

**PRACTICES AND CHALLENGES OF INSTRUCTIONAL
LEADERSHIP IN GOVERNMENT SECONDARY SCHOOLS OF
EAST SHOA ZONE, OROMIA REGIONAL STATE**

MA THESIS

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**Practices and Challenges of Instructional Leadership in Government
Secondary Schools of East Shoa Zone, Oromia Regional State**

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**In Partial Fulfillment of the Requirements for Degree of
MASTERS OF ART IN SCHOOL LEADERSHIP**

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DEDICATION

I dedicate this thesis to my beloved daughter always live in my heart and she is my inner future brightness and successfulness in everything I aimed.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work and 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

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ACRONYMS AND ABBREVIATIONS

CSA	Central Statistics Agency
ESDP	Education Sector Development Program
ETP	Ethiopian Training Policy
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
TGP	Transitional Government Policy

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ABSTRACT

Practices and Challenges of Instructional Leadership in Government Secondary Schools of East Shoa Zone, Oromia Regional State

The purpose of this study was in to investigate the practice and challenges of Instructional Leadership in government Secondary Schools of East Shoa zone.. Descriptive research design along with quantitative method was employed. The school leaders (principals, vice principals, unit leaders), class monitors, teachers, department heads and supervisors were selected through purposively and simple random sampling for teachers. Quantitative data were collected, through questionnaires, from respondents (65 classroom monitor students, 101 teachers and 35 department heads), and an interview from (12 school leaders) were also part of data collection for the study. Using SPSS version 22, quantitative data were analyzed using descriptive statistics such as frequency, percentage, mean and standard deviation and inferential statistics ANOVA while the quantitative data were analyzed using thematic approach. Finding of the study revealed that the instructional leadership is moderately practiced. Leaders were not inspire towards vision achievement, consider the needs of the staff and not loyal and respect the staff. On the other hand, leaders face such challenges of how to inspire towards vision achievement, Lack ability to regularly identify any instructional limitations of teachers in the classroom; identify the student evaluation skill gaps of teachers; encourage and facilitate school self-evaluation on instructional matters and facilitate the availability of instructional materials and encourage teachers to use it appropriately which affects trust side of instructional leadership. It was thus concluded that leaders were not involve themselves in components of instructional leadership. Based on these findings it is recommended that Oromia Education Office specifically team of teachers development should have to give significant attention needs to leadership development plan so that leaders improve their leadership skills to change the schools.

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study limitation of the study, organization of the study and definition of key terms.

1.1. Background of the Study

Instructional leadership has been prevalent in educational leadership literature for the past three decades (Miller, 2010). During this period, authors and researchers in the area have developed different frameworks at different times that used to guide the function of educational leaders as instructional leaders. Researchers (Wallace Foundation, 2013, Blasé and Blasé, 2000) developed a framework of instructional leadership which consists of defining and setting the school vision and mission, managing and controlling the instructional programs and creating a positive teaching and learning school climate.

Thus, the instructional leaders should frame school goals, communicate, supervise and coordinate curriculum, monitor progress and provide support for the teaching- learning culture in order to make their schools more effective. Supporting this, Glatthom (2012), Horing, et al (2010), Darling-Hammond (2010), Stronge (2013) and Lashway (2007) conceptualized instructional leadership practices as motivating employees for work and change, promoting high expectation, defining and communicating a clear mission, goal and objectives, designing and modifying curriculum, analyzing school and learners data, making formative observation about teaching and providing direct and immediate feedback to teachers to improve the teaching leaning process and to ensure quality of education. This implies that as Musaaazi (1988) indicated, instructional leaders are considered as a major vehicle for educational change and development. No matter how good are the curriculum, infrastructure and teaching aids, at the end of the day, it is the teacher who makes a difference in preparation of the learners (Kittitian, 2015)

In Ethiopia, especially, after the downfall of the Derg regime, education has been given due attention and direction with an education and training policy declared during transitional government of Ethiopia (TGE, 1994). As clearly stated in the ETP document (1994, p.29), educational management would be decentralized specially at institutional level and schools become autonomous in their internal administration. This means that the role of managing

the schools and teaching and learning carried out in schools is distributed to all individuals involving in school activity, not limited only to principals.

As a result, different measures were taken by the government and MoE in line with the policy. Among these measures, some include the education system was decentralized, the final purpose of the educational administration is to deliver the quality of education to the students as indicated in the ESDP V (2018, P.45).

With regard to East Shoa Zone secondary schools in which this study will be conducted, from researcher experience the practice and challenges of instructional leadership not assessed well because, some principals have been done without attention, some of them were sent to higher education to attend their leadership training at in-service program by the Ministry of Education and regional education bureau. On job short term trainings were also provided to leaders and other stakeholders in relation to instructional leadership repeatedly by the zone education office and regional education bureau. The problem of effectively implementing instructional leadership is one of the several challenges in schools. The purpose of this research, therefore, was to assess the practices and challenges of instructional leadership in secondary schools of East Shoa Zone Secondary Schools.

1.2. Statement of Problem

Instructional leadership in schools needed to draw on a body of professional knowledge to respond to the wishes of school community within the educational contexts. Instructional leaders must understand school contexts, and how the contexts affect the students' continuous learning. They should be able to demonstrate their knowledge and skill on how to structure the support (observe and evaluate) to meet the physical, social, conceptual and intellectual development of teachers and characteristics of the students at schools (Sergiovanni as cited in Temesgen, 2011). Moreover, effective leadership within the school is collegial, student-centred and teacher focused, promoting collective responsibility for change agent (MoE, 2010). As to Leithwood and Riehl the highest influence on students' achievements is attributed to leadership. Leadership has significant influences on students' learning' second only to the influences of quality curriculum and **teachers'** instruction Leithwood and Riehl, (2003).

McEwan (2003) also described five challenges affecting the effectiveness of instructional leadership. These are: lack of skill and training for principals, lack of teachers' cooperation, lack of time to perform instructional activities, lack of support from superintendents, and lack of vision, will or courage from principals toward instructional activities. The instructional leadership practices were not effectively implemented across in the schools, i.e. the shift from principals as managers to principals as instructional leaders has not been effectively occurred internationally. This is due to several challenges including change in political and social situations of the countries, paradigm shifts, the complexity of the nature of the tasks and other human and non-human factors (Goodwin *et al.*, 2003). The researcher want to conduct the study on the instructional leadership practiced effectively and on the challenges of instructional leadership.

There are some evidences that verify that the instructional leadership practice was not effective. Various studies e.g., Teshome kennasa, (2017) Alemayehu Tesema, (2011) have been conducted locally on issues related to practice and challenges of instructional leadership. However, most of them are different in numerous ways from the current study. For example, a study by Teshome Kennasa, (2017) conducted on practices and challenges, focus on identifying the degree of problem, by Addisu Chonde(2017) also conducted on practice of instructional leadership, focus on preparatory school and Tadesse Atnafu(2014) practices in government primary schools was focused on supervision and comprehensively they all used descriptive survey design and quantitative and qualitative method. They studied in different regions, respectively, and they certify that the practice was not effective. And also the researchers indicated above generally identified the following four factors, such as teacher resistance to change; pressure from none instructional jobs; lack of instructional feedback and lack of staff cohesiveness, lack of training and inefficiency in administration are the major hindrances for unsuccessful implementation of instructional leadership in the secondary schools.

However, they are different from this study in different ways. Firstly, they focused on the place such as Bale zone Addis Ababa and Hadiya zone, but they did not say anything about East Showa Zone. Secondly, they focused on the population, around Arada sub city, preparatory schools of Hadiya zone and secondary schools of Bale zone, Thirdly, they focus on identifying the degree of problem, preparatory school and on supervision respectively whereas, this study is focused on the population of some selected secondary schools of East Showa Zone, and use

qualitative method and also use quantitative survey design . Generally, until now there are not enough studies that can show the practices and challenges of instructional leadership in East Shoa Zone. Therefore, to this end after thorough investigation of relevant information on the practice and challenge of instructional leadership in secondary schools of East Shoa Zone, the researcher came up with the following basic research questions:

1.3 Basic Research Questions

1. To what extent do school leaders employ instructional leadership to enhance students' academic achievement in selected secondary schools of East Shoa Zone?
2. To what extent do teachers practice instructional leadership in classroom in East Shoa Zone?
3. What are the challenges faced by leaders and teachers on performing instructional leadership in the schools under study?

1.4. Objectives of Study

1.4.1. General objective

The General objective of this study was to investigate the practices and challenges of Instructional Leadership in Government Secondary Schools of East Shoa Zone.

1.4.2. Specific objectives

The specific objectives of this study were to:

1. Assess how school leaders employ instructional leadership to enhance students' academic achievement in selected secondary schools of East Shoa Zone.
2. Identify extent to which teachers' practices instructional leadership in classroom in East Shoa Zone.
3. Identify the challenges faced by leaders and teachers on performing instructional leadership in the schools under study.

1.5. Significance of the Study

The purpose of this study is to investigate the practice and challenges of instructional leadership in selected secondary schools of East Shoa Zone. Thus, the results of the study have the following contributions.

Firstly, the study may provide information for teachers, students , woreda education officials and school leaders to know the effectiveness of practice and challenges of instructional leadership.. Secondly, the study may contribute to the improvement of quality education by initiating school leaders' practice.

Finally, it may also help to initiate other researchers to conduct further studies around the topic to create high awareness for school leaders on the practice and challenges of instructional leadership.

1.6. Delimitation of the Study

To make the study more manageable, the study was delimited to the investigation of the practices and challenges of instructional leadership in selected government secondary schools of East Shoa Zone. It was clear that conducting a study in all secondary schools of the zone would be advantageous in order to have a complete picture of the practice and challenges of instructional leadership. However, due to time and finance constraints, geographically the study is delimited to four sample woredas and five (5) selected government secondary schools of the zone and the design of the study was quantitative survey as well as the method of the study was quantitative. The study was also confined only with school leadership activities which are provided at school.

1.7. Definition of Key Terms

Instructional leadership:- is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers.

Leadership: - The ability to mobilize and work with others to articulate and achieve shared intentions

School leaders: - Refers to instructional leaders namely: supervisors, principals and vice principals that take part in the leadership of teaching learning and management.

Secondary school: - refers grades (9th -12th).

1.8. Limitations of the Study

Research work cannot be totally free from limitations. To this end, some limitations were also observed. One apparent limitation was scarcely available written literature in Ethiopian context. secondly Research; participants want to respond in away that makes them look as good as possible and absentees of school principals the researcher has encountered some problems; Generalization might not be possible in the national context.

