involves all members of a school from top to bottom, bottom to top, and from side to side.

The advantage of having principals who use their communication skills effectively at schools is that they would improve the understanding as to which school and classroom practices improve student achievement. Such principals know how to communicate with teachers effectively to bring about positive change. They support teachers in carrying out instructional practices aimed at assisting all students succeed in their studies; thus prepare them (teachers) to become principals. A principal needs to be skillful in exposition, questioning, leading discussions, eliciting responses from learners and in selecting appropriate material for teaching and learning. It is the duty of the principal one as an instructional leader to help educators develop these skills.

Besides, Cooper (2009) states that schools need to create models of shared leadership, which incorporate talents and energies of principals, teachers, students, and parents to foster communication. This mode of instructional leadership provides for learning and working with other teachers, students and parents to improve the quality of instruction. It is their responsibility to create a strong school culture that enables teachers to collaborate with them in redesigning the instructional program so that all students can learn.

Effective communication involves more than speaking; people communicate by writing, listening, and using non-verbal signals to get their message across. What people don't say while speaking could be just as important as what they do say; and how our body language supports or refutes what we say could signify the difference between communicating and just speaking. Principals spend the vast majority of their days communicating. How they address their department can set the stage for effective communication within a school. Principals must keep in mind that feedback may not always be positive, but it should still be accepted and acknowledged. Maintaining a positive attitude is essential in effective communication.

2.5.4. Developing the skills of staff members with regard to learner performance

The leadership role should be manifested in the culture the principal creates within the school. Effective instructional leaders in school settings create a strong culture that is viewed as fundamental in striving to realize the school's mission. Principals should send a clear

message that both students and teachers are crucial and equal, and take steps to involve them in all aspects of the school community. The principal should reframe the role of teaching to be a collaborative, rather than an isolated work. In effective schools teachers work very differently, engaging in regular collaboration around lesson planning, data analysis, and shared problem-solving activities. Principals play a key role in creating and sustaining this culture of collaboration, including creating opportunities for teachers to engage in collaborative planning and joint professional development within and across grade levels.

They also provide professional development that enables teachers to use curriculum, assessments, and student data to improve student learning. Principals allocate resources, time, people, and money within the school to support implement action. And they also allocate resources for unplanned interventions in order to make provision for struggling students who might fall behind. School principals need knowledge of the various developmental aspects of the child's development; namely, physical, intellectual, emotional and social development.

2.5.5. Developing skills of evaluating teachers' performance

Evaluating teachers is one of a principal's most important responsibilities. Evaluating a teacher is the single most important task a principal has. The evaluation process needs communicating a vision for the school (Poston, 2009). Hence, these points help instructional leaders to provide effective feedback for the improvement of instruction.

2.6. Influence of Instructional Leader in School

Hale and Moorman (2003) state that effective leadership is at the heart of all successful organizations. As regards the influence of the school principal, the literature survey reveals the following: It is agreed that school leaders have an influence on the running of schools and that they play a key role in school improvement.

Leithwood and Roehl (2003) also add that school leadership has a significant influence on student learning, which is second only to the influence of teachers on teaching and the

quality of the curriculum. Although large-scale quantitative studies of schooling indicate that the influence of school leadership on student performance is small, they conclude that it is, nevertheless, significant.

Numerous studies on school effectiveness conclusively indicate that leadership quality is a key factor in determining the success or failure of schools. Vick (2004) is more hesitant in his support of the above positive findings. Seeking to prove that leadership makes a measurable and real difference remains a major challenge for principals and researchers. He also argues that, although there seems to be a vague conception of the causal factors that link leaders to student performance, these relationships vary and take time to determine.

Training programs for school leadership have been criticized for equipping principals with the skills to run schools as they exist today rather than forming leaders who can guide and develop schools for the future. However, there is an ongoing need for a different type of a school leader, and also a need to prepare different types of leadership to address the changing contexts of education.

2.7. Challenges for Instructional Leadership Effectiveness

The major drawback in the education system of developing countries like Ethiopia has been found to be that teachers are promoted as leaders without having knowledge or training of leadership. While (Alam, 2012, Khan, 2013) pointed out that the success of instructional programs of the schools depends up on the motivational level of administrators. But many contextual factors affect the effectiveness of instructional leadership practice. Today, successful principals concentrate on the shared vision, conversation with staff, sharing knowledge and focuses on students achievements (Lumbert, 2002).

Several situational and environmental factors other than materials and financial resources, can affect the operation of instructional leadership practices of any school. For many years schools attempted to change the instructional leadership practices. But, instructional leaders often faced with a number of roadblocks: incompetence in educational leadership, lack of incentive for teachers, problem related to teacher promotion, lack of administrative skills and

commitment of assigned as school leaders, shortage of educational material and finances are among problems frequently cited as hindrance for effective instruction of the school (MoE, 2004).

Additionally, disconnected departmental subcultures, a resistance to school wide interventions, norms for teacher autonomy and teacher tracking, lack of training on and support for teachers who have significant learning gaps were challenges (McLaughlin & Talbert, 2007). Even though there are economic, political and social barriers the following were cited as challenges to the effectiveness of instructional leadership practices: lack of skill, knowledge, and training, lack of cooperation, lack of adequate resources, lack of time and lack of vision, will and courage.

Beyond the personal traits of a leader, there are specific skill and knowledge if principals want to be a leader. This skills and knowledge were: effective communication, motivation, and planning. As Sergiovanni(2001) stated that technical, human, educational skills and knowledge are essential properties instructional leaders have to possess. However, lack of knowledge, skills and ability of instructional leadership were the basic challenge in school effectiveness. This was due to leader without adequate skills and training in educational leadership, has little contribution for the improvement of learning.

Teachers' cooperation is important for instructional leadership effectiveness. The cooperation of all stakeholders namely: teacher, student and parent could be available in school climate where the leaders practice democratic leadership (MoE, 2002). Often principals seem too busy with the all day to day responsibilities of running their school to effectiveness, but they do not seem to have enough time to practice instructional leadership as expected. Yet, cooperation of teachers` primarily needs servant leadership (Harris, & Muijis, 2005).

Lack of adequate resources of all type and support from central offices discourage instructional leaders. Bureaucratic management that hampers timely assignment of human, financial and materials resources required can restricte the success of the school and limits development of teachers (Dimmock, 2000).

Principals have many educational responsibilities for effectively performing their job. These roles were disseminating information, paper work, organizing too many report, many non-academic demands and work overload that consumes much of principal time. Therefore, only principals committed to instructional improvement can choose and use their time for the enhancement of the classroom instruction and teacher development.

Leaders have a vision; leaders see problems that need to be fixed or a goal that needs to be achieved. It is the focus of leaderships` attention and will to achieve the intended goals. But nothing can affect instructional improvement more than lack of leaders will. Instructional leaders have to spend more time on improving the teaching and learning initiation and encourage others to achieve educational goals. However, lack of vision, will and courage could hinder the effectiveness of instructional leadership practices Sergiovanni (2001).

The education reform and policy in Ethiopia has developed different criteria and process of selection and placement of school principals. The policy instructs to select and assign the most qualified principals to the position. Dereje (2007) added that Ethiopian school leaders badly lack theoretical knowledge of school leadership.

3. RESEARCH DESIGN AND METHODOLOGY

This section gives an overview of the basic research design and methodology that was used to carry out the study. Under this overview the basic research design, description of study area, source of data, target population, sample size and sampling techniques, data collection instrument, procedures of data collection, method of data analysis and ethical consideration were treated in detail.

3.1. Description of the Study Area

This study was conducted in South West Shewa zone of Oromia region. South West Shewa zone was one of the zones in Oromia region located at 116 KM south west of the country's capital, Addis Ababa. The zone contains 11 woredas and 1 city administration with its capital city weliso town. South West Shewa zone is bordered in North by Oromiya Special zone, in West by West Shewa zone, in South by SNNP and in East by SNNP. The climatic condition of South West Shewa zone is mostly woina dega and dega. The ethnic groups living in South West Shewa zone are: Oromo, Amhara, Gurage, Tigre and other nationalities.

Based on statistical report of 2007 EC obtained from South West Shewa zonal communication office, the total population inhabited in the zone was estimated about 1,300,465. The majority of the people depend on farming activities and some people are engaged in trading activities. In this zone, there are 28 secondary schools, 2 Poly technique Colleges, 2 Private Universities and Weliso campus Ambo University. In this zone, there are 28 secondary schools. From these, the researcher conducted his study in 8 secondary schools (South West Shewa Zone Education Office 2009E.C).

3.2. Research Design

The purpose of this study was to assess the practice of principals' instructional leadership and challenges of school principals in secondary school of south west shewa zone. To achieve the desired objectives, the researcher used descriptive survey design, because it was found appropriate to get an exact description of current instructional leadership practices in

schools. Assessment of facts using descriptive research design, as Sharma (2001) states, allows the description of the present status of given phenomena. The study belongs to descriptive research that aims to describe the existing phenomena of the instructional leadership practice in secondary schools of South West Shewa zone. With regard to the use of descriptive survey research design, Best and Khan (2003) have argued that descriptive survey design is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing.

Mixed approach was used in collecting data. Quantitative approach considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative approach was also employed so as to obtain detail descriptions of the phenomena such as direct quotations capturing people's personal perspectives and experience of instructional leadership through in depth interview. McLaughlin et al. (2001) believe that for information that cannot be obtained through quantitative method can be effective in obtaining such information in qualitative data.

3.3. Sources of Data

To get sufficient and reliable information about the study, data was obtained from both primary and secondary sources.

3.3.1. Primary Sources of Data

The primary sources of data were school principals, vice principals, supervisors and teachers of secondary schools in South West Shewa zone. Those on the managerial position were contacted as information sources for the reason that they directly involved in the practice of school leadership. Teachers were taken as sources of information for the reason that they were direct participants in instructional activities.

3.3.2. Secondary Sources of Data

Secondary data was collected from documents mainly by focusing on the records such as: - support documents of leadership, classroom observation documents and continuous

professional development documents and minutes that show what leadership decisions were made and discussed concerning the school based supervision and instructional leadership support of secondary schools.

3.4. Target Population, Sample Size and Sampling Techniques

This study was conducted in secondary schools located in South West Shewa zone. In the South West Shewa zone there were 28 secondary schools and 1238 teachers in 2017 academic year based on the annual educational report of zonal education office. Out of these, the researcher selected a sample which contains 8 secondary schools found in the zone. In these secondary schools, there were a total of 288 teachers, 8 supervisors, 8 principals and 8 vice principals. Regarding the school sample, 8 sample schools were selected by using simple random sampling technique and used as data sources because of the experience they have compared to other schools. Accordingly, the selected secondary schools include: Bantu, Busa, Daj.Balcha, Dilela, Harbu Chulule, Teji, Weliso and Yehibret Firie secondary schools.

After selection of the sample schools, the respondents of the study were selected. Accordingly, data were collected from four categories of respondents including 8 supervisors, 8 principals, 8 vice-principals by using purposive sampling technique since due to their direct involvement in the practice of leadership. In selecting sample teachers, out of 288 teachers in secondary schools the researcher selected 144(50 %) teachers by using simple random sampling technique. The researcher used the schools teachers' attendance to select the sample teachers randomly. Lottery method was used with the assumption that all teachers` have equal chance of being selected and to obtain representatives. Therefore, the total number of research participants as respondent was 168.