1.9. Organization of the Study

This study was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presented a review of relevant literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter dealt with data presentation, analysis and interpretation. The final chapter related to the summary, conclusions and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

The aim of this chapter is to provide the existing literature related to the practice and challenges of instructional leadership of Secondary Schools. The first section examines the concepts of leadership. The next sections of this review presents an over view of effective instructional leadership and the last part presents challenges of school leadership effectiveness for the better academic achievement of the students. The study mainly aimed at assessing the practice and challenges of instructional leadership in secondary schools of East Shoa Zone. To do so, an attempt is made to review related literature and summarize studies of pervious researchers which are related to the practice and challenges of instructional leadership

2.1 The Concept of Leadership

Questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century (Yukl, 2008). As Yukl's explanation, even though leadership history did not substantiated by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup.

Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously. One of the main reasons is the extensive number of definitions for this term (Trottier et al., 2008). Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill & Coons (cited in Yukl, 2008) define leadership as it is the behaviour of an individual directing the activities of a group toward a Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leith wood and Riehl (cited in Wossenu, 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives.

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals,

deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008). As Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. But Kotterin, Glover & Law (2000) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees 'institutionalizing a leadership-cantered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's (as cited in Glover & Law, 2000) identified that a 'range of talents' is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with clarity.

And also, the term leadership can be defined in different aspects by different scholars as they perceive what leadership means. Leadership is a *process*. It is not attached to a specific position within a specific organization. MoE's Module (2012) Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. It is also a leadership that directly related to the process of instruction where teachers, learners, and the curriculum (Acheson & Smith in McEwan, 2003). To strengthen this idea sister Catherine Wingert in McEwan (2003) also sighted as: "instructional leadership is the creation of climate where the principal, faculty, students, parents, and school board are able to work together to accomplish the task of education". It is a major way in which people (leaders) change the minds of others and move organizations forward to accomplish identified goals. It is a process by which one person influences the thoughts, attitudes, and behaviors of others. This implies good practice of leadership can achieve identified goal through its followers. In connection to this, Peter Northouse (2007) cited in MoE's module (2013) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: (a) Leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers. It is understandable that leadership is not one shot activity left to the leader; it has process, it needs trust, integrity,

understanding and skills. According to North house (2007), leadership is when an individual is able to influence others for a command goal to be attained. Considering this, Yukl (2002), supports the idea by saying that leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives. We can see here the leader and the followers have to strive together passionately and pass through many processes to succeed the goal they have in common.

According to Thomson, Leadership is best defined as “getting the job done through people.” This definition means that two things are necessary for effective leadership: accomplishment (getting the job done) and influencing the others (through people). Davis (1998) states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. In most definitions of leadership the two functions are generally considered indispensable to its meaning: setting directions and exercising influence. Each of these functions can be carried out in different ways, with such differences distinguishing the many models of leadership from one another. Generally Leadership is establishing direction and influencing others to follow that direction. In the context of these definitions, knowledge, values, structure, and skills are necessary for a principal as a leader to inspire, passionate and commit all members of the school community to work together toward the goal of an excellent education for all students.

2.2. Leadership and Academic Achievement

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve the performance of the schools (Nsubuga, 2009). According to Cranston (2011), the factors influencing high academic performance in High Schools in the USA were grouped into socio-demographic factors; the school environment (supervision, availability of teaching and learning materials, homework/class assignment, and membership of a club); the home environment (the role of parents, the role of the media, friends, and siblings of the child); and social groupings (such as membership of a club) and the influence of role models'. Another strategy employed to improve the academic performance of pupils was the provision of appropriate teaching and learning materials for pupils and instructors.

Studies by Ross and Gray (2016) in USA highlights that, successful schools are often associated with the kind of strong leadership exercised in such schools. Hence, the notion great schools do not exist apart from great leaders. Kearney (2010) study finding in Californian schools advocate that, to prepare students well for success in higher quality education, all available resources must be brought to bear in smart and well-coordinated ways through strong school leadership.

Soder and Andrew (2017) assert that, successful school leadership plays a highly significant role in improving students' academic performance. These scholars emphasize that, head teachers should demonstrate effective and most appropriate leadership styles that lead schools in improving students' performance.

Robison, Lloyd and Rowe (2013) study in India showed that, a community of committed effective schools' leaders has the potential for overall good students' academic performance in national examinations in any country. This implies that, people working in organizations need leaders who are instrumental in guiding the efforts of group members to achieve the goals and objectives of both the individual and the organization and primary schools are no exception.

A study by Asago (2015) on the challenges facing the primary school education management which indicates that the extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles to a specific school contextual environment. This works with allowance to accept changes in each management style in line with various changes in school contexts.

2.3. An Overview of Leadership Theories

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life situations (Morrison, Rha& Hellman, cited in Tigistu,2012). Siegrist (cited in Tigistu 2012) also hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory, producing volumes of literature multitudes of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio & Sivasubramaniam, cited in Tigistu 2012).

2.4. Educational Leadership Models

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

2.4.1. Managerial Leadership

Leith wood et al., (Cited in Bush, 2007) defines this model as the focus of leaders ought to be on functions, tasks, and behaviours and that if these functions are carried out competently the work of others in the organization will be facilitated. According to Bush, in the managerial leadership model, the Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership focuses on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as it priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.

2.4.2. Transformational Leadership

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leith wood et al., cited in Bus. 2007). Leith wood also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modelling best practices and important organizational values; demonstrating high performance

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

There are five dimensions of transformational leadership, idealized influence attitude, behavior, inspirational motivation, intellectual stimulation and individual consideration. Leadership effectiveness was given by Yukl (2002) later on and this concept of leadership effectiveness was extended by Busari (2011). He claims there are three dimensions of effectiveness, aims, followers and groups. Decision making has two dimensions analytical and intuitive. Analytical people make decisions on the basis of facts and figures after knowing the complete background of problems and then they are able to make final decisions. On the other hand intuitive individuals make the decision on the basis of experience, judgment, and what is termed a sixth sense (Busari et al., 2017).

Furthermore, employees are being motivated by transformational leadership styles to deliver their best which is expected by the organizations they serve. In addition Rao and Zaidi (2020) further explained that leader's may improvise their effectiveness by allowing employees to take part in the important affairs of organizations by giving their inputs in the form of decision making and problem solving. In the study conducted by different researchers as cited in Rao and Zaidi (2020), transformational leaders are concerned with motivating their followers.

Idealized Influence attitude and Behavior

In this style leaders are taken as role model by their followers i.e. employees. They want to copy the attitude and behavior of their leaders. Leaders have high morals as well as do their employees. In charismatic leadership (Khaola, 2019), leaders having idealized influence and try to bring improvement in their employees and also try to avoid negative outcomes (Nicolaidis, 2016; Khan et al., 2017). The personality of the leader, and their characteristics are taken as a role-model type for the followers and team members to become motivated.

Inspirational Motivation

In this style, leaders increase levels of motivation in order to increase the performance of employees. In this style then, the leader encourage employees, allows them to work independently and also works together with employees (Khan et al., 2017). Motivation is used as a tool to enhance the effectiveness of leaders. Furthermore, in this style leaders do not give any tangible benefits to employees but intangible motivation rises to increase productivity and performance, and the quality of work is the main focus of the leaders in this area (Khaola, 2019).

Intellectual Stimulation

In this leadership approach leaders allow the employees to bring new and novel ideas, and they also encourage employees to solve old problem by using new techniques. Actually the main purpose of stimulation is to solve problem and employees must have that ability, creativity, make decisions and it requires full involvement of employees (Khan, Busari & Abdullah, 2018). By doing so leaders give a free and independent hand to followers to think critically and use new methods to solve the current and future possible problems. Employees become actively engaged and their imaginative, creative and novel ideas are listened to and heard by managers (Khanta & Srinuan, 2019).

Individual Consideration

In this approach opportunities for learning and development are provided to employees by their leaders. Furthermore, the leaders increase the level of skills and confidence by involving their employees in different matters like training and development (Busari, 2011). Personal growth and career development is also used as a technique to bring effectiveness. That is why employees feel being valued as a member of the organization and work as team members to get the target set on time. This further enhances satisfaction, commitment, performance and effectiveness.

2.4.3. Participative Leadership

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

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

Puni et al. (2018) postulate that participative leadership is the procedure of making combined decisions or sharing responsibilities in decision-making between the authorities and employees and that it involves consulting with subordinates and evaluating their opinions and suggestions before the manager makes any decision. It is associated with consensus, consultation, delegation, and involvement (Sofi & Devanadhen, 2015). Scholars affirm that this leadership style has many benefits. Bell and Mjoli (2014), for example, argue that it is likely to enhance the appropriateness of decisions while contributing to the quality of employees' work lives. Puni et al. (2018) assert that the participative leader exhibits consultative behaviors such as imploring subordinates for ideas prior to making an ultimate decision although the leader retains the final authority. Furthermore, the participative leader shares duties with subordinates by including them in the decision-making process such as the preparation, decision-making, and implementation phases (Northouse, 2014).

2.4.4. Transactional Leadership

According to Miller and Miller's (cited in Bush, 2007) definition transactional leadership refers to: An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction.

In this leadership style, the employees' level of commitment is enhanced by achieving objectives on the promise of some rewards, and these rewards can be monetary, promotion, medical support, travelling, or even flexible working hours. It has three dimensions, contingent rewards, and management by exception and is active and passive (Rao & Zaidi, 2020).

Contingent Rewards

Allow the leaders to first explain the objective which he/she want to achieve then leaders provide rewards to followers or employees if they work according to plan and complete tasks on time. In this leadership style, leaders and followers create their relationship as an exchange process, making decisions about linking rewards with performance (Khanta, & Srinuan, 2019).

Management by exception active and passive

In this style leaders monitor their employees continuously and only contact their employees when problems arise. In the active mode, leaders point out the errors on time and give solutions to problems before they become more serious. In the passive mode, leaders play their role after a problem has arisen. Busari (2011) found a positive and significant relationship between contingent rewards, management by exception and leadership effectiveness. Management by exception passive- does not have significant relationship with leadership effectiveness. Further analysis of results revealed that contingent rewards also have a significant relation with decision making while management by exception has relationships with intuition and not with analytical aspects (Khan & Mughal, 2018).

2.4.5. Contingent Leadership

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

According to (Morgan, cited in Bush, 2007), leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation. This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership style. But, it is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performances and student achievements. School

principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, development, trusting and healthier school cultures, facilitating higher productivity and increased student achievements (McComack, Adams & Gamage (2009).