Table1. Summary of population, sample size and sampling techniques

No	Schools` Name	Respondents	Population	Sample size	%	Sampling techniques
1	Bantu Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	30	15	50	Simple random
2	Busa Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	40	20	50	Simple random
3	Daj.Balcha Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	14	7	50	Simple random
4	Dilela Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	32	16	50	Simple random
5	Harbu Chulule Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	30	15	50	Simple random
6	Teji Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	42	21	50	Simple random
7	Weliso Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	40	20	50	Simple random
8	Yehibret Firie Secondary school	Supervisors	1	1	100	Purposive
		Principals	1	1	100	Purposive
		Vice-principals	1	1	100	Purposive
		Teachers	60	30	50	Simple random
Total			312	168		

Source: South West Shewa Zone Education Office 2009E.C

3.5. Data Collection Instruments

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

3.5.1. Questionnaire

The first type of data collecting instrument that was employed in collecting data was questionnaire. A self-developed questionnaire was distributed to 144 sample teachers who were selected as information sources. Questionnaire was selected to be used in collecting data because the number of respondents in these groups was large. Open ended questions were included because they give respondents a freedom to give their extended view on the issue. Close ended questions were also used in the process. Responses from participants were taken using 5 point scale which represent 1, strongly disagree 2, disagree 3, undecided 4, agree and 5, strongly agree (likert scale) method of rating and the respondents were expected to express their degree of agreement.

3.5.2. Interview Guide

Interview was the second important data gathering instrument in this study. Self-developed and semi-structured interview questions were prepared and administered to 8 principals, 8 vice principals and 8 supervisors. The researcher asks a predetermined set of questions, as specified in the interview schedule. One of the main advantages of semi-structured interview was that it provides uniform information, which assures the comparability of data (Kumar, 1999). Thus, semi-structured interview was conducted once with school principals and supervisors for 15 minutes each. With respect to the place of interview, school principals and supervisors were interviewed in their offices.

3.5.3. Document Analysis

Document analysis was the other method of data gathering tool. Various documents including school support documents of leadership and records were explored in the process

of the study. It was believed that the data gained in this method were used to validate the information gathered through questionnaire and interview.

The researcher reviewed the documents to identify consistency of questionnaires' responses and interview with actual practice. The review focused on classroom observation documents, continuous professional development documents, and support documents of leadership and minutes of yearly that show the leadership decisions made and discussed concerning the school based supervision and instructional leadership support of secondary schools.

3.6. Procedures of the Study

First, the researcher visited the woreda education office and discussed the purpose of the study showing the letter of cooperation obtained from Haramaya University and asked the woreda education offices to write a letter to selected secondary schools. Then the researcher visited the school director and vice-principals, and discussed the purpose of the research by giving them letters obtained from University and woreda.

Before the final questionnaires were administered, pilot testing was conducted in Kersa secondary school which was not included in the main study. This helped to ensure that the respondents understand what the questionnaire needs to address and it was done with the objectives of checking whether or not the items contained in the instruments enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. The draft questionnaires were distributed to 30 teachers were selected purposively. After the questionnaire were filled and returned the reliability and validity of items are measured by using SPSS version 20. Then Crobach` Alpha reliability was calculated for the questionnaire was mean 0.9. Thus, Joseph and Rosemary, 2003 provide the following rules: >0.9= Excellent, >0.8= Good, >0.7= Acceptable, >0.6= questionable, >0.5= Poor and <0.5= Unacceptable. Then, the questioner were administered to and collected from respondents with the help of assistance data collectors and researcher himself.

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No	Theme	No. Item	Alpha value
1	Practice	25	0.997
2	Role	16	0.997
3	Challenge	9	0.994
Total			0.996

The researcher in cooperation with the school principals provided orientation for respondents about the objective of the research, the data collection tools and fixed time and place for research purpose. The questionnaires were distributed for teachers and principals in school compound. The researcher gave three days for the respondents to complete the items and to provide accurate information. Just in the case where the questionnaire was not returned, the researcher received every respondent, phone number to call them. With regard to the interview, the researcher contacted the principals and supervisors to obtain their permission to participate in the interview and the researcher conducted the interview in their offices. Later on, when the interview was over, the researcher transcribed what has been collected for the use of research activity and let them check whether their voices are properly captured.

3.7. Method of Data Analysis

After the collection of data from respondents, the next step was analysis of the data. The researcher applied descriptive statistics based on the basic questions stated and on the nature of the data collected. Depending on the nature of the variables (practice, role and challenges) quantitative as well as qualitative data analysis methods were employed. To begin the analysis, first respondents were categorized into different groups in terms of the practices that they have in leadership activity. Then, different characteristics of respondents were analyzed by using frequency and percentage. Secondly, the quantitative data obtained through Likert Scale in questionnaires were organized and tabulated around the sub-topics related to the research questions. Descriptive statistics like arithmetic mean and standard deviation were calculated for those items prepared in Likert type of scale. Data was inserted into statistical software (SPSS version 20) and further analyses were done. Finally the qualitative data that were collected through interviews and document analysis

were analyzed qualitatively and reported through narrative description to complement the quantitative data.

3.8. Ethical considerations

Before conducting the study the researcher obtained support letter from Haramaya University in order to conduct research. The researcher then obtained permission from woreda and principal of each participating schools by requesting through a letter to be allowed to carry out his research in the institutions. The study required the researcher to inform the participants the purpose of the study. A comprehensive consent form which provides the participants with an explanation of the research and the right to terminate their participation at any time with no penalty. It was explained clearly to the participants that they had the freedom of choice to participate or not to participate, and that the information gained from them through their responses would be kept confidential. They were assured that the data would not be revealed or linked to individual subjects by name.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

The study covered eight secondary schools of South West Shewa Zone namely; Bantu, Busa, Daj.Balcha, Harbu Chululle, Teji, Weliso and Yehibret Fire secondary schools. A questionnaire with 50 items was prepared and distributed to 144 sample teachers who have been selected as information sources. From distributed questionnaires to teachers, 134 (93%) were filled and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with eight vice principal, eight principals and eight supervisors and also information from document analysis was gathered to triangulate the data obtained.

In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted into SPSS for analysis. Then, the mean and standard deviation for the respondents` teachers were identified and analysis was done using SPSS. To determine the existence/implementation of the different instructional leadership practices in the secondary schools of the South West Shewa Zone, a mean point of decision was set. Accordingly, an average mean point of less than 1.80 is considered as strongly disagree, 1.81-2.60 as disagree, 2.61-3.20 as undecided, 3.21-4.20 as agree and 4.21-5.00 as strongly agree. From this 1 represent strongly disagree 2 represent disagree 3 represent undecided 4 agree and 5 strongly agree.

In the first part of the analysis, the characteristics of the respondents in relation to their age, sex, education level, qualification, work experience. In the second part of the analysis, the views of the teacher respondents were analyzed and interpretation was made based on mean and standard deviation.

4.1 Characteristics of Respondents

Table 2. Characteristics of respondent

No	Item	Category of item	Respondents							
			Teacher		Principals		Supervisors		Total	
			N	%	N	%	N	%	N	%
1	Sex	Male	100	74.6	16	100	8	100	124	78.5
		Female	34	25.4	-	-	-	-	34	21.5
		Total	134	100	16	100	8	100	158	100
2	Age in years	Below25 years	17	12.7	-	-	-	-	17	10.7
		26-35 years	50	37.3	4	25	2	25	56	35.5
		36-45 years	43	32	10	62.5	5	62.5	58	36.8
		46-55 years	14	10.5	2	12.5	1	12.5	17	10.7
		Above56 years	10	7.5	-	-	-	-	10	6.3
		Total	134	100	16	100	8	100	158	100
3	Qualification or level of education	Diploma	-	-	-	-	-	-	-	-
		BA/BSC/BE D Degree	130	97.1	14	87.5	7	87.5	151	95.5
		MA/MSC/ MED Degree	4	2.9	2	12.5	1	12.5	7	4.5
		Total	134	100	16	100	8	100	158	100
4	Work experience	Below 5 years	8	6	-	-	-	-	8	5.1
		6-10 years	15	11.2	2	12.5	1	12.5	18	11.4
		11-15 years	65	48.5	6	37.5	2	25	73	46.2
		16-20 years	36	26.8	8	50	4	50	48	30.4
		21 and above years	10	7.5	-	-	1	12.5	11	6.9
		Total	134	100	16	100	8	100	158	100
5	Area of specialization	Subject matter	128	95.5	12	75	6	75	146	92.4
		EDPM/Pedagogical science	6	4.5	4	25	2	25	12	7.6
		Total	134	100	16	100	8	100	158	100

As shown in table-2 item 1, 100 (74.6%) of the teacher respondents, 16(100%) of instructional leaders (main principals, vice principals) 8(100%) of supervisors were males, while the remaining 34(25.4%) of the teachers were female respondents. According to this data, almost 75% of the respondents were males and only 25 % were females in all positions.

With regard to the age distribution of the respondents as indicated under item 2 of the same table, 17 (12.7%) of teachers respondents fall in the age range of 25 and below years, 50(37.3%) of teachers respondents fall in the age range of 26-35 years, 43(32%) of teachers respondents fall in the age range of 36-45 years and 14(10.5%) of teachers respondents fall in the age range of 46-55 years old respectively. The remaining 10(7.5%) of the teacher respondents were 56 and above years old.

Regarding the instructional leader respondents (main principals and vice principals) 4(25 %) of them lie in the age range of 26-35 years old, 10(62.5 %) of the instructional leaders lie in the age ranges of 36-45 and the remaining 2(12.5%) of instructional leaders lies into the age range of 46-55 years old. Regarding supervisor respondents 2(25%) lies in the age ranges of 26-35 years old, 5(62.5%) respondents lies in the age range of 35-45 years old and the remaining 1(12.5%) of respondent fall in the age range of 46-55 years old respectively.

In sum, out of the total (158) respondents, 17(10.7%) were in the age range of under 25 years old, the majority 58 (36.8%) were in the age range of 36-45 years old and above, 56(35.5%) were in the age range of 26-35 years old and the remaining 10(6.3%) lie in the age range of 46-55 years old respectively.

In terms of level of education, as shown in item 3 of the above table, the majority of teachers 130 (97.1%) were BA/BSC/BED degree holders, while the remaining 4(2.9%) of them were M.A/MSc/MED degree holders. With regard to principals 14(87.5) of them were BA/BSC/BED Degree holders and 2(12.5%) were MA/MSc/MED degree holders. The educational level of supervisors 7(87.5%) were BA/BSC/BED degree holders and 1(12.5%) of them was MA/MSc/MED degree holder. These data imply that a significant number of under qualified instructional leaders are engaged in teaching and leading activities in

secondary schools of South West Shewa zone respectively without having leadership training.

In addition, the data shows that the level of education of the majority of the teacher respondents (78.8%) was equal to or better than that of school leaders. Such condition might be one of the challenges for instructional leaders in carrying out their school leadership activities successfully. Thus, it would be possible to infer from this that the placement of individuals in a leadership position was on appointment basis rather than on proper educational background from any field of study.