2.4.6. Instructional Leadership

The concept instructional leader is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of leadership (Brookover and Lezotte,1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable. Cited in MoE's (Instructional leadership module 2013)

Instructional leadership is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Kutsyuruba,2003; Arong & Ogbadu, 2010). This definition tells it is one of the functions of education, but Instructional leadership is not only one of the functions; it is the major and the core task of schools. The core task of schools is teaching and learning. Thus, the effectiveness and success of a school is measured in terms of its success on the key business of teaching and learning and its effects on students' academic and overall achievement (Phillips, 2011). Southworth (2002) as cited in MoE's module (2013) says that "instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth". Also Bush and Glover's (2002) definition stresses the direction of the influence process: Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leaders' influence is targeted at student learning through teachers. The emphasis is on the direction and impact of influence rather than the influence process itself. Instructional leadership is a change from conventional management practice of the schools, in which principals were seen as general managers of the schools, to a principal as instructional leader. Hallinger and Murphy (1985) as explained in the above definitions, Instructional leadership enables to focus on the core task of teaching and learning;

so principals to succeed in students academic and overall achievement by improving school performance, they have to be instructional leaders, they have to focus on the key business of the schools they lead. On the other hand, Krug (1992) defined instructional leadership as "involving the strategic application of knowledge to solve content specific problems and to achieve the purposes of schooling through others." (Kursunoglu & Tanriogen, 2009) In brief, when the principal emphasizes what students study, the "content", the methods adopted in teaching and creating different opportunities for professional development for teachers must not be conventional. In other words, they must care more about the outcomes and quality of students' learning. (Glatthorn & Jailall, 2009)

When talking about instructional leadership of the principal, we have to be standing at the most important definitions for this type of school leadership; according to Leithwood (1994). Instructional leadership is a series of behaviors that was designed to affect classroom instruction". (Kursunoglu & Tanriogen, 2009) Teaching and learning must be at the top of the priority list on a consistent basis. Leadership is a balance of management and vision (NAESP, 2001). While leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Generally, we can see that instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum.

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). Southworth (cited in Bush, 2007) stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Bush and Glover's (cited in Bush, 2007) definition stresses the direction of the influence process:

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leadership focuses on teaching and learning and on the behavior of teachers in working with students. According to Daresh (2002) “effective instructional leader actively promotes more effective practice in the teaching and learning processes in his/her school. The key to instructional leadership is in the principal defining his/her role in terms of recognizing instructional priorities rather than by serving as a school manager. The well-defined instructional leader is the principal who makes instructional and learning excellence the center

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2.5. Role of Instructional Leadership on School Success

Early studies of Anderson and Soder, Hollinger and Heck (cited in Mcewen, 2003:123), wallence (cited in Harris and Muijs 2005:34) asserted that principal’s role has significant impact on the achievement of students, their studies demonstrate that high students achievement has direct relation with the function of strong instructional leadership. However, many of the recent finding state that the influence of the instructional leadership impact is rather indirect Bell et al, (cited in Harris and Muijs, 2005:231). In the same way, Deal and Lec (cited in Heck, 2006:65) suspected the direct link between school success and effective instructional leadership is very complex than easy to link. Blasé and Blasé (1999:221).Further forwarded their argument that early researchers could not give enough evidence, which validate the direct link between strong instructional leadership and improved learning outcome. Regardless of the discrepancies observed on the point of view of the intellectuals, nowadays, instructional leadership are being accountable and unlike the customary management function like planning, organizing ,allocating resources, creating equilibrium, controlling etc., the present function of leadership mostly focused on developing and communicating mission and purpose, motivating and inspiring of followers towards the achievement of shared goals (Mctwen,2003, Carlson, 1996; locke,1991) In addition, it is the leader’s responsibility to communicate picture of what the organization should

be, convince followers and channel all activities towards accomplishing it.(Hoy and Miskel's, 2000:32).

Definition of leadership appears to be more recent perspective; defines leadership as the art to transform people and organization with aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the follower's activities and responsible for improved learning outcomes. Most of the responsibilities in improving instructions by developing teachers' leaders are the province solely left for instructional leaders at whatever levels (Marks & Printy, 2003). However, stressed that the link between instructional leadership and school effectiveness is yet unclear and best indirect (Heck, 2006; Sergiovanni, 2001).

Responsibility and accountability for effective instructional outcome calls leaders to design better ways those students can learn and highest school outcome could be produced the role of the principal as instructional leaders through complex, over loaded and unclear in the past, now it is in the way of transition towards transformational leadership (Chell, 1991:311). The role of principals as instructional leadership is still in the state of transition from administrative emphasis to more instructional, democratic and participatory leadership (Marks & Printy, 2003). The pressure of globalization and social expectation is inducing principals take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teachers' performance. Hence, the contemporary thinking of facilitative instructional leadership requires school leaders to have vision, quality and value to transforming their school towards envisioned success. (Smith, 2003:321).

Thus, elaborations of instructional leadership dimensions that support learning centered schools building can be tapped from the work of (Dimmock, 2000). The components include the following focus areas of the leader. Those are Technical knowledge and management of effective teaching and learning, Knowledge and management of technology, computer, internet, Knowledge and management of organization structure for service, Capacity and willingness to desirable model behaviours, Building organizational culture that value learning of all, Leadership of human resource and management of other resource, Monitoring and reviewing performance in the school accountability, Strategies for organizational change and innovations that contribute for building Learning centred School (Brundret, Burton, & Smith, 2003:13). Similarly, Weber (cited

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

Generally, according to the researcher idea to come up with the effective practices of instructional leadership it needs a big effort, as well as it needs a team work with all stakeholders and to overcome the challenges faced on instructional leadership.

2.6. Teacher's Practices of Instructional Leadership

In detail studies of teachers perceptions about characteristics of school principals that influence teacher's classroom instruction have conclude that the behaviours associated with instructional leadership positively influence classroom instructions (Larson-knight, 2000). Especially, Blasé and Blasé (1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching learning process, there were increases in teacher reflection and reflectively informed. Instructional behaviours, in implementations of new ideas, greater variety in teaching strategic, more responses to students diversity, lessons were prepared and planned more carefully teachers were more likely to take risks and more focus on the instructional process, and teachers used professional discretion to make changes in classroom practice.

Conversely, instructional leaders that did not engage in monitoring and providing feedback of the teaching-learning process had negative effect on teachers and classroom practices (Blasé and Blasé, 1998). Locke and Latham (1990) assert that goal setting is effective way to increase motivation and performance. They postulate that goals increased attention to obtainment of the task, increase the effort expended on goals relevant to activities, increase persistent to achieve, increase the development of strategies to obtain the goal. This is true even loosely coupled organizations, such as public schools.

Instructional leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that instructional leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional

development is relevant to the local school context and aligned with overall school improvement goals and with teacher's needs .to enhance school leaders capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers (Leithwood et al., 2006).

Engaging regularly in continuing professional development is widely recognized as the tangible expression of the commitment to learn, and is essential if professionals at every level in the school are to remain up to date in their knowledge of the curriculum, be wise in their selection and use of a selection of pedagogical skills, be enthusiastic about their work and the students they teach, and be self-confident and clear about their purposes (Harris & Muijs, 2005). Many country practices and evidence from different sources show that instructional leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. Leadership development is broader than specific programs of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career through the following stages (Pont et al., 2008).

2.7. Challenges for Instructional Leadership Effectiveness

Limited understanding exists about how schools and school districts can establish the conditions, change processes, and external supports necessary for producing a culture of effective practice. Several situational and environmental factors other than human, materials or financial resources, can affect the operation of instructional leadership practices of any school. For decades, schools have proved impervious to change at the instructional core, in large measure because of the overall complexity of the instructional process. Instructional leaders are often faced with a number of roadblocks: incompetence in educational leadership, lack of incentive for teachers, problems related with teachers promotions, lack of administrative skills and commitment of those assigned as school leaders, shortage of educational materials, or finance are among problems frequently cited as factors that hinder effective performance of teachers (MoE,

2004). In addition, disconnected departmental subcultures; a resistance to school wide interventions, norms for teacher autonomy and teacher tracking and a lack of training on and support for engaging disconnected adolescents who have significant learning gaps (McLaughlin & Talbert, 2007). Although the economic, political, social or technological variations, the following were cited as challenges to the effectiveness of instructional leadership practices: lack of skill and training, lack of cooperation from superiors and community, lack of time, lack of adequate resources, and lack of vision, will and courage.

Lack of Skills and Training: As Sergiovanni (2001) stated that, technical, human and educational skills, abilities and knowledge are essential properties that instructional leaders have to possess. Instructional leaders without adequate skills and training in educational leadership and professional development of teachers can do little or no for the improvement of learning (West-Burnham, 1998).

Lack of Cooperation from Superiors and Community: Teachers' cooperation is essential for effective instructional leadership. The cooperation of teachers, students, and parents could be available in school climate where the leaders exercise democratic leadership (MoE, 2002).

Lack of Time: Principals have multiple roles they have to play. For instance information overload, paper work, too many reports, many non-academic demands and work over load consume much of the principals time. Therefore only principals committed to instructional improvement can choose and use their time for the enhancement of the classroom instruction and teacher development (Harris and Muijs, 2003).

Lack of Adequate Resources: Lack of adequate resources of all type and support from central offices discourages instructional leaders. Bureaucratic management that hampers timely assignment human, financial and materials resources required can be restricted the success of the schools and limits development of the teachers (Dimmock, 2000).

Lack of Vision, Will and Courage: Nothing can affect instructional improvement more than lack of leaders will. Instructional leaders have to spend more time on improving the teaching learning, initiating changes and encouraging others to achieve educational goals. However lack of vision, will and courage could hinder the effectiveness of leadership performance (Sergiovanni, 2001). Generally, the barriers of instructional leadership hinder the leader's

performance, sabotage principal's attempts and finally bring a serious problem on the quality of education.