Item 4 of table 2 shows that 8(6 %) of the teacher respondents had below 5 years experience, whereas 15(11.2%) teacher respondents had 6 to 10 years experience, 65(48.5%) teacher respondents had 11 to 15 years of experience, 36(26.8%) teacher respondent had 16 to 20 years experience and 10(7.5%) teacher respondents had above 21 years experience. This implies that the majority of teachers was less experience and need more support from the school leaders. About 2(12.5%) of the school leaders had 6 to 10 years experience, 6(37.5%) principals had 11 to 15 years experience and 8(50%) principals had 16 to 20 years experience. Additionally, 1(12.5%) supervisor had 6 to 10 years experience, 2(25%) supervisors had 11 to 15 years experience, 4(50%) supervisors had 16 to 20 years experience and 1(12.5%) supervisors had 21 and above service years of experience respectively.

Under item 5 of the above table, the teachers, the instructional leaders (main principals, vice principals) and supervisors were asked to indicate their areas of specialization. Accordingly, majority 128(95.5%) of the teachers were academic subject area graduates and 6(4.5%) of the teachers were graduate of EdPM/pedagogical science. Majority 12 (75%) of the school leaders were academic subject area graduates and 4(25%) of principals were graduate of EdPM/pedagogical science. 6(75%) of supervisors were academic subject area graduates and 2(25%) of supervisors were graduate of EdPM/pedagogical science respectively.

As these data show, almost all of the instructional leaders and supervisors of secondary schools of south west shewa zone were subject area graduates, even though a blue print of

Teacher Development Program (MoE, 2007) has stated that the academic qualification required for the secondary school principals are Master of Art degree in Educational planning and Management. This might have its own negative implication on the overall success of leaders in the implementation of their respected roles.

4.2. Principals` Instructional Leadership Practice.

As the review of the related literature discussed in the foregoing chapters revealed that the effectiveness of instructional leadership practices are mainly determined by the extent to which instructional leadership dimensions are implemented in the organization. Thus, the instructional dimensions including managing curriculum and instructional program, supervising instruction, monitoring instructional program and promoting positive school learning climate were examined to see their implementation in the schools. In addition to that, the teaching learning roles of instructional leaders (main principals and vice principals) and major challenges that affect the effectiveness of instructional leadership were assessed.

A five point scales ranging from which 1 represent strongly disagree 2 represent disagree 3 represent undecided 4 agree and 5 strongly agree were used. In order to determine the degree of implementation of each of the instructional practices and roles in the secondary schools, the following mean ranges were used as a cut point. A mean values less than 1.80 as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as undecided, 3.41-4.20 as agree and 4.21-5.00 as strongly agree level of implementation of the items one.

4.2.1. Managing Curriculum and Instruction

Managing curriculum and instruction is among the major functions of leaders who involved in to educational issues. It basically refers to the instructional leaders activities of providing opportunity for staff to collaborate for the alignment of curriculum contents and achievement. It also refers to a principal works with teachers to coordinate curriculum and provide the necessary assistance for teachers for instructional issues. In this regard, six questions were administered to gather the opinions of teachers. A five point scales ranging from which 1 represent strongly disagree 2 represent disagree 3 represent undecided 4 agree and 5 strongly agree were used.

Table 3. Managing Curriculum and Instruction

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum	134	Frequency	43	66	10	8	7	2.02	1.054
			Percent	32.1	49.3	7.5	6	5.2		
2	Check periodically students result.	134	Frequency	41	62	18	9	4	2.05	0.991
			Percent	30.6	46.3	13.4	6.7	3.6		
3	Advice department heads regarding the challenges they faced in relation to the implementation of the curriculum.	134	Frequency	38	65	22	6	3	2.03	0.912
			Percent	28.4	48.5	16.4	4.5	2.2		
4	Provide the necessary support to departments and comment for curriculum improvement.	134	Frequency	35	68	19	10	2	2.07	0.914
			Percent	26.1	50.7	14.2	7.5	1.5		
5	Evaluating the effectiveness of instructional program.	134	Frequency	32	58	26	13	5	2.26	1.047
			Percent	23.9	43.3	19.4	9.7	3.7		
6	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process	134	Frequency	28	49	29	17	11	2.50	1.193
			Percent	20.9	36.6	21.6	12.7	8.2		

Key: N: Number of sample, SD: Standard Deviation

As indicated in item 1 of table 3 the above, the respondents do not agree with their principals' Coordinate the curriculum evaluation process of the school to address problems related to the curriculum selection and organization of teaching materials and making them available for use by teachers. The item has mean score of 2.02 and standard deviation of 1.054. From this, one can infer that principals were not in a position to coordinate the curriculum evaluation process and address the problem related to curriculum.

With regard to item 2 of the above table, the respondents did not agree with their principals' Check periodically students result making teachers to use instructional for teaching. The item has mean score of 2.05 and standard deviation of 0.991. From this, one can understand that principals were not making check periodically student result to use for teaching and learning activities.

As shown in item 3 of the above table, the respondents mostly did not agree with their principals' advice department heads regarding the challenges they faced in relation to the implementation of the curriculum. The item has mean score of 2.03 and standard deviation of 0.912. From this, one can infer that principals were not in a position to get of the advice of all department heads regarding the challenges they faced in relation to the implementation of different curriculum activities in schools. In opposing this, Krug (1992) , instructional leaders are the prominent key players in managing curriculum and instruction that ensuring teaching time optimally used. Similarly, instructional leaders should support the teaching program according to the school calendar and also have the responsibility to provide directions, guidance, schedule co-curricular activities and assure that teachers have the necessary instructional materials to carry out their duties

With respect to item 4 of the table above, the respondents disagree with their principals' should provide the necessary support to departments and comment for curriculum improvement. The item has a mean score of 2.07 and standard deviation of 0.914. From this, one can infer that to lower extent principals were provide the necessary support to departments and comment for curriculum improvement. The school leaders are expected to supply the necessary support to teachers for the effectiveness of curriculum and instruction in turns resulted in students academic achievements. According to Riordan (2003), school

leaders especially with low performing schools are typically ineffective in providing support, mentoring to improve instruction, providing direction and resources for teaching learning and professional developments.

From above table 3, item 5, the majority of respondents do not agree with their principals' evaluating the effectiveness of instructional program. The item has a mean score of 2.26 and standard deviation of 1.047. From this, one can conclude that principals were in a lower position to evaluating the effectiveness of instructional program.

As indicated in item 6 of the table above, the respondents disagree with their principals ensure the timely allocation of resources (human, material and financial) necessary for instructional process. The item has a mean score of 2.50 and standard deviation of 1.193. From this, one can infer that principals were not in a good position to ensure the timely allocation of resources (human, material and financial) necessary for instructional process. In addition to the above, the result of respondent from open ended questions seems that most of their school instructional leaders were ineffective in managing curriculum and instructional activities.

The study revealed that in managing curriculum and instruction that weak performance had been observed in the areas of timely allocation of resources (material and financial) necessary for instructional process, scheduling co-curricular activities in support of formal instructional process and the beginning of instructional process according to the school calendar. Instructionally effective schools, however; are expected to focus ample time in instructional process, prevent instructional time from disruptions, allocations of resources for instructional process, providing co-curricular activities and motivating and support teachers, (Fullan, 2010).

To triangulate the data, the researcher interviewed school principals, vice principals and supervisors how does their office was giving the necessary support to all teachers to enhance their teaching practices. To that end, school most of them agreed on the above teachers' responses. The majority of leaders said, “We provide lower support for teachers in management of school curriculum and instructional activities rather we focus on office work”

From the above table 3 , the responses suggests that teaching learning process was hampered because of the lower position of school principal in managing curriculum and instruction at south west shewa zone secondary schools. This low practice of instructional leadership practices in managing curriculum and instruction results in low students' academic achievements. According to research of Pansiri (2004) conducted to assess the effectiveness of instructional leadership in secondary school management in Botswana, with descriptive study using questionnaire. Leadership skills, coordination of instructional activities, management of curriculum activities and quality of learners were a key variables that guided the study. The results reveal school management teams` lack interpersonal skills for monitoring instruction, in ability to mobilize school community to provide resources and to participate in school instructional improvements activities, lack of creativeness and innovation for management of curriculum change. Hillinger and Murphy (1987) suggest that lack of knowledge in curriculum and instruction deters the instructional leadership role.

4.2.2. Monitoring Instructional Program

A key task for principal was to create a collective expectation among teachers concerning student performance. That was, principals need to raise the collective consciousness of teachers about student learning (DuFour, et al, 2010). Then principals must work to ensure that teacher expectations were aligned with the schools instructional goals. Furthermore, principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of a school (Elmore, 2005; Senge, 2006).

Monitoring the instructional activities refers to the principals use of test result for setting goals, evaluating instructional activities and measuring progress toward school goals. Thus, the ultimate goal of monitoring instructional program is to ensure that all students have were successfully attained proficiency in their learning. In this regard, five questionnaires administered to gather the opinion of teachers.

Table 4. Monitoring instruction

No	Items	N	Response	Response alternatives					Mean	SD
				1	2	3	4	5		
1	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function	134	Frequency	34	62	23	10	5	2.17	1.017
			Percent	25.4	46.3	17.2	7.5	3.7		
2	Inform the school`s performance result to teachers in a report form after effective monitoring of the activities	134	Frequency	27	66	23	14	4	2.26	.997
			Percent	20.1	49.3	17.2	10.4	3		
3	Meet individually with teachers to discuss students academic progress	134	Frequency	42	68	17	5	2	1.93	.851
			Percent	31.3	50.7	12.7	3.7	1.5		
4	Use test result to assess progress toward school goals	134	Frequency	26	59	24	16	9	2.42	1.133
			Percent	19.4	44	17.9	11.9	6.7		
5	Providing specific suggestions and feedback on teaching and learning process.	134	Frequency	32	64	18	14	6	2.23	1.070
			Percent	29.3	47.8	13.4	10.4	4.5		

Key: N: Number of sample, SD: Standard Deviation

As it can be seen from table 4, item 1, the respondents disagree with their principals, practice of encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function. The item has a mean score of 2.17 and standard deviation of 1.017. This shows that principals practice of encouraging teachers to hold the school's testing practice as integral part of the total instructional process than treating it as a separate function was ineffectively implemented in the secondary schools of the Zone. Richard (2010) indicated that personal qualities interpersonal skills, knowledge and understanding vision and value, leading teaching and learning, developing self and others, leading improvements, change leading management of school, engaged and working with community are the factors that would improve instructional practice of schools.

As indicated in the table 4, item 2, the respondents did not agree with their instructional leaders practices of inform the school`s performance result to teachers in a report form after effective monitoring of the activities. The item has a mean score of 2.26 and standard deviation 0.997. This indicates that most of the principals were in lower practices of informing the school`s performance result to teachers in a report form after effective monitoring of the activities. This poor performance of school principal failing to report students result may lead to the student lower achievements.

From above table 4, item 3, the majority of respondents do not agree with their principals` activities of meeting individually with teachers to discuss student`s academic progress. The item has a mean score of 1.93 and standard deviation of 0.851. From this, one can conclude that principals were in a lower position to meet individually with teachers to discuss students` academic progress for the effectiveness of instructional program. Wessenu, (2006) has asserted that as the evidence supplies quality school leaders understand teaching and meet individual teachers and are respected by their staff, are willing to hold themselves and others responsible for student learning and enhance the capacity of teachers. However, the practice of principals in the study area was ineffective to make discussion on students` academic achievements.

With respect to item 4 of the table above, the respondents disagree with their principals' use of test result to assess progress toward school goals. The respondents` response item has a

mean score of 2.42 and standard deviation of 1.133. From this, one can infer that to a lesser extent, principals were using test results to assess progress toward school goals improvement.

From the above table 4, item 5, most respondents disagree with school principal practices of providing specific suggestions and feedback on teaching and learning process. The respondents' response item has a mean score of 2.23 and standard deviation of 1.070. From this one can understand that the school principals were not effective in providing specific suggestions and feedback on teaching and learning process. This implies the school principals did not provide adequate suggestion and feedback for the effectiveness of teaching and learning as the result decrease the students' academic performance. As Singhal et al. cited in Gashaw (2008) pointed one of the most embarrassing factors for the current poor reputation of schools and presumed failure of many excellent innovations is that teachers have not had adequate well informed and direct supervision to help them understand and implement new practice.

On the other hand, the qualitative result, the researcher interviewed principals, of secondary school, how often woreda supervisors monitor secondary schools. From this interview most the school leaders responded that the woreda supervisors monitor secondary schools some times in one academic year. Most of the time woreda supervisors do not want to go to schools for supervision purpose because they are busy by weroda report writing. One of school principal said:

Our supervisor come to our school and monitor us some times in a year, he comes to school even when the zonal or higher officials went to school and when there are a problem arose in school, but most of them just seat in their office and take report by telephone message. He comes to school once and twice in one academic year because we didn't get adequate support from woreda supervisors.

The response from principals suggested that the woreda supervisors were not adequately monitoring secondary schools in study area. The qualitative data obtained from principals confirmed that of the response obtained from the quantitative data. This could affect the

teaching and learning of the schools in the study area because there was not sufficient monitoring of instructional activity in school. Additionally the researcher interviewed secondary school supervisors, how often they monitor secondary schools. They replied that they made supervision and monitor secondary schools some times because there are many schools in their area so to make all schools supervision it is difficult and there is also work overload for office.

Since I have work overload and organizing report of different school achievements, I monitor the instructional activities of the school once or twice in a year even for the purpose of school and principal appraisal and when there were problem in schools.

Regarding this, the researcher made review of document analysis in the study area school and also verified that instructional leaders were not regularly using check list for monitoring instructional programs. Therefore, it can be concluded that the tasks of monitoring the secondary schools programs found to be poor. Thus, effective monitoring of the instructional activities needs much effort to improve the performance level of their respective schools. However, there was no discussion with teachers on students' academic progress, the absence of collecting regular classroom information on student achievement and low support for students with special instructional help.

Arguing this, Goslin. K.G (2009), in monitoring student progress, the major roles of school leaders is classroom observation, which is one of the most powerful tools in collecting information on students progress, not only with regard to academic achievement but also about their skills, attitudes and social behaviors. This serves as a base for discussion with teachers on students' academic progress and to identify students whose continuous assessment results indicate a need for special instructional help.

4.2.3. Supervising the Instruction

As literatures show, the major roles of supervisions are to examine the instructional process and assist teachers to be competent in their subject area and at the end achieve students learning progress. Unless instructional leaders endeavor to manage and evaluate the day to day activities and cope up with current supervisory leadership demand, it would be

difficult for them to provide the necessary support for teachers and obtain the required results. Instructional leaders, then, are expected to play supervisory leadership role through examining the direction of the ongoing educational changes, teaching approach, continuous assessment, and task centered research and instructional material (MoE, 2007). For this research, about seven questionnaires were administered to identify the opinion of teachers.

Table 5. Supervising the Instruction

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Make class room visit for the purpose of improving instructional process.	134	Frequency	35	60	20	13	6	2.21	1.078
			Percent	26.1	44.8	14.9	9.7	4.5		
2	Give adequate time after class visit to discuss the problem and plan improvement together.	134	Frequency	40	57	24	12	1	2.08	.950
			Percent	29.9	42.5	17.9	9	0.7		
3	Hold regular meeting with each department for the purpose of improving curricular and instruction.	134	Frequency	33	59	19	16	7	2.29	1.122
			Percent	24.6	44	14.2	11.9	5.2		
4	Use teaching staff meeting to discuss curriculum and instructional issues.	134	Frequency	27	62	24	15	6	2.33	1.061
5	Create opportunities for professional discussion among teachers.	134	Percent	20.1	46.3	17.9	11.2	4.5	2.32	1.100
			Frequency	29	63	19	16	7		
			Percent	21.6	47	14.2	11.9	5.2		
6	Encourage teachers to use different instructional methods	134	Frequency	31	58	21	18	6	2.32	1.108
			Percent	23.1	43.3	15.7	13.4	4.5		
7	Make regular follow-up and provide feedback to teachers.	134	Frequency	27	64	18	16	9	2.37	1.135
			Percent	20.1	47.8	13.4	11.9	6.7		

Key: N: Number of sample, SD: Standard Deviation

As indicated in the table 5, item 1, the respondents did not agree with their instructional leaders' supervisory practices of making class room visit for the purpose of improving instructional process. The item has a mean score of 2.21 and standard deviation 1.078. This indicates that most of the principals were in lower supervision activities to make classroom visit for the purpose of improving instructional process. Arguing this, Phillips (2012) says that effective school leaders support teachers and monitor classroom instruction through numerous formal and informal classroom visits to acquire first hand information concerning instruction, teachers and students problems to sustain effective teaching and learning environments.

As shown above in table 5, item 2, most respondents disagree with principals supervising activities to give adequate time after class visit to discuss the problem and plan improvement together. The item has a mean score of 2.08 and standard deviation 0.950. This indicates that most of the principals were not ready to give adequate time after class visit to discuss the problem and plan improvement together. Rather they left such type of works and mostly engaged in a paper feedback report activities to make evaluation. This implies that classroom visits were done for the purpose performance appraisal. However, instructional leaders are expected to make classroom visit for the purpose of instructional improvement rather than teachers' performance appraisal. In this connection, (Krug, 1992) noted that the focus of instructional leaders should be more oriented to staff development than to performance appraisal. This implies implementing program may enrich the teaching experiences of teachers or motivating them to attend such program.

With regard to item 3 of the table above, the respondents disagree with their principals' hold regular meeting with each department for the purpose of improving curricular and instruction. As shown above the respondents' response item has a mean score of 2.29 and standard deviation of 1.122. From this, one can infer that the principals did not hold regular meeting with each department for the purpose of improving curricular and instruction to assess progress toward school goals improvement. This implies that the absence of regular meetings with each department for the purpose of curriculum and instruction. According to Beyene, (2011) most school leaders have not given due attention to instructional leadership

parts of their role. Although the role of school leaders as an instructional leader is widely advocated it was not practiced in secondary schools of South West Shewa Zone.

From above table 5, item 4, the majority of respondents disagree with their principals' activities of calling teaching staff meeting to discuss curriculum and instructional issues. The item has a mean score of 2.33 and standard deviation of 1.061. From this, one can conclude that principals did not always use teaching staff meeting to discuss curriculum and instructional issues with teachers to discuss student's academic progress for the effectiveness of instructional program.

As indicated in the table 5, item 5, the respondents did not agree with their instructional leaders' practices of creating opportunities for professional discussion among teachers. The item has a mean score of 2.32 and standard deviation 1.100. This indicates that most of the principals were in lower practices of creating opportunities for professional discussion among teachers. As a result, there was a disagreement among the school community which leads to conflict in obeying each others.

As can be seen from table 5, item 6, the respondents disagree with their principals, practice of encouraging teachers to use different instructional methods. Because of the response of respondents has a mean score of 2.32 and standard deviation of 1.108. This shows that principals, practice of encourage teachers to use different instructional methods was rarely motivated and implemented in the secondary schools of the Zone. This might challenge the instructional practices in schools due to lack of encouragements.

From above table 5, item 7, the majority of respondents did not agree with their principals' activities of making regular follow-up and provide feedback to teachers and meeting individually with teachers to discuss students' academic progress. The item has a mean score of 2.37 and standard deviation of 1.135. From this, one can infer that the principals were unsuccessful in making regular follow-up and provide feedback to teachers for the effectiveness of instructional program. Besides the above questionnaires there was an also open ended question for teachers on how they evaluate their leaders in supervising instruction. Most of the response from teachers shows that their school leaders were

ineffective in making supervision activities rather they gave mandate for department heads as to make supervision. According to Zulu (2004), supervision is an act of managing, overseeing and giving direction to education. It is, therefore, important to have a shared vision of what is supposed to be happening in the classroom with the teacher.

To triangulate the data, the researcher interviewed principals of secondary school, how do they evaluate their school based supervision practices to enhance their teaching practices. From their response the interviewees agreed on the response of teachers. They evaluated their supervision practice at lower rate. They responded that school based supervision held mostly in a year twice or three times. One of school leaders said that:

Our school held school based supervision once or twice in a year by delegating department heads since we are busy with the office work, so when evaluated our school supervision we are at lower level of supervision practice. But it is very important to enhance the teaching and learning activities.

This can also be confirmed from the output of interview held with supervisor. They replied instructional leaders in the schools provide school based supervision to support teaching and learning practices once or twice per year and they also indicated that the time taken to comment after class was very minimal. However, they agreed on the poor practice of school based supervision as the problem of themselves. Additionally the researcher tried to make document analysis on classroom observation with the exception of two schools have some document, the majority of sample schools did not have classroom observation document or checklist that shows their support of instruction.

From the above table, the efforts towards providing support to teachers should not be made in line with professional growth and development of teachers. This is to mean that supervision did not give prior attention for teachers in guiding and initiating activities with the assumption of improving the capabilities. Miskel, (1999) revealed that in appropriate monitoring instruction by principals and supervisors, negative thought and lack of commitment, less involvement through competitive support have shown that the role of school instructional leadership is generally limited. Instructional leaders are, therefore,

responsible for facilitating the working condition of teachers and need to invest their efforts to make teachers fit in teaching profession.

4.2.4 Promoting a Conducive School Learning Climate

A constructive school climate and atmosphere is one where individuals are valued, cared for, and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication both within and outside the school. Promoting an academic learning climate refers to the behaviors of the instructional leaders that influence the norms, beliefs and attitudes of teachers, students, and parents of the school so as to create smooth relation and motivation on each them. In order to assess to what extent instructional leaders attempted to promote conducive school learning climate, seven items were prepared and administered for teachers.

Table 6.Promoting a conducive school learning climate

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school	134	Frequency	33	58	20	16	7	2.29	1.124
			Percent	24.6	43.3	14.9	11.9	5.2		
2	Create positive environment in which good working relationship exist.	134	Frequency	28	61	24	18	3	2.30	1.020
			Percent	20.9	45.5	17.9	13.4	2.2		
3	Advocate school environment conducive to student achievements.	134	Frequency	27	58	21	19	9	2.44	1.160
			Percent	20.1	43.3	15.7	14.2	6.7		
4	Provide support in building collaborative cultures among teachers.	134	Frequency	31	63	19	13	8	2.28	1.107
			Percent	23.1	47.3	14.2	9.7	6		
5	Encourage a culture of trust between school leaders and teaching staff	134	Frequency	29	57	22	17	9	2.40	1.157
			Percent	21.6	42.5	16.4	12.7	6.7		
6	Establish a productive working relationship with the community	134	Frequency	36	57	18	13	10	2.28	1.180
			Percent	26.9	42.5	13.4	9.7	7.5		
7	Are understandable when personal concern causes teachers to arrived work late or leave early.	134	Frequency	25	59	24	18	8	2.44	1.120
			Percent	18.7	44.5	17.9	13.4	6		

Key: N: Number of sample, SD: Standard Deviation

As it can be seen from table 6, item 1, the respondents did not agree with their instructional leaders practices of establishing supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school. The item has a mean score of 2.29 and standard deviation 1.124. This indicates that most of the principals were in lower position to establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school. But school principals have the responsibility to establish supportive and motivating school atmosphere to work as a team in the school with all stake-holders. The issue of community participation and all stakeholders in local context clearly demonstrated by MoE, (2002), system in which the community takes part in educational financing, conducting school based research, enhancing education, strengthening community school relationship and supporting teachers in their problems. Furthermore, principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of a school (Elmore, 2005; Senge, 2006).