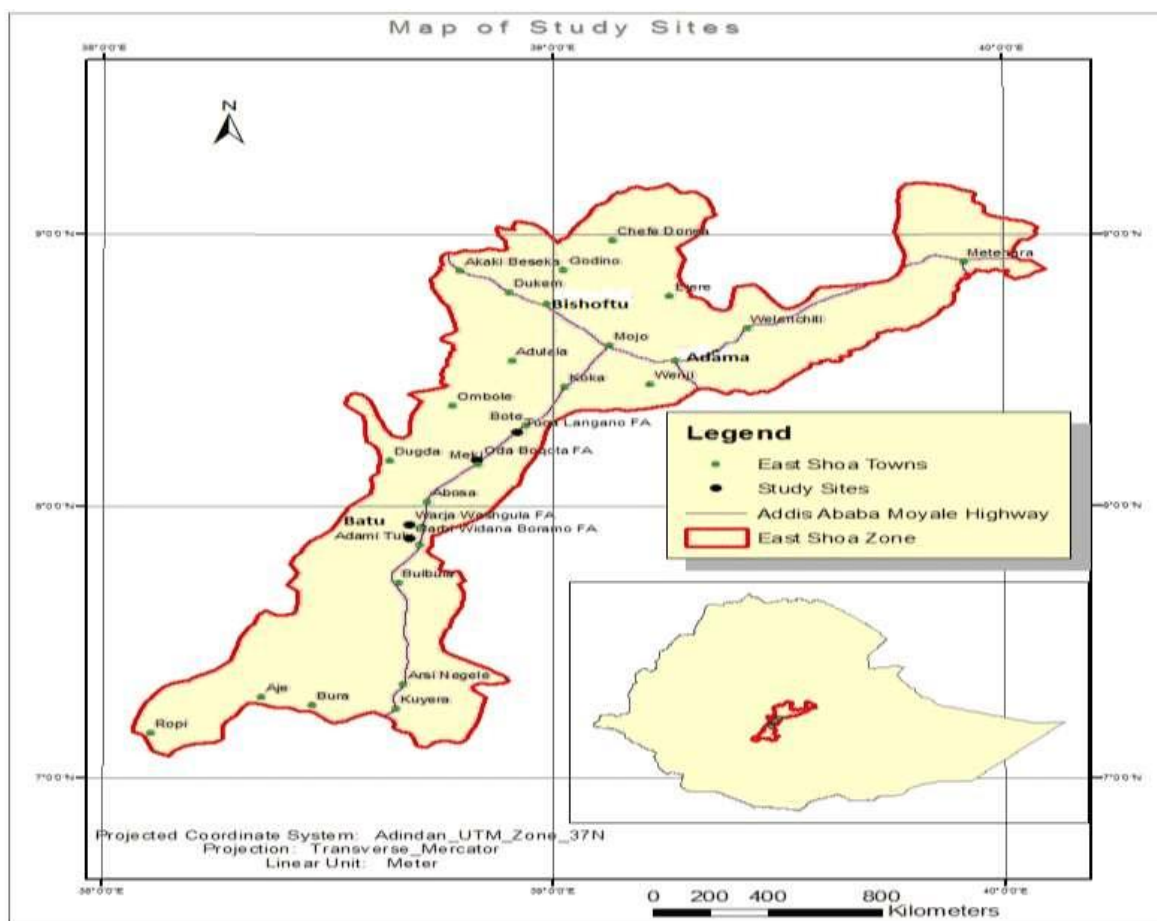
2.8. Summary on review of related literature

The chapter addressed the concept of instructional leadership, concept of leadership, dimensions of instructional leadership, supervisory skills, approaches to instructional supervision, the role of instructional leadership, and barriers to instructional leadership effectiveness to answer the following basic questions. To this end, to understand the current roles of instructional leadership, dimensions of instructional leadership such as defining school mission, managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional program and promoting a conducive learning climate were addressed. With regard to teaching learning role of instructional leaders, the study covered the areas of professional skill development, building effective relationship in School, supportive role of instructional leadership, directive role of instructional leadership and Conflict Management roles were treated.

3. THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the description of the study area, research design, sources of data , population, sample size and sampling techniques, instruments of data collection and methods of data analysis and ethical consideration.

3.1. Description of the study



Source: www.reaserchgate.net East Shoa map

Figure 1:Map of East Shoa Zone

East Shoa Zone is one of the zones of Oromia region in Ethiopia. This zone takes its name from the kingdom or former prominence of Shoa. East Shoa is located at the center of Oromia region, connecting the western regions to the eastern ones. This zone is bordered on the south by the west Arsi zone, on the south west by the southern nations, Nationalities and peoples region, on the west by south west Shoa and Oromia special zone surrounding Finfinne, on the north west

by North Shoa, on the north by Amhara Region, on north east by the Afar Region. Based on the 2007 census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has total population of 1,356,342, of whom 696,3550 are men and 659,992 women, with an area of 8,370.90 square kilometers, East Shoa has a population density of 162.03. The majority of the residents were Ethiopian Orthodox Christianity, with 58.76%, While 35.01% of the population were Muslim, 3.47% were protestant, and 1.57% held traditional beliefs. There are about 10 woredas in the zone. Namely; Adami Tulu Jidokombolcha, Dugada, Bora, Ada'a, Lome, Libenchukala, Adama, Bosat, Fantale and Gimbichu . Also there are about 36 secondary schools (grade 9-12) which contains 21,298 students, 860 teachers and 50 school leaders were the population of the in the zone.

3.2. The Research Design

In this study a descriptive survey research design was employed with the intention of getting the general picture of the current status of instructional leadership practice and challenges in selected secondary schools of East Shoa Zone. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey was used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. In other words, the descriptive survey was more effective in assessing the current practices in its natural setting.

3.3. The Research Method

To undertake the research, quantitative research method was employed. According to Bryman and Bell (2007) quantitative research emphasizes quantification of the data collection and analysis. It combined practices and norm of the natural scientific model in positivism position and embodies a view of social reality as an external, objective reality.

3.4. Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about the practice and challenges of instructional leadership under the study area.

3.4.1 Primary source of data

These were the key informants for information such as school leaders (principals and vice principals, school supervisors and department heads), teachers, and students. All of them were taken as primary data sources to assess their perceptions towards the effect of instructional leadership on students' academic achievement.

3.4.2 Secondary source of data

Secondary data were gathering from documents, such as: records and minutes concerning issues discussed and decided by instructional leadership in the school in relation to improving students' academic achievements in order to maximize the reliability and validity of the information obtained from primary sources.

3.5. Population, Sample Size and Sampling Techniques

3.5.1. Population of the study

A study population is the entire group of people to which the researcher intends the results of a study to apply (Aron and coups, 2008). Therefore, the population of the study was all secondary school leaders, teachers and students in the secondary schools of East Shewa Zone. There were about 10 woredas and 36 government secondary schools (grade 9-12) which contain 21,298 students, 860 teachers and 50 school leaders were the population of the study. Out of these four Woredas Five (5) secondary schools selected stratified , 12 school leaders, 35 department heads, 134 teachers and 65 monitors students was selected as target population.

3.5.2. Sample Size and Sampling Techniques

The sample size for teachers was calculated based on Yamane's formula (Yamane, 1967)

$$n = \frac{N}{1 + Ne^2}$$

Where n= sample size

N= total population

	Adami Tulu	20	20	9	9	32	24	3	3
	Bole Meki	15	15	8	8	46	35	2	2
	Gona Mirga	5	5	5	5	12	9	2	2
	Bora	14	14	7	7	29	22	3	3
	Koka	11	11	6	6	15	11	2	2
	Total	65	65	35	35	134	101	12	12
	Sampling techniques	availability		availability		Yamane formula		Purposive	

Key: **Pop**= Population **S**=Sample **%** Present

3.6. Data Gathering Tools

To achieve the purposes of this study, the researcher used the following data collection instruments. These are questionnaires and interviews in the samples selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions . The questionnaires and interviews proved to be appropriate instruments for data collection.

3.6.1. Questionnaires

In an attempt to collect data, questionnaire was prepared by the researcher and was used as a main source of data gathering instrument. Questionnaires were less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaire more appropriate for this study. Two sets of questionnaire (close and open-ended) were prepared to collect information from three groups of respondents namely teachers, class monitors and instructional leaders (department heads,). The items were prepared in accordance with the designed objectives and basic questions to be answered in the study concerning the effect of instructional leadership on students 'academic achievement. The first part of the questionnaire included school name and about the respondents'

demographic characteristics which comprised the role of the respondent, sex, age, responsibilities and experience to be answered by the respondents from the given options.

The second part of the questionnaire comprised different items that reflect major elements of effective instructional leadership which was used to rate the effects of instructional leadership in terms of setting and communicating the school vision, mission and goal, and their roles as instructional leaders and on influencing the student's' academic achievement. The respondents indicated the extent of their engagement to particular behavior or practice by choosing one of the five point scale ranging from strongly `agree (5) to strongly disagree (1).the last part of questionnaires was open-ended questions in which the respondents are expected to explain the mechanisms that the instructional leadership should apply to improve students' academic achievement in government secondary schools of east Shoa zone.

3.6.2. Interviews

In order to substantiate the information that was obtained through questionnaires and to get additional tangible information, the researcher used interview. Through this method of data collection instrument, the researcher used semi-structured interview questions to address 5 school principals,5 supervisors and 2 vice-principals about the effect of instructional leadership in improving students' academic achievement. For the purposes of this investigation, all sample school principals were interviewed.

The interviews which made by the researcher in accordance with the objectives of the study and the basic questions rose in the statement of the problem. Interview guide were prepared by the researcher and it is conducted with the schools leaders on face to face interaction. According to Drew, Hardman and Hart (1996:174), the advantage of the interview techniques was that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation.

3.7 Procedure of Data Collection

After the necessary corrections were made from the advisors, the final questionnaires were duplicated and distributed with necessary orientation by the researcher to be filled out by respondents. Respondents were given ample time to complete the questionnaires and returned them to the researcher. Data from completed surveys were entered in to SPSS version 22. Then

interviews with school leaders were conducted in such a manner that the interviewees are visited and briefed on the objectives of the study. At the same time as document review were carried out, the data collections through all the instruments were performed by the researcher. The researcher applied concurrent triangulation to collect quantitative data at one phase and integrate for interpretation. The reason behind this design was to overcome the weakness of the two and to use the strength of the two.

3.8 Method of Data Analysis

The information collected from questionnaires and interview were analyzed quantitatively in frequencies and percentages, mean and weighted mean in order to check the practice and challenges of instructional leadership in East Shoa Zone government secondary schools. Both the data gained from the questionnaire and from semi structured interviews were analyzed in a carefully. First, to determine the practice of instructional leadership the information was collected through **close ended questionnaires** and were analyzed by using percentage, mean and weighted mean and ANOVA the challenges between leaders, class monitors and teachers. Variables were coded with appropriate measurements that include continuous and categorical variables. All the data was computed using SPSS version 22 and percentages were used to determine the personal characteristics while mean, weighted means and standard deviation are used to measure the level of practice of instructional leadership in improving academic achievement of student and ANOVA were used to check whether there is a significant difference in the challenges of preferences between students, teachers and school leaders of respondents.

Based on the five point Likert rating scales from very high to very low or strongly agree to strongly disagree, the researcher analyzed the mean and weighted mean values less than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 (source) as very high in implementation. For the sake of analyses, very high and high indicate effective implementation and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools. Finally, all the data gained from the questionnaires (close-ended and open-ended) and semi-structured interviews were cross validated .

3.9 Ethical considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical consideration plays a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher will communicate with selected secondary schools of East Showa Zone legally. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening their personal and institutional wellbeing. The identity of the respondent was kept confidential.

Generally in conducting this study, emphasis was given to every important ethical issue. Research ethics was the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects, in particular active acceptance of subjects' right to privacy, confidentiality, and informed consent

3.10 Validity and Reliability Checks

To ensure validity of instruments, the instruments were developed under close guidance of the advisors. To check the reliability of the questionnaires, One way ANOVA reliability test calculated and all items were carefully input in to SPSS version 22.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter contains two parts; the first part deals with the characteristics of the respondents; and the second part deals with presentation, analysis and interpretation of the data. The main purpose of the study was to analyze the practice and challenges in exercising instructional leadership. The study was mainly the practices and challenges of instructional leadership in public secondary schools of East Shoa zone.