As the data indicated in the same table 6, item 2, the respondents disagree with instructional leaders were creating positive environment in which good working relationship exist. Their response has a mean score of 2.30 and standard deviation 1.020. From this one can infer that the school principals were at lesser position on the creating positive environment in which good working relationship exist. As pointed out by Kerr (2004 positive school climate promotes cooperative learning, group cohesion, respect and mutual trust or good climate for learning.

As it can be seen from table 6, item 3, the respondents disagree with their principals, practice to advocate school environment conducive to student achievements. The item has a mean score of 2.44 and standard deviation of 1.160. This shows that principals, practice of advocating school environment conducive to student achievements was at lower level in the secondary schools of the Zone. However, research on school climate suggested that the positive school interpersonal relationship and optimal learning opportunities for students in all demographic environment can increase achievement levels and mitigate maladaptive behaviors (McEvoy and Welker, 2000).

As indicated in the table 6, item 4, the respondents did not agree with their instructional leaders' practices to provide support in building collaborative cultures among teachers and inform the school's performance result to teachers in a report form after effective monitoring of the activities. The item has a mean score of 2.28 and standard deviation 1.107. From this one can infer that most of the principals were not successful in providing the necessary support in building collaborative cultures among teachers.

From above table 6, item 5, the majority of respondents do not agree with their principals' activities to encourage a culture of trust between school leaders and teaching staff and meeting individually with teachers to discuss students' academic progress and staff well being. The item has a mean score of 2.40 and standard deviation of 1.157. From this, one can conclude that principals were in a lower position to encourage a culture of trust between school leaders and teaching staff for the effectiveness of instructional program. However, it is difficult to think save and healthy school environment in the absence of teachers motivation and effective parent communication on the students progress. Supporting this, Murphy (2010), says that effective school leaders foster the development of the school learning climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, providing incentives for teachers and students.

With respect to item 6 of the table above, the respondents disagree with their principals' activities to establish a productive working relationship with the community. The respondents' response item has a mean score of 2.28 and standard deviation of 1.180. From this, one can infer that to lesser extent principals were in effective to establish a productive working relationship with the community toward school goals improvement. This implies that the instructional leaders are missing one of their tremendous roles of bridging the gap between schools and the community, which is the backbone for school development.

From the above table 6, item 7, most respondents disagree with school principal are understandable when personal concern causes teachers to arrive for work late or leave early. The respondents' response item has a mean score of 2.44 and standard deviation of 1.120. From this one can understand that the school principals were not understandable when

personal concern caused teachers to arrive at work late or leave early in providing specific suggestions and feedback.

To triangulate the data, the researcher interviewed principals of secondary schools, on how often they discuss on teaching and learning process with students, teachers, and school leaders. Majority of the leaders responded as always they discuss on teaching and learning processes but some of them also replied sometimes made discussion with stakeholders on teaching and learning process. As one of principals replied:

We discussed on teaching and learning process with different stake-holders always. We have a plan of discussion but we did not put into practice effectively always because of work overload and lack of supervision from the head office. However, as much as possible we made discussion with teachers, students and leaders always even though, we didn't follow the school plan properly.

The researcher also interviewed secondary school supervisors on how often they discuss on teaching and learning process with students, teachers, and school leaders. They replied the schools rarely discussed with students, teachers and leaders and we didn't follow and support the schools because of work overload and commitment.

Because of shortage of time to monitor and support secondary schools, even large number of schools, we didn't made discussion with students, teachers, parents and school leaders. Due to this the schools principals` made discussion some times as we got report from schools principals.

From the above qualitative and quantitative response the secondary schools in the study area made discussion with students, teachers and leaders sometimes on teaching learning process. There was lack of continuous supervision and monitoring instructional practices from school supervisors. This was a great problem in school to create conducive learning environments because of lack of discussion with all stake-holders on different educational matters. This poor learning environment in turn resulted in poor students' academic achievements. But Kerr (2004) argued that positive school climate promotes

cooperative learning, group cohesion, respect and mutual trust or good climate for learning.

4.2.5. Professional Skill Development

Professional skill development is one way of improving the professional competence of employees in an organization and considered to be an important role of individuals assumes a leadership position. To assess the role, six items questionnaires were administered and organized by SPSS for more advanced statistical operation and decision making were presented in the table below.

Table 7. Professional Skill Development

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Play an active role in facilitating teachers professional skill development	134	Frequency	36	57	19	13	9	2.26	1.157
			Percent	26.9	42.5	14.2	9.7	6.7		
2	Identify the professional development needs of teachers	134	Frequency	31	59	23	15	6	2.29	1.083
			Percent	23.1	44	17.2	11.2	4.5		
3	Support teachers professional development activity in your school	134	Frequency	28	65	20	13	8	2.31	1.092
			Percent	20.9	48.5	14.9	9.7	6		
4	Encourage teachers to collaborate with surrounding schools for experience sharing.	134	Frequency	26	61	25	17	5	2.35	1.050
			Percent	19.4	45.5	18.7	12.7	3.7		
5	Give regular suggestions for teachers as to improve their teaching practices.	134	Frequency	29	58	22	16	9	2.38	1.149
			Percent	21.6	43.3	16.4	11.9	6.7		
6	Arrange program for staff training to create a spirit of cooperative working atmosphere	134	Frequency	37	56	24	15	2	2.17	1.007
			Percent	27.6	41.8	17.9	11.2	1.5		

Key: N: Number of sample, SD: Standard Deviation

As indicated in table 7, item 1, with reference to the role of instructional leaders in facilitating teachers' professional skill development, the respondents disagree on their role. Thus the item has a mean score of 2.26 and standard deviation of 1.157. This confirms that instructional leaders faced difficulty in facilitating teachers professional skill development. Mazaro et. Al. (2005) stated that effective school leaders are highly visible through contact and instruction with teachers, students and they provided a condition for staff development.

With respect to item 2 of the table above table, the respondents disagree with their principals' role to identify the professional development needs of teachers. The respondents' response item has a mean score of 2.29 and standard deviation of 1.083. From this, one can understand that the school leaders were not in a position and lacked skill to identify the professional development needs of teachers. Focusing on actual needs related to school goals and teacher need ensures the professional development in a meaningful manner (Blasé& Blasé, 1998). So professional development carried at school level should be treated in a meaningful manner.

As shown in item 3 of the above table 7, the respondents did not agree with their principals' role to support teacher's professional development activity in their school. The respondents' response item has a mean score of 2.31 and standard deviation of 1.093. From this response we can understand that school principals were in a lower level position to support teachers` professional development activity in secondary schools of south west shewa zone. Lack of well organized teachers professional development program and necessary instructional material input can obstruct the effective performance of schools (Harris & Muijs, 2005).

As can be seen from table 7, item 4, the respondents disagree with their principals, role of encouraging teachers to collaborate with surrounding schools for experience sharing. The item has a mean score of 2.35 and standard deviation of 1.050. This implies that the instructional leaders poorly implemented the tasks of encouraging teachers to collaborate with surrounding schools for experience sharing. But, effective school leaders demonstrate high energy, seek standard of excellence, establish good relationship, exhibits

positive exemplary role boosts creativity, motivate work environment and share common values and shape organizational culture all in collaboration with school members (Sergiovani, 2001).

As the data indicated in the table 7, item 5, the respondents disagree with instructional leaders' role to give regular suggestions for teachers as to improve their teaching practices. Their response has a mean score of 2.38 and standard deviation 1.149. From this one can infer that the school principals were at lesser position to give regular suggestions to teachers as to improve their teaching practices and creating positive learning environment in which good working relationship exist. This indicates that instructional leaders set an opportunity for professional practice that foster the condition for continuous and provide differentiated support for teacher based on how well they implement effective professional development. In line with these Leithwood & Jantzi (2008) asserted that, academic improvement is more likely to have effective professional development. Instructional leaders should provide feedback to teachers during professional development. Feedback enhances motivation and improves the schools climate (Blasé & Blasé, 1998).

From the above table 7, item 6, the respondents did not agree with their principals' role to arrange program for staff training, to create a spirit of cooperative working atmosphere. Their response has a mean score of 2.17 and standard deviation 1.007. From this result it is known that the school principals were at lower level of program arrangement for staff training to create a spirit of cooperative working atmosphere. This demanded the strong commitment of school principal to create learning community in their schools. Professional development was also the only way educators can learn so that they were able to better their performance and raise student achievement (Cooper, 2009).

To triangulate the data, qualitatively the researcher interviewed principals of secondary school, and asked them how they give training to enhance the capacity of instructional leadership and the effectiveness of professional skill development program in schools. They replied as most of them similar with respondents' responses in the questionnaires. Most of them replied they made school based training sometimes when there is some funds from different sources and when there is obligation from office. They responded as ineffective to

provide the necessary training to strengthen the capacity of schools instructional leadership and were also low professional skill development activities in the schools due to lack of budget and lack of knowledge from concerned bodies on the issues. One of the principals said:

Our schools give training not always to school leaders due to work overload, shortage of budget, un willingness of teachers for training and lack of commitment from us and lack of follow up from weroda, we provide training once or twice in a year.

The researcher also interviewed supervisors of secondary schools, asked how they give training to enhance the capacity of instructional leadership and the effectiveness of professional skill development program in schools. They replied that they held training with schools to enhance the capacity of school leadership some times when there are directions and problems arise in schools and they didn't support school principals to provide training and continuous professional development in schools. As one supervisor said:

Since we are busy and also lack commitment, we provide some times training and support for CPD when the schools ask support and werada office give direction but it is important if we give training and support to schools for the effectiveness of educational goals.

In addition to this, researcher made document analysis of sampled schools from analysis there is some documents of teachers and principals in three schools. But in most schools there is not any documents regarding providing training to enhance the capacity of instructional leadership and professional skill developments.

In general, the response from quantitative and qualitative data shows that, professional skill development was not effectively practiced in the sampled schools. But both groups understood that the professional skill development program played a great role in improving the process of teaching and learning even though it has not been implemented fully as it was intended. Professional development was also the only way educators could learn so that they were able to better their performance and enhance students' achievement (Cooper, 2009).

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Continuous Professional development and induction program were designed for teachers and school leaders. Moreover the school leaders are expected to develop an idea to assess text book for reliability of teaching and learning, organize school resource to support all learner needs and professional development program (MoE, 2007).

4.2.6 Supportive Roles of Instructional Leaders

This role is to be done with how the school leaders relate and respond to staff needs and these contributes to caring environment in which every body cares for one another and fosters excellent teaching-learning. To assess the supportive role of instructional leaders five items were administers and organized by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 8. Supportive Roles of Instructional Leaders

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Set exemplary roles by working hard themselves with staff	134	Frequency	31	57	26	17	3	2.28	1.030
			Percent	23.1	42.5	19.4	12.7	2.2		
2	Goes out of their ways to help teachers	134	Frequency	37	54	23	16	4	2.22	1.073
			Percent	27.6	40.3	17.2	11.9	3		
3	Explains the reasons to criticism teachers	134	Frequency	28	61	21	19	5	2.34	1.076
			Percent	20.9	45.5	15.7	14.2	3.7		
4	Use constructive criticism	134	Frequency	32	65	19	14	4	2.10	1.017
			Percent	23.9	48.5	14.2	10.4	3		
5	Looks out for the personal welfare of staff	134	Frequency	29	63	24	15	3	2.25	.993
			Percent	21.6	47	17.9	11.2	2.2		

Key: N: Number of sample, SD: Standard Deviation

As indicated in item 1 of table 8 the above, the respondents do not agree with their principals' example by working hard themselves with staff. The item has a mean score of 2.28 and standard deviation of 1.030. From this, one can infer that principals were not in a position to set an exemplary role by working hard themselves with staff to motivate the teachers under their leadership. Murphy,(2010) indicated that school leaders who exemplify their support on teaching learning practices to creates a safe and orderly learning environment that provide opportunities for meaningful student involvement, develop staff cooperation and cohesion.

With regard to item 2 of the above table, the respondents did not agree or disagree with their principals' supportive role goes out of their ways to help teachers. The item has a mean score of 2.22 and standard deviation of 1.073. From this, one can infer that to a lesser extent, principals were making supportive role goes out of their ways to help teachers and to use instructional time for teaching.

As shown in item 3 of the table 8 above, the respondents do not agree with their principals' supportive role when explaining the reasons for criticizing teachers. The item has a mean score of 2.34 and standard deviation of 1.076. From this, one can understand that a principal were not willing and skilled in providing the necessary comment and explains the reasons to criticize teachers when there is disagreement between them as to come to understanding each other and to have common consensuses.

With respect to item 4 of the table above, the respondents disagree with their principals' supportive role to use constructive criticism. The item has a mean score of 2.10 and 1.017. From this, one can infer that to a lesser extent, principals were give a constructive criticism to teachers when they made a mistake in the process of teaching and learning activities to shape and direct them. The school principals were expected to provide positive and constructive criticism when the teachers made any mistake by calling them to the office rather than using harsh punishment and negative criticism for well being of the schools.

As indicated in the 5 item of the table above, the respondents do not agree with their principals' lookout for the personal welfare of staff. The item has a mean score of 2.25 and standard deviation of 0.993. From this, one can infer that to a lower degree principals were lookout for the personal welfare of staff. From this it can be concluded that the supportive role of school leaders was rated as minimum performed in the secondary schools of the study area.

In relation to supportive role of school leaders has to be done with how the school leader relates and respond to staff needs and this contributes to caring environment in which every body cares for one another and foster excellent teaching learning process. Today's principals must become role models for learning while continually seeking tools and ideas that foster school improvement (Lashway, 2003).

4.2.7. Directive Roles of Instructional Leaders

A school leader who emphasizes directive very strongly influences how the staff will discharge their responsibility and it will ultimately affect teaching- learning process in the school. To assess the directive role of instructional leaders, five items were administered and organized by SPSS for more advanced statistical operation and decision making were presented in table below.

Table 9. Directive Roles of Instructional Leaders

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Take much of the time when teacher-principals conferences are held on	134	Frequency	28	62	26	14	4	2.28	1.008
			Percent	20.9	46.3	19.4	10.4	3		
2	Closely checks teacher`s activities	134	Frequency	30	59	22	16	7	2.33	1.110
			Percent	22.4	44	16.4	11.9	5.2		
3	Keep a close check on sign-in time	134	Frequency	26	58	27	19	4	2.38	1.046
			Percent	19.4	43.3	20.1	14.2	3		
4	Tell what they do, guide and direct	134	Frequency	33	54	20	17	10	2.38	1.200
			Percent	24.6	40.3	14.9	12.7	7.5		
5	Monitor everything the teachers do	134	Frequency	27	57	24	15	11	2.44	1.173
			Percent	20.1	42.5	17.9	11.2	8.2		

Key: N: Number of sample, SD: Standard Deviation

With respect to item 4 of the table above, the respondents disagree with their principals' supportive role to use constructive criticism. The item has a mean score of 2.10 and 1.017. From this, one can infer that to a lesser extent principals were given constructive criticism to teachers when they made a mistake in the process of teaching and learning activities to shape and direct them. The school principals were expected to provide positive and constructive criticism when the teachers made any mistake by calling them to the office rather than using harsh punishment and negative criticism for well being of the schools.

As depicted in the above table 9, respondents disagree regarding the directive roles of instructional leaders; take much of the time when teacher-principals conferences are held on. This has the mean score of 2.28 and standard deviation 1.008. From this we can understand that the school leaders were not in a position to take much of the time when teacher-principals conferences are held on. Rather they were most of the time engaged in administrative meetings with different local rulers. But, instructional leaders promote quality instruction by conducting teaching conferences and evaluating, visiting classroom, providing specific suggestions and feedback on the teaching-learning process and determining teacher's assignments in the best interests of the student learning (Weber,1996).

From the above table 9, item 2 the majority of respondents were in disagreement with directive roles of instructional leaders, closely checks teacher's activities in school. The respondents' response has the mean score of 2.33 and standard deviation 1.110. from this analysis result most of school principals were not closely checking all teacher's activities in school during teaching and learning processes. This means the school principals follow the teachers' activities partially. The instructional leaders were able to connect what is taught to what were learned. The curriculum goals should be clear enough to specify what each teacher should be taught. And an assessment measure, aligned with the curriculum, would indicate what students have learned (Popham, 2010a, 2010b).

With regard to item 3 of the table above, the respondents were disagree with the directive roles of instructional leaders, to keep a close check on sign-in time. The item has a mean

score of 2.38 and standard deviation of 1.046. From this, one can understand that the school was not always keeping a close check on sign-in time. This implies majority of teachers can sign in any time during the day without restricted follow up from schools.

As shown in item 4 of the table above, the respondents were disagree with directive roles of instructional leaders, to tell what they should do, guide and direct ways for problem of managing change. The item has a mean score of 2.38 and standard deviation of 1.200. From the above, one can understand that lack of skills to tell what they should do, guide and direct ways for problem of managing change affected the performance of school principals in their respective schools. According to Jenkins (2009) instructional leaders leads learning communities, in which staff members meet on regular basis to discuss their work, collaboration to solve problems reflect on their jobs and take responsibility what student learn.

With respect to item 5 of the table above, the respondents were disagree with directive roles of instructional leaders' were monitor everything the teachers do. The item has mean score of 2.44 and standard deviation of 1.173. From the above one can infer that school principals were to some extent at lower rate of monitor everything the teachers do. In addition to questionnaires response there is open ended questions how do teachers evaluated the success of their leaders in exercising their roles, the majority of teachers response shows that school principals were ineffective in exercising their teaching learning roles because most of the time they are busy by office work. The researcher also made document analysis if there is written document and minutes regarding closely checks all teachers activities, telling what they do direct and guide them, from 8 secondary school only 3 have some documents and minutes, but it is not sufficient to say document. However the majority of the schools did not have sufficient document and minutes that shows the directive roles of leaders.

In general, the role of instructional leaders with regard to directing role of teaching-learning activities was did not have better agreement between teachers but they responded mostly as disagree. For that reason, it can be concluded that the directive role of instructional leaders may affect working force motivation and interest to their job that

come up with low performance and low academic achievement of the learners in the sampled schools.

4.2.8. Challenges to Instructional Leadership Effectiveness

Range of instructional leadership barriers can be listed depending on the context to which each sampled schools are exposed. However, with the exception of some particularities, most of the factors that hinder the effective performance of instructional leadership practices in the zone are common to every school. The extent to which these factors affect each school performance, depend up on the leaders' ability of controlling different situation. Therefore, the study had dealt with some of the major factors supposed will seriously affect the effective performance of instructional leaders. Each of them was described with related question items as shown as in their respect tables.

Table 10. Challenges to Instructional Leadership Effectiveness

No	Items	N	Response	Response rate					Mean	SD
				1	2	3	4	5		
1	Lack of skill and training on instructional leadership	134	Frequency	2	15	23	58	36	3.82	1.000
			Percent	1.5	11.2	17.2	43.3	26.9		
2	Lack of Cooperation and Commitment for Instructional Improvement	134	Frequency	10	13	18	62	31	3.67	1.154
			Percent	7.5	9.7	13.4	46.3	23.1		
3	Lack of adequate resource	134	Frequency	13	19	28	53	21	3.37	1.193
			Percent	9.7	14.2	20.9	39.6	15.7		
4	Lack of time (work overload)	134	Frequency	5	16	25	57	31	3.69	1.070
			Percent	3.7	11.9	18.7	42.5	23.1		
5	Lack of vision, will and courage	134	Frequency	10	18	20	59	27	3.55	1.173
			Percent	7.5	13.4	14.9	44	20.1		
6	Selection and placement of school principals	134	Frequency	4	13	19	63	35	3.83	1.020
			Percent	3	9.7	14.2	47	26.1		
7	Quick turn over of the principals appointment	134	Frequency	10	14	22	58	30	3.62	1.161
			Percent	7.5	10.4	16.4	43.3	22.4		
8	The problem of limited acceptance of principal	134	Frequency	8	15	26	59	26	3.59	1.104
			Percent	6	11.2	19.4	44	19.4		
9	Problem of working with parents and community	134	Frequency	6	17	21	56	34	3.70	1.116
			Percent	4.5	12.7	15.7	41.8	25.4		

Key: N: Number of sample, SD: Standard Deviation

As shown in item 1 of the table above, the respondents were in agreement with lack of training in school leadership and management. The item has mean score of 3.82 and standard deviation of 1.000. From this, one can infer that lack of training in school leadership and management affected the performance principals. As Sergiovanni (2001) stated that technical, human, educational skills and knowledge are essential properties instructional leaders have to possess. However, lack of knowledge, skills and ability of ability of instructional leadership were the basic challenge in school effectiveness. This was due to leader without adequate skills and training in educational leadership, has little contribution for the improvement of learning.

As shown in item 2 of the table above, the respondents were in agreement with the problem of lack of cooperation and commitment for instructional improvement. The item has mean score of 3.67 and standard deviation of 1.154. From the above, one can understand that lack of lack of cooperation and commitment for instructional improvement hampers performance of school principals in their respective schools. But, instructional leaders often faced with a number of roadblocks: incompetence in educational leadership, lack of incentive for teachers, problem related to teacher promotion, lack of administrative skills and commitment of assigned as school leaders, shortage of educational material and finances are among problems frequently cited as hindrance for effective instruction of the school (MoE, 2004).

With respect to item 3 of the table above, the respondents were in agreement with lack of adequate resources. The item has mean score of 3.37 and standard deviation of 1.193. From this, one can infer that lack of adequate resources hindered the effectiveness of school principals. Lack of adequate resources of all type and support from central offices discourage instructional leaders. Bureaucratic management that hampers timely assignment human, financial and materials resources required can be restricted the success of the school and limits development of teachers (Dimmock, 2000).