4.1 Background of the Respondents

Table 2: Sex of respondents

			Participants of the study			Total
			Teachers	Students	Dep. heads	
Sex	Male	Count	67	45	24	136
		% of Total	34.2%	23.0%	12.2%	69.4%
	Female	Count	29	20	11	60
		% of Total	14.8.9%	10.2%	5.6%	30.6%
Total		Count	96	65	35	196
		% of Total	49.0%	33.2%	17.9%	100.0%

As indicated in table 2 above, among teachers, students and department heads respondent 136(69.4%) males and 60(30.6%) were females. This implies most of the teaching profession and its leadership was dominated by male.

Table 3: Age of respondents

			Participants of the study			Total	
			Teachers	Students	Dep. heads		
Age of respondents	Less than 20 years	Count	0	50	0	50	
		% of Total	0.0%	25.5%	0.0%	25.5%	
	21 to 25 years	Count	19	15	3	37	
		% of Total	9.7%	7.7%	1.5%	18.9%	
	26 to 30 years	Count	39	0	8	47	
		% of Total	19.9%	0.0%	4.1%	24.0%	
	31 to 35 years	Count	28	0	15	43	
		% of Total	14.3%	0.0%	7.7%	21.9%	
	36 to 40 years	Count	10	0	9	19	
		% of Total	5.1%	0.0%	4.6%	9.7%	
	Total		Count	96	65	35	196

	% of Total	49.0%	33.2%	17.9%	100.0%
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Regarding respondents age of respondents, the table showed that respondents served below 20 years 50(25.5%), 21 to 25 years 37(18.9%), 26 to 30 years 47(24.0%) and 31 to 35 year 43(21.9%). This implies most of the respondents were between 31-35.

Table 4: Academic rank

			Participants of the study			Total
			Teachers	Students	Dep. heads	
Academic rank	Grade 9 to 12	Count	0	65	0	65
		% of Total	0.0%	33.2%	0.0%	33.2%
	Diploma	Count	2	0	3	5
		% of Total	1.0%	0.0%	1.5%	2.6%
	Degree	Count	87	0	31	118
		% of Total	44.4%	0.0%	15.8%	60.2%
	Master	Count	7	0	1	8
		% of Total	3.6%	0.0%	0.5%	4.1%
Total		Count	96	65	35	196
		% of Total	49.0%	32.2%	17.9%	100.0%

Regarding to educational background, students qualification shows that grade 9 to 12 were 65(33.2), Diploma 2(1%), BA/BSc 118(60.2%) and Master accounts for 8(4.1%). This showed that among the teachers and department heads respondent majority of them were Degree holders.

Table 5: Total years of experience

			Participants of the study		Total
			Teachers	Dep. Heads	
Total years of experience	1 to 5 years	Count	7	2	9
		% of Total	5.0%	1.5%	6.9%
	6 to 10 years	Count	30	10	40
		% of Total	22.9%	7.6%	30.5%
	11 to 15 years	Count	38	15	53
		% of Total	29.0%	11.5%	40.5%
	Above 16 years	Count	21	8	29
		% of Total	16.0%	6.1%	22.1%
Total		Count	96	35	131
		% of Total	73.3%	26.7%	100.0%

Regarding respondents service, the table showed that respondents served for 1 to 5 years were 9(6.9%), 6-10 years 40(30.5%), 11 to 15years 53(40.5%) and above 16 year 29(22.1%). This implies most of the respondents were more experienced. By supporting this, Ladd (2013) states that experienced teachers do better as they gain experience, and this helps the principals in terms of them not having to spend time and money with regard to absenteeism, training, and recruitment.

4.2 The Practice of Instructional Leadership to Enhance Students' Academic Achievement

This section was assessed the practice of instructional leadership. In this section, the researcher tried to analyze the components of instructional leadership. There were different tables that were used to analyze the practice of instructional leadership. Each of the question was rated in a 5–point Likert scale ranging from strongly disagree(1)to strongly agree(5). For the purpose of analysis the average mean score obtained from the data were interpreted as follow, 4.5-5.0 for very high practice, 3.5-4.49 for highly practiced, 2.5-3.49 - average value for practice, 1.5-2.49 low rate of practice and 1.0-1.49 very low practice.

Table 6: The practice of instructional leadership to enhance students' academic achievement

No	Items	Respondents	M	SD	F	Sig.
1	Instructional leader use data of students' academic performance when developing the school's goals	Teachers	2.35	.542	.326	.722
		Class monitors	2.31	.557		
		Dep. Heads	2.40	.604		
		Total	2.35	.557		
2	Instructional leader play an active role in facilitating students learning through different co-curricular activities	Teachers	4.25	.725	.250	.779
		Class monitors	4.18	.788		
		Dep. Heads	4.29	.710		
		Total	4.23	.741		
3	Instructional leader encourage students to work together with their partners in group activities	Teachers	2.38	1.190	.835	.435
		Class monitors	2.20	1.093		
		Dep. heads	2.41	1.463		
		Total	2.34	1.211		
4	Instructional leader meet students	Teachers	3.04	.794	1.36	.259

	individually with teachers to discuss student progress	Class monitors	3.09	.765	1	
		Dep. heads	2.83	.785		
		Total	3.02	.784		
5	Instructional leader discuss on students' academic performance results with the faculty to identify curricular strengths and weaknesses	Teachers	2.45	1.337	.825	.440
		Class monitors	2.23	1.183		
		Dep. heads	2.44	1.400		
		Total	2.39	1.298		
6	Instructional leader use tests and other performance measure to assess progress toward school goals.	Teachers	2.56	.558	.068	.934
		Class monitors	2.58	.556		
		Dep. heads	2.60	.553		
		Total	2.58	.554		
7	Instructional leader use meetings to honour students for academic accomplishments or for behaviour.	Teachers	2.39	1.301	.039	.962
		Class monitors	2.37	1.257		
		Dep. heads	2.31	1.367		
		Total	2.37	1.292		
8	Instructional leader recognize superior student achievement or improvement	Teachers	4.19	.744	199	820
		Class monitors	4.15	.852		
		Dep. heads	4.26	.741		
		Total	4.19	.778		
9	Instructional leader contact parents to communicate improved or exemplary student performance or contributions	Teachers	2.40	.696	1.00	.369
		Class monitors	2.44	.639		
		Dep. heads	2.34	.684		
		Total	2.48	.675		
10	Instructional leader support teachers actively in their recognition or reward of student contributions to and accomplishments in class.	Teachers	2.70	.822	2.46	.133
		Class monitors	2.55	.662		
		Dep. heads	3.00	1.000		
		Total	2.70	.819		

On item 1 of table 6 above, the respondents were asked to rate their level of agreement or disagreement on the instructional leader use data of students' academic performance when developing the school's goals. The mean score of teachers was 2.35, 2.31 for students and 2.40 for department heads. The average means was 2.35 which showed disagreement on practice.

The ANOVA result 0.722 is more than P value with α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the instructional leader did not use data of students' academic performance when developing the school's goals since it was disagree on the item.

As it can be seen from table 6 above, item 2, from the respondent teachers and department heads in the research area were asked to give their agreement regarding instructional leader play an active role in facilitating students learning through different co-curricular activities. The mean scores were 4.25, 4.18 and 4.29 for teachers, students and department heads respectively. The average means was 4.23. This deduced to high rate of practices. Whether there is variation in responses of the three groups' respondents was also confirmed by the computation of independent ANOVA values at with .779 is more than α 0.05 shows that there is no significant difference between the three groups of respondents on their level of agreement on the point. So, from the data, the researcher concluded the instructional leader play an active role in facilitating students learning through different co-curricular activities since respondent showed there agreement at high rate.

In the table above it was analyzed response about instructional leader encourage students to work together with their partners in group activities. On, item 3 of table 6 above, the respondents were asked to show their level of agreement or disagreement on instructional leader encourage students to work together with their partners in group activities. The mean score of teachers 2.38, 2.20 for students and 2.41 for department heads with average means was 2.34 shows low rate of performance by showing their disagreement. The ANOVA result 0.435 is more than at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the instructional leader encourage students to work together with their partners in group activities since it was rated at low rate.

The tables 6 above presented, item 4, instructional leader meet students individually with teachers to discuss student progress. From the respondents' idea on above point, the respondents were asked to show their level of agreement or disagreements on instructional leader meet students individually with teachers to discuss student progress. The mean score of teachers 3.04,

students for 3.09 and 2.83 for department heads with the average means was 3.02 shows moderate rate of performance. The ANOVA result 0.259 is more than the P-value at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the instructional leaders did not meet students individually with teachers to discuss student progress to the needed level.

As it can be seen from table 6 above, item 5, from the respondent teachers and department heads in the research area were asked to give their agreement regarding instructional leader discuss on students' academic performance results with the faculty to identify curricular strengths and weaknesses. The mean scores were 2.45, 2.23 and 2.44 for teachers, students and department heads respectively. The average means was 2.39 which shows disagreement on the item. This deduced to low rate of practices. Whether there is variation in responses of the three groups' respondents was also confirmed by the computation of independent ANOVA values at with .440 is more than α 0.05 shows that there is no significant difference between the three groups of respondents on their level of agreement on the point. So, from the data, the researcher concluded the instructional leader did not discuss on students' academic performance results with the faculty to identify curricular strengths and weaknesses which was found at low rate.

In the table above it was analyzed response about instructional leader use tests and other performance measure to assess progress toward school goals. On, item 6 of table 6 above, the respondents were asked to show their level of agreement or disagreement on instructional leader use tests and other performance measure to assess progress toward school goals. The mean score of teachers 2.56, 2.58 for students and 2.60 for department heads with average means was 2.58 shows moderate rate of performance by showing their moderate rate agreement. The ANOVA result 0.934 is more than at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the instructional leader use tests and other performance measure to assess progress toward school goals since it was rated at moderate rate.

The tables 6 above presented, item 7, instructional leader use meetings to honor students for academic accomplishments or for behavior. From the respondents' idea on above point, the respondents were asked to show their level of agreement or disagreements on instructional

leader use meetings to honor students for academic accomplishments or for behavior. The mean score of teachers 2.39, students for 2.37 and 2.31 for department heads with the average means was 2.37 shows their disagreement by low rate of performance. The ANOVA result 0.962 is more than the P-value at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the instructional leader did not use meetings to honor students for academic accomplishments or for behavior to the needed level.

The tables 6 above presented, item 8, instructional leader recognize superior student achievement or improvement. The mean score of teachers 4.19, students for 4.15 and 4.26 for department heads with the average means was 4.19 shows high level agreement on the rate of performance. The ANOVA result 0.820 is more than the P-value at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the instructional leader recognize superior student achievement or improvement to the needed level.