With regard to item 4 of the table above, the respondents were in agreement with the lack of time (work overload). The item has mean score of 3.69 and standard deviation of 1.070. From this, one can infer that work overload affected the performance of principals.

As shown in item 5 of the table above, the respondents were in agreement with the problem of principals' lack of vision, will and courage. The item has mean score of 3.55 and standard deviation of 1.173. From the above, one can understand that lack of lack of vision, will and courage affected the performance of school principals in their respective schools. Instructional leaders have to spend more time on improving the teaching and learning initiation and encourage others to achieve educational goal. However, lack of vision, will and courage could hinder the effectiveness of instructional leadership practices Sergiovanni (2001).

With respect to item 6 of the table above, the respondents were in a position to agreement with selection and placement of school principals. The item has mean score of 3.83 and standard deviation of 1.020. From the above one can infer that to some extent selection and placement of school principals affected the performance of school principals. The education reform and policy in Ethiopia has developed different criteria and process of selection and placement of school principals. The policy instructs to select and assign the most qualified principals to the position. However, research by Dereje (2007) added that Ethiopian school leaders badly lack theoretical knowledge of school leadership. Additionally, disconnected departmental subcultures, a resistance to school wide interventions, norms for teacher autonomy and teacher tracking, lack of training on and support for teachers who have significant learning gaps were challenges (McLaughlin & Talbert, 2007).

As shown in item 7 of the table above, the respondents were in a position to agree with principals' quick turn over of the principal's appointment. The item has mean score of 3.62 and standard deviation of 1.161. From the above, one can understand that to some degree principals high turnover affected the performance of school principals. The frequent rotation of both leaders and teachers influence educational system is another problem for instructional leadership effectiveness (MoE, 1999).

With regard to item 8 of the table above, the respondents were in agreement with the problems of limited acceptance of principals. The item has mean score of 3.59 and standard deviation of 1.104. From this, one can understand that the school communities were not accepted principals and did not obey them due to their skill and experience they have.

With respect of the last item 9 in the above table the respondents were in agreement with problem of working with parents and the community in general. The item has mean score of 3.70 standard deviation of 1.116. From the above, one can understand that the negligence of working parents and the community in general affected the effectiveness of school principals in their respective schools. The issue of community participation in local context stated also clearly demonstrated by MoE (2002) a system in which the communities take part in educational financing, maintaining quality education, strengthening school community relationship and support teachers in their problems.

In addition to this, in the open-ended question, the respondents were asked to mention whether there were additional factors that hinder the effectiveness of school principals. In the open-ended question, they enumerated the following factors: students' disciplinary problems, students being late, lack of teachers' motivation, lack of community involvement political nomination of principals and so forth in some schools.

To triangulate the data from questionnaires the researcher interviewed principals what were the major challenge that hinder their effectiveness of instructional leadership activities. From these they revealed that the majority of leaders explain the main factors that hinder their leadership activities were:- lack of leadership training as on the job and off the job training, lack of skill and experience in leadership position and activities, lack of commitment and cooperation from both leaders and stake-holders, office work overload, lack of adequate educational resources, problem of managing conflict and change, résistance from teachers, students discipline problem were some challenges responded.

As Harris and Muijs (2005) asserts, many routine and seasonal issues take away the attention of the office heads and the local community leaders who can mobilize resource those schools had badly needed. In connection to this, such cooperation and commitment for instructional improvement with stake holders can be seen as MoE, (2006) shows the leaders were more or less capable to involve their main stake holders to their environment in the task of school affairs, or the leaders, particularly the principals where powerful of the theory as well as the practice of educational leadership.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving the status of instructional leadership practices and challenges in secondary schools of south west shewa zone .

5.1 Summary of Major Findings

The main purpose of the study was to assess the instructional leadership practices and challenges in secondary schools of south west shewa zone. To this end, an attempt was made to assess the practices of instructional leadership, the teaching learning roles of instructional leaders and challenges to instructional leadership effectiveness. Finally, the study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. How do principals exercise instructional leadership in Secondary Schools of South West Shewa zone?
2. To what extent principals` instructional leadership contribute to effectiveness of teaching and learning process in Secondary Schools of South West Shewa zone?
3. What are the principals` instructional leadership challenges in Secondary Schools of South West Shewa zone?

A survey study with quantitative research approach was employed in this study. The related literature was reviewed and documented. In order to get answers to the above basic questions, amongst the twenty eight secondary schools found in south west shewa zone, the study was carried out in eight schools that were selected by simple random sampling techniques for the study. There were 168 total populations of school leaderships, supervisors and teachers in the zone. The study incorporated a total of 168 respondents. 8, school supervisors, 8, principals, 8, vice-principals and 144 teachers of south west

shewa zone were incorporated in the study. Eight supervisors, eight principals, eight vice-principals were interviewed. The remaining teachers of 144 respondents were asked to respond the questionnaires.

All the questionnaires were distributed to the teachers. From distributed questionnaires 134 (93%) were completed and returned to the researcher. In addition, to supplement the information gathered through questionnaire, the interviews were undertaken with eight supervisors, eight principals, eight vice-principals and also information from document analysis is used as supplementary as planned. Finally, the data were carefully collected, coded, and presented for analysis. In the study, different data analysis tools such as mean values, standard deviation, frequency and percentage were used. Therefore, the analysis made then justifies the following major findings.

Managing Curriculum and Instruction

- The data obtained from respondents regarding coordinating the curriculum evaluation of the schools shows that they were disagree with average means values of 2.02 in effective implementation of instructional leadership practices in managing curriculum and instruction in their school.
- Concerning the advising of teachers regarding the challenges they faced in relation to the implementation of the curriculum, the respondents disagree with average mean value of 2.03. This implies the principals were unsatisfactory in advising teachers.
- Regarding encouraging and providing the necessary support to teachers to periodically evaluate and comment for curriculum improvement, with average mean value 2.07 confirmed that the respondents disagreement which their school leaders lack motivation in providing the necessary support.

Monitoring instructional program

- The response of respondents concerning the overall decision on the practices of instructional leadership in monitoring instruction in encouraging teachers to hold

the school's testing practice as integral part of the total instructional process than treating it as a separate function with average mean value 2.17 found to be ineffectively implemented.

- Regarding informing the school performance result to teachers in report forms after effective monitoring of the activities, meeting individually with teachers to discuss students` academic progress and using test result to assess progress towards schools goals rated as disagree with average mean value 2.23.

Supervising the Instruction

- The majority of respondents have perceived that the supervisory support and instructional evaluation activities have not successfully been practiced in the sampled schools with average mean value of 2.20.
- On the other hand, the respondents believed that the overall judgment on the practices of instructional leadership in supervisory support found to be lesser rate employed in making classroom visits for the purpose of improving instructional process with average mean value of 2.21.
- Regarding principals` practice in creating opportunities for professional discussions among teachers and making regular follow-up and feedback to teachers the respondents disagree with average mean value of 2.32. The result revealed that principals in the sampled school were ineffective in their supervising the instruction.

Promoting a Conducive School Learning Climate

- From the data obtained, the respondents disagree concerning the overall judgment on the practices of instructional leadership in promoting a conducive school learning climate with average mean value of 2.34 found at low rate practiced unsatisfactorily.
- Concerning establishing a supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school, the respondents disagree with mean value of 2.29

- Regarding providing support in building collaborative cultures among teachers and establishing a productive working relationship with the community in the sampled schools were perceived as disagree with average mean values 2.28. In general, from the above findings one can understand that, almost all the instructional leaders were performing ineffectively in promoting a conducive school learning climate

Professional skill development

- The obtained data showed that the respondents understood that concerning the overall judgment on the practices of instructional leadership as to the role of professional skill development found to be in effectively implemented with average mean values of 2.29.
- The respondents disagree that the overall response on the role of professional skill development in encouraging teachers to collaborate with surrounding schools for experience sharing with a mean value 2.35 found to be at lower rate employed.
- Concerning arranging program for staff training to create a spirit of cooperative working atmosphere the respondents disagree with a mean value of 2.17 in the sampled schools were perceived as unsatisfactorily performed.

Supportive Role of Instructional Leaders

- As obtained data from the respondents, concerning supportive role of instructional leaders that provide to their followers to promote positive climate in their school occurs sometimes ineffectively with average mean values of 2.23. The respondents were in disagreement that indicates principals were not efficiently played their supportive role.
- Regarding instructional leaders set exemplary roles by working hard themselves with staff and go out of their ways to help teachers, respondents were in disagreement with a mean value of 2.28. This may show that the instructional leaders and teachers disagree which result in poor practice of role.

- Generally speaking, there were negative interaction between teachers with teachers, teachers with instructional leaders and teachers with students. Additionally, this situation may lead to low commitment of teachers to their work that result in the provision of poor quality education for learner, and low academic achievement.

Directive Roles of Instructional Leaders

- Regarding the directive role of instructional leaders, the gathered data revealed that the respondents were disagreed in controlling the overall condition of their schools as witnessed by respondents with the average mean values of 2.36.
- Concerning leaders' roles, take much of the time when teacher- principals' conferences are held on and closely checks teachers activities, the respondents were in disagreement with a mean value of 2.28. This shows that principals poorly perform their instructional role.
- Regarding principals' role to tell what they do, guide and direct the teachers, the respondents were in disagreement with a mean value of 2.38. This indicates that principals tell what they do, guide and direct, sometimes occurrence of directive behaviors of school leader were witnessed by teachers respondents.
- Furthermore, the observed directive role of instructional leaders may affect working force motivation and interest to their job that come up with low performance and low academic achievement of the learners.

Challenges to Instructional Leadership Effectiveness

- With regard to factors affecting principals' effectiveness, that lack of skill and training in school leadership the respondents were in agreement with a mean value of 3.82. This shows school principals lack the skill and training in instructional leadership.
- Concerning the problems of working with parents and community, the respondents were in agreement with a mean value of 3.70. This indicates that principals were not active enough to work with parents and community which is very important for school improvements.

- Regarding the principals' lack of knowledge will and courage, the respondents were in agreement among major problems with mean values of 3.55.
- Similarly, lack of cooperation and commitment for instructional improvement, the respondents were in agreement with a mean value 3.67 hampered the instructional leadership effectiveness in the sampled school.

5.2 Conclusions

Instructional leaders to be alert in driving their staff towards goal, mainly towards high students achievement, organizing and coordinating tasks for effective and efficient outcome; allocating adequate resource for learning improvement and commitment among school members. Therefore, the following conclusions have been drawn from the results of analysis related to the basic questions of the study.

Regarding the personal information of instructional leaders is expected to provide effective instructional leadership for the attainment of the school objectives. However, the study revealed that most leaders have given low attention to this part of their practices. As a result, instructional leadership is not provided strongly by most instructional leaders in their respective schools. Moreover, the instructional leaders did not successfully perform effectively in each instructional leadership dimension. Because, the findings revealed that majority of the instructional leaders were not in the area of educational management institution. From this it is possible to conclude that the school leaders were assigned the post without having management training, skills and knowledge in their respective schools.