As it can be seen from table 6 above, item 9, from the respondent teachers and department heads in the research area were asked to give their agreement regarding instructional leader contact parents to communicate improved or exemplary student performance or contributions. The mean scores were 2.40, 2.43 and 2.34 for teachers, students and department heads respectively. The average means was 2.48 which show disagreement on the item. This deduced to low rate of practices. Whether there is variation in responses of the three groups' respondents was also confirmed by the computation of independent ANOVA values at with .369 is more than α 0.05 shows that there is no significant difference between the three groups of respondents on their level of agreement on the point. So, from the data, the researcher concluded the instructional leader contact parents to communicate improved or exemplary student performance or contributions which were found at low rate.

On, item 10 of table 6 above, the respondents were asked to show their level of agreement or disagreement on instructional leader support teachers actively in their recognition or reward of student contributions to and accomplishments in class. The mean score of teachers 2.70, 2.55 for students and 3.00 for department heads with average means was 2.70 shows moderate rate of performance by showing their moderate rate agreement. The ANOVA result 0.133 is more

than at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded instructional leader did not support teachers actively in their recognition or reward of student contributions to and accomplishments in class since it was rated at moderate rate.

4.3 Teachers practice of instructional leadership in classroom

Table 7: Teachers practice of instructional leadership in classroom

No	Items	Respondents	M	SD	F	Sig.
1	Teacher ensure open and two-way communication within the classroom	Teachers	3.23	.761	2.672	.072
		Class monitors	3.12	.893		
		Dep. heads	2.86	.810		
		Total	3.13	.822		
2	Teacher make classroom visits in senior teacher classroom for the purpose of improving instructional process	Teachers	2.38	1.008	3.199	.043
		Class monitors	2.62	.995		
		Dep. heads	2.86	1.033		
		Total	2.54	1.019		
3	Teacher make classroom visits for the purpose of improving instructional process by sharing experience with partners	Teachers	3.11	.832	2.718	.069
		Class monitors	3.37	.840		
		Dep. heads	3.40	.604		
		Total	3.25	.806		
4	Teacher discuss school issues with principals and students	Teachers	3.72	.970	1.013	.365
		Class monitors	3.80	.887		
		Dep. heads	3.97	.707		
		Total	3.79	.901		
5	Teacher tutor for students to cover the textbook	Teachers	2.06	.519	1.473	.232
		Class monitors	2.18	.635		
		Dep. heads	2.00	.542		

		Total	2.09	.565		
6	Teacher provide direct instruction based on the schedule	Teachers	2.94	.868	1.017	.364
		Class monitors	3.00	.866		
		Dep. heads	2.74	.886		
		Total	2.92	.871		
7	Department heads give non-evaluative feedback for teacher about their teaching	Teachers	3.13	.620	.015	.985
		Class monitors	3.12	.545		
		Dep. heads	3.14	.550		
		Total	3.13	.581		
8	Department heads coordinate experienced teachers to work with less experienced teachers	Teachers	2.47	.984	.844	.432
		Class monitors	2.28	.781		
		Dep. heads	2.40	.976		
		Total	2.39	.919		
9	Department heads assign teachers to specific classes or sections to learn from best practices	Teachers	2.99	.840	.078	.925
		Class monitors	3.00	.848		
		Dep. heads	3.06	1.027		
		Total	3.01	.874		

On item 1 of table 8 above, the respondents were asked to rate their level of agreement or disagreement on the Teacher ensure open and two-way communication within the classroom. The mean score of teachers was 3.23, 3.12 for students and 2.86 for department heads. The average means was 3.13 which showed disagreement on practice. The ANOVA result 0.0722 is more than P value with α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the Teacher ensure open and two-way communication within the classroom at moderate rate.

As it can be seen from table 8 above, item 2, from the respondent teachers and department heads in the research area were asked to give their agreement regarding Teacher make

classroom visits in senior teacher classroom for the purpose of improving instructional process. The mean scores were 2.38, 2.62 and 2.86. for teachers, students and department heads respectively. The average means was 2.54. This deduced to moderate rate of practices. Whether there is variation in responses of the three groups' respondents was also confirmed by the computation of independent ANOVA values at with .043 is less than α 0.05 shows that there is no significant difference between the three groups of respondents on their level of agreement on the point. So, from the data, the researcher concluded the Teacher make classroom visits in senior teacher classroom for the purpose of improving instructional process since respondent showed there agreement at moderate rate.

In the table above it was analyzed response about Teacher make classroom visits for the purpose of improving instructional process by sharing experience with partners. On, item 3 of table 8 above, the respondents were asked to show their level of agreement or disagreement on Teacher make classroom visits for the purpose of improving instructional process by sharing experience with partners. The mean score of teachers 3.11, 3.37 for students and 3.40 for department heads with average means was 3.25 shows moderate rate of performance by showing their disagreement. The ANOVA result 0.069 is more than at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the Teacher make classroom visits for the purpose of improving instructional process by sharing experience with partners since it was rated at moderate rate.

The tables 8 above presented, item 4, Teacher discuss school issues with principals and students . From the respondents' idea on above point, the respondents were asked to show their level of agreement or disagreements on Teacher discuss school issues with principals and students. The mean score of teachers 3.72, students for 3.80 and 3.97 for department heads with the average means was 3.79 shows high rate of performance. The ANOVA result 0.365 is more than the P-value at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the Teacher discuss school issues with principals and students.

As it can be seen from table 8 above, item 5, from the respondent teachers and department heads in the research area were asked to give their agreement regarding Teacher tutor for

students to cover the textbook. The mean scores were 2.06, 2.18 and 2.00 for teachers, students and department heads respectively. The average means was 2.09 which shows disagreement on the item. This deduced to low rate of practices. Whether there is variation in responses of the three groups' respondents was also confirmed by the computation of independent ANOVA values at with .0232 is more than α 0.05 shows that there is no significant difference between the three groups of respondents on their level of agreement on the point. So, from the data, the researcher concluded the teacher did not give tutor for students to cover the textbook which was found at low rate.

In the table above it was analyzed response about Teacher provide direct instruction based on the schedule. On, item 6 of table 8 above, the respondents were asked to show their level of agreement or disagreement on Teacher provide direct instruction based on the schedule. The mean score of teachers 2.94, 3.00 for students and 2.74 for department heads with average means was 2.92 shows moderate rate of performance by showing their moderate rate agreement. The ANOVA result 0.364 is more than at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the Teacher provide direct instruction based on the schedule since it was rated at moderate rate.

The tables 8 above presented, item 7, Department heads give non-evaluative feedback for teacher about their teaching. From the respondents' idea on above point, the respondents were asked to show their level of agreement or disagreements on Department heads give non-evaluative feedback for teacher about their teaching. The mean score of teachers 3.13, students for 3.12 and 3.14 for department heads with the average means was 3.13 shows their disagreement by moderate rate of performance. The ANOVA result 0.985 is more than the P-value at α 0.05 level of significance. This implies that there is no statistically significant difference between the three groups of respondents on the issue. So, from the data, the researcher concluded the Department heads give non-evaluative feedback for teacher about their teaching to the moderate level.

Table 8, item 8, asked, Department heads coordinate experienced teachers to work with less experienced teachers. The mean scores were rated 2.47 for teachers, 2.28 for students and 2.40 for school leaders. The average mean was 2.39. This revealed respondents agreed that

Department heads coordinate experienced teachers to work with less experienced teachers at low rate. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.432 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data, the researcher concluded that Department heads coordinate experienced teachers to work with less experienced teachers in low rate..

As it can be seen from table 8 above, item 9, from the respondent teachers and department heads in the research area were asked to give their agreement regarding Department heads assign teachers to specific classes or sections to learn from best practices. The mean scores were 2.99, 3.00 and 3.06 for teachers, students and department heads respectively. The average means was 3.01 which show disagreement on the item. This deduced to moderate rate of practices. Whether there is variation in responses of the three groups' respondents was also confirmed by the computation of independent ANOVA values at with .925 is more than α 0.05 shows that there is no significant difference between the three groups of respondents on their level of agreement on the point. So, from the data, the researcher concluded the Department heads assign teachers to specific classes or sections to learn from best practices which were found at moderate rate.

4.4. Challenges faced by leaders and teachers on performing instructional leadership

Table 8: Challenges faced by leaders and teachers on performing instructional leadership

No	Items	Respondents	M	SD	F	Sig.
1	School leaders focus on administrative work rather than instructional practice	Teachers	4.22	.823	.231	.794
		Class monitors	4.17	.802		
		Dep. Heads	4.29	.860		
		Total	4.21	.820		
2	Teacher resistance of instructional supervision	Teachers	4.16	.921	.121	.886
		Class monitors	4.14	.827		
		Dep. Heads	4.23	.942		
		Total	4.16	.891		

3	Lack of teachers participation in decision making	Teachers	4.25	.725	.362	.697
		Class monitors	4.18	.788		
		Dep. Heads	4.31	.718		
		Total	4.24	.743		
4	Lack of instructional time	Teachers	4.24	.830	1.350	.262
		Class monitors	4.08	.872		
		Dep. Heads	4.34	.725		
		Total	4.20	.828		
5	Lack of instructional resources or teaching aid	Teachers	4.24	.736	.343	.710
		Class monitors	4.18	.827		
		Dep. Heads	4.31	.631		
		Total	4.23	.748		
6	Low status of the teaching profession	Teachers	4.10	.827	.431	.651
		Class monitors	4.02	.893		
		Dep. Heads	4.17	.785		
		Total	4.09	.840		
7	Lack of cooperation among teachers and department heads	Teachers	4.10	.923	.985	.375
		Class monitors	4.02	.976		
		Dep. Heads	4.29	.789		
		Total	4.11	.919		
8	Lack of reward for teacher and department heads based on performance	Teachers	4.39	.977	.225	.799
		Class monitors	4.45	.867		
		Dep. Heads	4.31	1.022		
		Total	4.39	.947		
9	Lack of knowledge on instructional leadership	Teachers	4.05	1.040	.342	.711
		Class monitors	4.17	.894		
		Dep. Heads	4.03	1.043		
		Total	4.09	.991		
10	Lack of continuous support and supervision	Teachers	4.27	1.100	.499	.608
		Class monitors	4.42	.917		
		Dep. Heads	4.23	1.140		

		Total	4.31	1.048		
11	Low teacher perception on instructional leadership	Teachers	4.07	1.126	.159	.853
		Class monitors	4.17	1.024		
		Dep. Heads	4.09	1.121		
		Total	4.11	1.088		

Table 9, item 1, requests respondents to share their level of agreement whether school leaders focus on administrative work rather than instructional practice affected school leaders and teachers in exercising instructional leadership or not. The mean scores for teachers 4.22, for students 4.17 and for school leaders 4.29 were rated high by three groups. The average mean score rated was found to be 4.21 which indicate high level of agreement on the point. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.794 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. From the findings, the researcher concluded that the leaders and teachers have been face challenges of school leaders' focus on administrative work rather than instructional practice.