Concerning the involvement of instructional leaders in managing curriculum and instructional programs, supervising and evaluating instruction and promoting positive school learning climate were ineffectively implemented. However, the involvement of instructional leaders in managing curriculum and instructional programs is very crucial for effectiveness of teaching and learning which resulted in students' academic achievements. In general, this study revealed that on the instructional leadership practices found finally that the involvement of secondary school instructional leaders in performing the four major functions of instructional leadership require further improvement

in the zone. From this it can be concluded that the school leaders were not sufficiently involved in managing curriculum and instructional programs, monitoring, supervising instruction and promoting positive school learning climate

Concerning the teaching learning roles of instructional leaders that make strive to improve teachers teaching skill, giving positive directions to teachers and other staff members and supporting teachers in constructive suggestions and materials, providing professional skill development, building positive relationship with stakeholders, supportive role of instructional leaders, and directive role of instructional leaders were not fairly implemented or less effective in the study area. Therefore, it can be concluded that schools were not more or less in a position to give positive directions to teacher improving the quality of schools output for the need of participatory teaching learning roles from the instructional leaders' side.

In addition the above findings, revealed that, the practice of instructional leadership effectiveness was challenged by lack of adequate skill, training and knowledge, vision, will and courage, availability of resources of instructional leaders, cooperation, commitment for instructional improvements, problem of working with parents and communities, shortage of time had hindered the practice of instructional leadership effectiveness. From this it is possible to conclude that lack of adequate skill, training and knowledge, vision, will and courage, availability of resources of instructional leaders, cooperation, commitment for instructional improvements, problem of working with parents and communities, shortage of time the hinder practice of instructional leadership effectiveness was in the study area.

5.3 Recommendations

It is holistically and by a strategic and inclusive activities that the challenge of enhancing the level of student learning and achievement can be met. Thus, on the basis of the results of this study, the following recommendations are forwarded for the successful implementation of the instructional leadership practice and challenges in secondary schools of south west shewa zone.

- The result of this study revealed that instructional leaders did not possess the necessary knowledge and skills that help them in leading the school community and teachers as they were almost all subject specialists except a few leaders of the schools. To alleviate these problems, the Woreda Education Offices and Zone Education Department in collaboration with Oromia Education Bureau and even MoE, need to facilitate conditions for short term and long term training, workshops, and professional skill developments in which individuals get trained instructional leadership and management and will be assigned as instructional leaders as a long term solution. As an immediate solution, for the existing principals provision of basic skill and training on instructional leadership is highly recommended.
- Instructional leaders supervise and monitor the instruction by face to face contact with the intent of improving instruction and potential growth was not effectively implemented. However, the practice in the schools was found merely done for the purpose of teachers' performance appraisal rather than for teacher development and improving instruction. In doing so, teachers may develop negative attitude to the practices of supervisory support. Therefore, instructional leaders need to change teachers' negative attitudes towards supervisory services. Teachers get motivated to receive supervisory services when they recognize the worth of the support. This can be realized by providing school based short term trainings and by making the service more of participatory. Concerning this, woreda educational office may invite scholars in the field from close by educational institutions.

- The instructional leaders did not engage themselves in effective monitoring of instructional programs, managing curriculum and instruction and providing feedback on the teaching learning process negatively affects the teachers and classroom instruction. Hence, the instructional leaders should give due attention to the practical implementation of instructional leadership function to influence the teaching learning process in their respective secondary schools.
- The result of this study revealed that teaching learning roles of instructional leadership were unsatisfactorily implemented. However, it should be recommended that the school leaders need to strengthen their relationship with teachers and school community by spending more time in classroom instructional observation, support teachers by indicating necessarily respect for each others, telling and participating and by minimizing showing negative direction in the school by working with woreda education offices nearby to improve the quality of classroom instructions or teaching learning process as well as others school stakeholders.
- Regarding challenges that impede effectiveness of instructional leadership in this study were lack of adequate skill and training of leadership, cooperation and commitment from concerned bodies, provision of instructional resources and lack of knowledge, will and courage, the incompetence of instructional leadership, principals high turnover, lack of commitment and moral, principals laying too much emphasis on political matters were a few to mention. However, it was recommended that the schools should prepare project proposals and send to non-governmental organizations that can alleviate their academic and non-academic problems observed in their respective schools.
- Additionally, instructional leaders should need to think their own income generating sources other than waiting government budget through improving their relationship with local NGOs by preparing Bazaar (telethon) in the school, by improving the relationship and contact with their potential stakeholders and by involving community, parents and other partners into the functions of instructional leaders' practices to improve continuous professional developments. Moreover, instructional

leaders should give high emphasis on instructional issues rather than administrative or political issues.

- In addition to this, south west shewa zone education department should make an effort to increase the commitment of school leaders by working with leadership training institution to re-examine the selection, promotion and appointment procedures of instructional leaders in secondary schools. This might include introducing leadership career structure, career promotion and appointment, merit based regulations, interest and experience for aspiring leaders.
- Even though this research work may have its own contributions understanding the practices and challenges of instructional leadership and may serve as lesson for other educational leaders who are practicing or want to practice in the future, the outcomes of the study were not complete as it was initially anticipated. Therefore, the researcher recommended that there is a need for those people who are interested to conduct further study on this issue.

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7. APPENDEXIS

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Secondary School Teachers

The main purpose of this questionnaire is to gather information on the Principals' instructional leadership practice and challenges in secondary school of South West Shewa Zone. You are, therefore kindly requested to fill the questionnaires in order to give necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose.

Thank you in advance for your cooperation

Part I: - Respondent personal information

Instruction:-• Please, make a tick mark (√) in the boxes provided.

• Please, give only one answer to each item unless you are requested to do otherwise.

1. Name of Woreda _____

2. School Name _____

3. Sex: A. Female B. Male

4. Age: A. 25years and below B. 26--35 years C. 36—45 years

D. 46—55 years E. 56 years and above

5. Level of education: A. Certificate B. Diploma C. B.A/B. Sc
D. M.A/M.Sc.

6. Years of service: as a teacher. A. 5 years and below B. 6-10 years

C. 11-15 years D. 16-20 years E. 21 years and above

7. Years of service: as a principal. A. 5 years and below B. 6-10 years

C. 11-15 years D. 16-20 years E. 21 years and above

Part II: School principal practices

The following are some principals` instructional leadership practices of secondary schools. They are Managing Curriculum and Instruction, Supervising and Evaluating the Instruction, Monitoring Instructional Programs, Promoting a Conducive School Learning Climate and Professional Skill Development. Please show the extent to which these activities are carried out in your school by putting tick (√) mark in box against the choices,1=Strongly Disagree 2= Disagree, 3=Undecided, 4=Agree, 5= Strongly Agree.

1. Managing Curriculum and Instruction

To what extent do you agree or disagree with the following activities of school leaders about Managing curriculum and instruction in your school

No	Your school leaders ...	1	2	3	4	5
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
2	Check periodically students result.					
3	Advice department heads regarding the challenges they faced in relation to the implementation of the curriculum					
4	Provide the necessary support to departments and comment for curriculum improvement.					
5	Evaluating the effectiveness of instructional program.					
6	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process					

Open ended questions for teachers

- Do you think that the school leaders of your school effective in their roles as instructional leaders-----
-----?

2. Monitoring Instructional Programs

To what extent do you agree or disagree with the following activities of school leaders about the monitoring of instructional programs in your school?

No	Your school leaders ...	1	2	3	4	5
1	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function					
2	Inform the school`s performance result to teachers in a report form after effective monitoring of the activities					
3	Meet individually with teachers to discuss students academic progress					
4	Use test result to assess progress toward school goals					
5	Providing specific suggestions and feedback on teaching and learning process.					

3. Supervising the instruction

To what extent do you agree or disagree with the school leadership practices related to instructional supervision of your school?

No	Your school leaders ...	1	2	3	4	5
1	Make class room visit for the purpose of improving instructional process.					
2	Give adequate time after class visit to discuss the problem and plan improvement together.					
3	Hold regular meeting with each department for the purpose of improving curricular and instruction.					
4	Use teaching staff meeting to discuss curriculum and instructional issues.					
5	Create opportunities for professional discussion among teachers.					
6	Encourage teachers to use different instructional methods					
7	Make regular follow-up and provide feedback to teachers.					

Open ended questions for teachers

How do you evaluate the success of your instructional leadership in supervising instruction-----
-----?

4. Promoting a Conducive School Learning Climate

To what extent do you agree or disagree with the following activities of school leaders about creating conducive and healthy environment in your school.

No	Your school leaders ...	1	2	3	4
1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school				
2	Create positive environment in which good working relationship exist.				
3	Advocate school environment conducive to student achievements.				
4	Provide support in building collaborative cultures among teachers.				
5	Encourage a culture of trust between school leaders and teaching staff				
6	Establish a productive working relationship with the community				
7	Are understandable when personal concern causes teachers to arrive work late or leave early.				

Part III: School principals` role

1. Professional Skill Development

To what extent do you agree or disagree with the following statements that deal with professional skill development of school?

No	Your school leaders.....	1	2	3	4	5

1	Play an active role in facilitating teachers professional skill development					
2	Identify the professional development needs of teachers					
3	Support teachers professional development activity in your school					
4	Encourage teachers to collaborate with surrounding schools for experience sharing.					
5	Give regular suggestions for teachers as to improve their teaching practices.					
6	Arrange program for staff training to create a spirit of cooperative working atmosphere					

2. Supportive roles of Instructional Leaders

To what extent do you agree or disagree with the supportive roles of principals indicated with the following statements.

No	Your school leaders ...	1	2	3	4	5
1	Set exemplary roles by working hard themselves with staff					
2	Goes out of their ways to help teachers					
3	Explains the reasons to criticism teachers					
4	Use constructive criticism					
5	Looks out for the personal welfare of staff					

3. Directive role of instructional leaders

To what extent do you agree or disagree with the directive roles of principals stated below?

No	Your school leaders ...	1	2	3	4	5
1	Take much of the time when teacher-principals conferences are held on					
2	Closely checks teacher`s activities					
3	Keep a close check on sign-in time					
4	Tell what they do, guide and direct					
5	Monitor everything the teachers do					

Open ended questions for teachers

How do you evaluate the success of your instructional leaders in exercising their roles-----
-----?

Part IV. Challenges of Instructional Leadership Effectiveness

How do you rate the following challenges of instructional leadership in your school?

No	Your school leaders ...	1	2	3	4
1	Lack of skill and training on instructional leadership				
2	Lack of Cooperation and Commitment for Instructional Improvement				
3	Lack of adequate resource				
4	Lack of time (work overload)				
5	Lack of vision, will and courage				
6	Selection and placement of school principals				
7	Quick turn over of the principals appointment				
8	The problem of limited acceptance of principal				
9	Problem of working with parents and community				

Open ended question for teachers

If there is any other challenge, please list them-----
-----?

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT**

A Guideline of Interview to be conducted with Secondary schools principals, vice-principals and supervisors.

I. Personal Information

- Age_____
- Service Year_____
- Educational Background_____
- Experience as School Principal_____

II. Interview Questions

1. How does your office is giving necessary support to all teachers to enhance their teaching practice?
2. How do you give training to enhance the capacity of instructional leadership?
3. How do you evaluate your school based supervision practices?
4. How often woreda supervisors monitor secondary schools?
5. How often do you discuss on the teaching-learning process with teachers, school leaders and students?
6. What are the major challenges that hinder the effectiveness of instructional leadership activity and what mechanism do you use to solve the problem?

Check List for Document Analysis

1. Does the school have classroom observation documents?

-----.

2. Do you have the written report documents or minutes in providing different support?

-----.

3. Do you have different supervision documents?

-----.

4. Does they have continuous professional development documents?