On table 9 above item 2, asks whether teacher resistance of instructional supervision affect the principals and teachers in exercising instructional leadership or not. The mean scores were rated 4.16 for teachers, 4.14 for students and 4.23 for school leaders. The average mean was 4.16. This revealed respondents agreed at high level that teacher resistance of instructional supervision affects the principals in exercising instructional leadership. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.886 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data the researcher concluded that the leaders have been face challenges of teacher resistance of instructional supervision which affects the instructional leadership at high rate.

Table 9, item 3, asked whether lack of teachers' participation in decision making affects exercising instructional leadership or not. The mean scores were rated 4.25 for teachers, 4.18 for students and 4.31 for school leaders. The average mean was 4.24. This revealed respondents

agreed that lack of teachers' participation in decision making affects the exercising transformational leadership highly. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.697 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data, the researcher concluded that lack of teachers' participation in decision making affected instructional leadership at high rate.

On table 9 above item 4, asks whether lack of instructional time affect the principals and teachers in exercising instructional leadership or not. The mean scores were rated 4.24 for teachers, 4.08 for students and 4.34 for school leaders. The average mean was 4.20. This revealed respondents agreed at high level that lack of instructional time affects the principals in exercising instructional leadership. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.262 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. . So, from the data the researcher concluded that the leaders have been face challenges of lack of instructional time which affects the instructional leadership at high rate.

Table 9, item 5, asked whether lack of instructional resources or teaching aid affects exercising instructional leadership or not. The mean scores were rated 4.24 for teachers, 4.18 for students and 4.31 for school leaders. The average mean was 4.23. This revealed respondents agreed that lack of instructional resources or teaching aid affects the exercising transformational leadership highly. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.710 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data, the researcher concluded that lack of instructional resources or teaching aid affected instructional leadership at high rate.

Table 9, item 6, requests respondents to share their level of agreement whether low status of the teaching profession affected school leaders and teachers in exercising instructional leadership or not. The mean scores for teachers 4.10, for students 4.02 and for school leaders 4.17 were rated high by three groups. The average mean score rated was found to be 4.09 which indicate high

level of agreement on the point. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.651 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. From the findings, the researcher concluded that the leaders and teachers have been face challenges of low status of the teaching profession.

On table 9 above item 7, asks whether lack of cooperation among teachers and department heads affect the principals and teachers in exercising instructional leadership or not. The mean scores were rated 4.10 for teachers, 4.02 for students and 4.29 for school leaders. The average mean was 4.11. This revealed respondents agreed at high level that lack of cooperation among teachers and department heads affects the principals in exercising instructional leadership. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.375 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data the researcher concluded that the leaders have been face challenges of teacher resistance of instructional supervision which affects the instructional leadership at high rate.

Table 9, item 8, asked whether lack of reward for teacher and department heads based on performance affects exercising instructional leadership or not. The mean scores were rated 4.39 for teachers, 4.45 for students and 4.31 for school leaders. The average mean was 4.39. This revealed respondents agreed that lack of reward for teacher and department heads based on performance affects the exercising transformational leadership highly. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.799 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data, the researcher concluded that lack of reward for teacher and department heads based on performance affected instructional leadership at high rate.

On table 9 above item 9, asks whether lack of knowledge on instructional leadership affect the principals and teachers in exercising instructional leadership or not. The mean scores were rated 4.05 for teachers, 4.17 for students and 4.03 for school leaders. The average mean was 4.09. This revealed respondents agreed at high level that lack of knowledge on instructional leadership affects

the principals in exercising instructional leadership. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.711 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data the researcher concluded that the leaders have been face challenges of lack of knowledge on instructional leadership which affects the instructional leadership at high rate.

Table 9, item 10, asked whether lack of continuous support and supervision affects exercising instructional leadership or not. The mean scores were rated 4.27 for teachers, 4.42 for students and 4.23 for school leaders. The average mean was 4.31. This revealed respondents agreed that lack of continuous support and supervision affects the exercising transformational leadership highly. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.608 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data, the researcher concluded that lack of continuous support and supervision affected instructional leadership at high rate.

On table 9 above item 11, asks whether low teacher perception on instructional leadership affect the principals and teachers in exercising instructional leadership or not. The mean scores were rated 4.07 for teachers, 4.17 for students and 4.09 for school leaders. The average mean was 4.11. This revealed respondents agreed at high level that low teacher perception on instructional leadership affects the principals in exercising instructional leadership. The ANOVA result was computed to compare the significance relation among respondents' responses in which P-value 0.853 computed, is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' on this item. So, from the data the researcher concluded that the leaders have been face challenges of low teacher perception on instructional leadership which affects the instructional leadership at high rate.

Different respondents stated different school leadership and management related factors that affect instructional leadership via open ended questionnaire and interview. These are: poor preparation of strategic plan and mechanisms for implementation of different changes, lack of experience and training in leadership in leading school, working for timely report, high rate of principals turn over, especially those who have good managerial skill, lack of proper and

continuous supervision, lack of using human power properly and using informal groups under school leaders before discussing on the issue with teachers.

The respondents asked to mention strategies to tackle challenges of instructional leadership. Based on this respondents recommended that provide qualified teachers in all subject areas; train qualified instructional leaders in the area of leadership; facilitate training program and work shop on the instructional issues; form cooperation among school communities on instructional issues; coordinate public engagement in school improvement; engage teachers in professional development program and encourage action research to solve school problems.

4.5. Analysis of Schools leaders Response of the Interview

Respondents were asked that how do instructional leaders provide teachers to update their performance.

They replied that:Our principal and supervisors encourages us to meet together regularly to discuss our school's improvement programs. We discuss on our current problems, student and staff needs, and new programs. We discuss how we implement our plans and improve students learning. These help us to improve our professional experiences (P1, P2, P3 ,S1 and P4).

From the above response one can understand that collaboration resulted in increased teacher motivation, self-esteem, efficacy, and reflective behavior on school issues.

The Other respondents replied that:Our principal and supervisor support us by providing teaching materials such as paper, pen and other related teaching aids.(P5,P6,P7, S3 ,S4,S5 and P2)From the above response the researcher was concluded that Supported by materials are not change teachers performance.

For the question asked as: How do you recognize the importance of supervision in instructional leadership for student learning?

All the respondents replied that:supervision was the method of practicing instructional leadership and encourage teachers to change their method of teaching if it was practiced for the purpose of learning and teachingFrom the above response one could understand that supervision was not practiced for purpose of instructional leadership.

For the question How do you practice effective leadership in your school to achieve the goal of instructional leadership?

The Respondents replied as:Through coordinating department head, unit leaders and class monitors students and also by sharing experience with experienced teachers (S4 and S5) the other group replied as:effective leadership practiced in the school by giving the tutor for the students.P1,P2,P3,and P4

The last group replied as:Keep teachers to use his/her schedule effectively or without absenteeism and students discipline.P5,P6,P7,S1,S2,and S3

From the above response the researcher concluded that effective leadership was effectively practiced through coordinating, sharing experience , using effective schedule and monitoring the students

What type of instructional leadership you practice in the school?

P5, P6, P7, said that most of the time instructional leaders are autocratic. This results with lack of giving feedback on time, lack of involvement from the employee in the decision making process leads to employees not assuming ownership of their work, contributing to low morale, lack of commitment, and manifesting in high turnover, absenteeism, and work stoppage.”

Specifically, supervisors 1,2,3,4 and 5 said that: “We instructional leaders are focus and make our self-busy with daily schedule however; in this way it is very difficult to achieve the aspiration of the schools.”From the respondents the researchers concluded that most of the instructional leaders are autocratic that they didn’t employ effective leadership.

The question Asked as :What are the challenges that affect to implement the instructional leadership for students learning?

All respondents replied that:leaders focus on administrative work rather than instructional practice; lack of teachers participation in decision making; lack of instructional time; lack of instructional resources or teaching aid; lack of reward for teacher and department heads based on performance and lack of continuous support and supervision which affects trust side of instructional leadership.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main objective of this study was look in to investigate the practice and challenges of Instructional Leadership in government Secondary Schools of East Shoa zone.. To this end, descriptive survey research design was adopted to carry out the study. In order to solve the aforementioned problems, the following basic questions were raised in the study:

1. To what extent do school leaders practice instructional leadership to enhance students' academic achievement in selected secondary schools of East Shoa Zone?
2. To what extent do teachers practice instructional leadership in classroom in East Shoa Zone?
3. What are the challenges faced by leaders and teachers on performing instructional leadership in the schools under study?

So as to find answer to these questions, the following procedural steps were undertaken: searching related resources to frame background of the study, formulating basic question, developing instrument for data collection, selecting methods of identification of respondents, complete analysis of the study and finally writing report.

The study employed mixed research method. Five secondary schools were included on the basis of simple random sampling. About 101 teachers, 35 department heads, 65 classroom monitors, 5 principals, 2 vice principals and 5 school supervisors were participated as sample of the study.

In this regards data were collected through questioners and interview. The questionnaires were initially distributed to a total of 201 respondents selected as a sample from five secondary schools. Among the distributed questionnaires a total of 196(97.5%) were appropriately filled and returned. Thus, analysis and interpretation of the data was based on these questionnaires. Furthermore, the results of interview conducted with 5 principals, 2 vice principals and 5 school supervisors were also used in the analysis and interpretation of the data. So, summary of major findings organized, conclusions drawn, and recommendations forwarded in chapter were based on the results obtained from the analysis of those data; and presented as follows.

Based on the analysis of the data, the following findings were obtained from the study.

1. The practice instructional leadership to enhance students' academic achievement

Majority of respondents rated the practice instructional leadership to enhance students' academic achievement was found below average. Some of the indicators of this failure in the practices are includes: among the component of instructional leadership was rated below average. Accordingly, the respondents rated that the instructional leader did not use data of students' academic performance when developing the school's goals; instructional leader did not encourage students to work together with their partners in group activities; instructional leader did not discuss on students' academic performance results with the faculty to identify curricular strengths and weaknesses; instructional leader not use meetings to honor students for academic accomplishments or for behavior and instructional leader did not contact parents to communicate improved or exemplary student performance or contributions.

2. Teachers practice of instructional leadership in classroom

Teachers practice of instructional leadership in classroom was also found at moderate rate of performance. Some of indicators found at poor performance were: department heads did not coordinate experienced teachers to work with less experienced teachers and teacher did not give tutor for students to cover the textbook. In addition, teacher ensure open and two-way communication within the classroom; teacher make classroom visits in senior teacher classroom for the purpose of improving instructional process; teacher provide direct instruction based on the schedule; department heads give non-evaluative feedback for teacher about their teaching and department heads assign teachers to specific classes or sections to learn from best practices were found at moderate rate.

3. Challenges faced by leaders and teachers on performing instructional leadership

The respondents response showed that the leaders were faced such challenges of school leaders focus on administrative work rather than instructional practice; lack of teachers participation in decision making; lack of instructional time; lack of instructional resources or teaching aid; lack of reward for teacher and department heads based on performance and lack of continuous support and supervision which affects trust side of instructional leadership.

From the respondents response majority of the response showed train qualified instructional leaders in the area of leadership; form cooperation among school communities on instructional issues; coordinate public engagement in school improvement; engage teachers in professional development program and encourage action research to solve school problems as strategies used to enhance the practice of instructional leadership in secondary schools of East Shoa zone.

5.2 Conclusion

Based on the major findings of the study the following conclusions were drawn. The findings of this study showed that the practices and challenges of instructional leadership in East Shoa Zone secondary schools were at unsatisfactory level. From this it is possible to conclude that the leaders were not involve themselves in communicating and debating compelling vision of the East Shoa Zone secondary schools.

Again the leaders did not use data on student academic performance when developing the school's goals, control class size for effective instructional process, make classroom visits for the purpose of improving instructional process, meet individually with teachers to discuss students' academic progress, use test results to assess progress towards school goals, develop school level policy that communicate the need for protecting instructional time from disruptions and did not develop school level classroom practice policies requiring teachers to implement instructional practices that promote student achievement. Such weak practice of instructional leadership indicators affects the idealized influence components of instructional leadership.

From the findings it is possible to conclude that leaders were not encourage creativity for the wellbeing of the institution, approach to think about old problems in new ways, encourage followers ideas, gets others to look at problems from many different angles, suggests new ways of looking at how to complete assignments, reexamine critical assumptions to question whether they are appropriate. Such indicators supported that the leaders were not involve themselves in intellectual stimulation behavior of instructional leadership practice. The leaders were not pay special attention to each individual follower's needs for achievement and growth, encourage supportive climate for new learning opportunities ,trusted by followers, effective in presenting others' to higher authority and empower followers to perform beyond expectation that affect satisfaction and trust side of the followers.

However, the result of the study reveals that the school leaders rarely or not all provide and communicate and inspire the staff towards such compelling achievement. Most importantly, the leaders were faced such challenges of low satisfaction and trust amongst the staff. Finally, the respondents result showed that leaders have to be employed such strategies of instructional leadership components so as to enhance the practice of instructional leadership. More specifically, the leaders have to focus on inspiring vision, enhancing staff satisfaction and lead in a ways that build trust amongst staff.

5.3 Recommendations

1. The secondary school principals need to recognize that without effectively practicing such new episode of leadership achieving an institution strategic vision are assumed to be ideal. Therefore, it is recommended that Oromia Education Office specifically team of teachers development should have to give significant attention needs to leadership development plan so that leaders improve their leadership skills to change the schools.
2. Every institution was established on the basis of vision achievement. Here it is strongly recommended that the administration education office leaders specifically heads, team leaders and group heads should have to focus on the communication of the education sector vision through inspiring the staff members towards the realistic future.
3. Well nurtured and satisfied teaching staff most importantly played a vital role for the accomplishment of the school vision. Accordingly, it is strongly recommended that East Shoa education office leaders are expected to enhance staff job satisfaction through focusing on paying special attention to each individual follower's needs for achievement and growth, encourage supportive climate for new learning opportunities effective in presenting others' to higher authority and empower followers to perform beyond expectation.
4. It is recommended that secondary school principals need to be provided leadership and management training either in short or in long programs by considering the instructional leadership characteristics.
5. A better understanding of how instructional leadership practiced may help the school leadership fine tune skills as a leader. Moreover, it is suggested that it is necessary to give due attention to human relation skills of candidate principals together with educational qualification with related field to leadership and management during selection or placement of principals.

6. Finally, the present study suggests that a more detailed and comprehensive study has to be explored on the practices and challenges of exercising instructional school leadership in secondary schools so as to complement the deficiencies observed in the study.

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HARAMAYA UNIVERSITY

Department of Educational Planning and Management

Questionnaire to be filled by Secondary School Teachers, Department heads and Students Representatives

This questionnaire is designed to study the practices and challenges of instructional leadership in secondary school of east Shewa zone, Oromia regional state. The objective of the study is purely academic. To this end you are given an opportunity to express your opinion pertinent to existing situation in your school. The value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to complete the questionnaire carefully.

Note:- In responding to the questions please note the following.

- All question raised her have equal importance to attain the objectives of the study.
- Writing your name in any part of the questionnaire is not necessary
- Circle the letter of your choice and write your own opinion to the open question.

Thank you in advance!

PART I: Background Information

Directions: Please , circle the letter of your choice.

You do not need to write names.

1. Name of the school _____
2. Sex: A) Male B) Female
3. Age: A) Under 20-25 years old B) 26-30 years old C) 31-35 years old
D) 36-40 years old E) 40 and above years old
4. Work title/ Job Classification (career aspirate) A) Beginner C) proper teacher
D) Lead Teacher E) Principal F) Cluster Supervisor G) If any other please
5. Academic Rank: A) TTI certificate B) Diploma C) Degree D) MA/MSc

6. Total years of experience, A) 1-5 years B) 6-10 C) 11 and above

PART II: Issues related with school leaders practice instructional leadership to enhance students' academic achievement

Instruction: The following statements deals school leaders practice instructional leadership to enhance students' academic achievement. To show your level of agreement there are five alternatives in which "5" = *strongly agree*, "4" = *agree*, "3" = *not sure*, "2" = *disagree*, and "1" = *strongly disagree*. Please, putt (√) mark against each items.

No	Statements /Items/	1	2	3	4	5
1.	Instructional leader use data of students' academic performance when developing the school's goals					
2.	Instructional leader play an active role in facilitating students learning through different co-curricular activities					
3.	Instructional leader encourage students to work together with their partners in group activities					
4.	Instructional leader meet students individually with teachers to discuss student progress					
5.	Instructional leader discuss on students' academic performance results with the faculty to identify curricular strengths and weaknesses					
6.	Instructional leader use tests and other performance measure to assess progress toward school goals.					
7.	Instructional leader use meetings to honour students for academic accomplishments or for behaviour.					
8.	Instructional leader recognize superior student achievement or improvement					
9.	Instructional leader contact parents to communicate improved or exemplary student performance or					

	contributions					
10.	Instructional leader support teachers actively in their recognition or reward of student contributions to and accomplishments in class.					

PART III: Issues related with instructional leaders provide relevant support for teachers to enhance their performance

Instruction: The following statements deals with instructional leaders provide relevant support for teachers to enhance their performance. To show your level of agreement there are five alternatives in which “5” = *strongly agree*, “4” = *agree*, “3” = *not sure*, “2” = *disagree*, and “1” = *strongly disagree*. Please, putt (√) mark against each items.

No	Statements /Items/	1	2	3	4	5
1.	Instructional leader meets the individual professional needs.					
2.	Instructional leader evaluate teachers performance					
3.	Supervisors spend one full class period of his /her/ time when conducting instructional supervision observation					
4.	Supervisors employ several phases, such as conference, observation, and post-conference.					
5.	School leaders give teachers feedback on their weekly lesson plans.					
6.	School leaders encourage teachers to observe each other’s class					
7.	School leaders work with teachers to improve the instructional program for the school					
8.	School leaders made available to assist teachers in accomplishing instructional goals					
9.	School leaders organize teachers to work collaboratively					

	in pairs and small teams to observe each other's teaching and to improve instruction					
10.	School leaders encourage teachers to use different instructional methods					
11.	School leaders make regular follow up and feedback to teachers					

1. Do you think the support rendered by supervision have helped you to improve your performance. If yes, state how he/she helped you _____

2. How relevant are the instructional support provided for teachers at different levels?

PART IV: Issues related with teachers practice of instructional leadership in classroom

Instruction: The following statements deals with teachers practice of instructional leadership in classroom. To show your level of agreement there are five alternatives in which "5" = *strongly agree*, "4" = *agree*, "3" = *not sure*, "2" = *disagree*, and "1" = *strongly disagree*. Please, putt (√) mark against each items.

No	Statements/Items/	1	2	3	4	5
1.	Teacher ensure open and two-way communication within the classroom					
2.	Teacher make classroom visits in senior teacher classroom for the purpose of improving instructional process					
3.	Teacher make classroom visits for the purpose of improving instructional process by sharing experience with partners					

4.	Teacher discuss school issues with principals and students					
5.	Teacher tutor for students to cover the textbook					
6.	Teacher provide direct instruction based on the schedule					
7.	School leaders give non-evaluative feedback for teacher about their teaching					
8.	School leaders coordinate experienced teachers to work with less experienced teachers					
9.	School leaders assign teachers to specific classes or sections to learn from best practices					

If any other please, state _____

PART V: Issues related with challenges faced by leaders and teachers on performing instructional leadership

Instruction: The following statements deals with challenges faced by leaders and teachers on performing instructional leadership. To show your level of agreement there are five alternatives in which “5” = *strongly agree*, “4” = *agree*, “3” = *not sure*, “2” = *disagree*, and “1” = *strongly disagree*. Please, putt (√) mark against each items.

No	Statements/Items/	1	2	3	4	5
1.	School leaders focus on administrative work rather than instructional practice					

2.	Teacher resistance of instructional supervision					
3.	Lack of teachers participation in decision making					
4.	Lack of instructional time					
5.	Lack of instructional resources or teaching aid					
6.	Low status of the teaching profession					
7.	Lack of cooperation among teachers and school leaders					
8.	Lack of reward for teacher and school leaders based on performance					
9.	Lack of knowledge on instructional leadership					
10.	Lack of continuous support and supervision					
11.	Low teacher perception on instructional leadership					

3. If any other please, state or what do you think about the challenges of instructional leadership of the school? _____

APPENDIX
HARAMAYA UNIVERSITY
Department of Educational Planning and Management
Interview Questions for Supervisors. & Principals

Dear interviewee!

This interview questions aimed to examine the practices and challenges of instructional leadership in secondary school of east Shewa zone, Oromia regional state. The success of this project depends on your answer. Responses will be completely anonymous; your name will not appear anywhere on this study and I will not be able to trace your answers by your name. If you have any questions regarding the research, you can ask and you have full right to withdraw at any time. I sincerely appreciate your help and time invests on this research.

Thank you very much for your cooperation!

Interview questions for the school leaders (principals, vice principals and for cluster supervisor:)

1. How do instructional leaders teachers to update their performance?
2. How do you recognize the importance of supervision in instructional leadership for student learning?
3. How do you practice effective leadership in your school to achieve the goal of instructional leadership?
4. What type of instructional leadership you practice in the school?
5. What are the challenges that affect to implement the instructional leadership for students learning?

