
**THE ROLE AND PRACTICE OF SECONDARY SCHOOL PRINCIPALS AS AN
INSTRUCTIONAL LEADER: THE CASE OF KAMASHI ZONE
SECONDARY SCHOOLS**

BY

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**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT
STUDIES**

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JIMMA UNIVERSITY**

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The role and practice of secondary school principals as instructional leader

Letter of Approval

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INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The Roles and Practices of Secondary School Principals as Instructional Leader:
The case of Kamasi Zone Secondary schools.

By:

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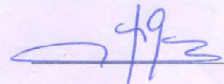
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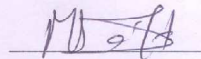
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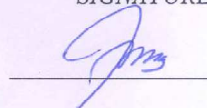
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DECLARATION

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Acronyms and Abbreviations

BGRS: Benishangul Gumuz Regional State

BLS: Bureau of Labor Statistics

CSA: Central Statistically Agency

EDPM: Educational Planning and Management

IEL: Institute for Educational Leadership

MOE: Ministry of Education

NAESP: National Association of Elementary School Principals

NASSP: National Association of Secondary School Principals

PTA: Parent Teacher Association

REB: Regional Education Bureau

SSCS: Secondary School Cluster Supervisor

WEO: Woreda Education Office

WES: Woreda Education Supervisor

ZED: Zonal Education Department

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ABSTRACT

The main purpose of this study was to assess the role and practices of secondary school principals as an instructional leader. To accomplish this purpose, descriptive survey design was used which is supplemented by qualitative research to enrich data. The study was carried out in seven randomly selected secondary schools of Kamashi zone. Then all 93 teachers in the sample schools included using census method. All 7 unit leaders, 7 principals, 5 Cluster supervisors 7 Parent Teacher Associations, 5 Woreda supervisors were also involved in the study for interviewing through census and purposive sampling techniques respectively. Questionnaire was the main instrument of data collection. Document analysis & interview were also utilized to substantiate the data obtained through the questionnaire. Frequency distributions & percentage were employed in analyzing and reporting the results. Qualitative data obtained through document analysis & interview was analyzed using narration. Findings revealed that Kamashi zone secondary school principals did not successfully implemented the eight major instructional leadership roles under the study. Accordingly, principals have shown weak performance in defining & communicate school mission; managing curriculum & instruction; instructional supervision; instructional learning climate; monitoring student progress; and promote teachers professional growth etc.. The major factors that affected the roles of the school principals are lack of leadership and management skills, insufficient experience in principal ship, workload, less parental involvement and lack of support from WEO, ZED, and REB. Finally based on the findings and conclusions of the study recommendations forwarded that WED, ZED and REB should regularly attend trainings organized by colleges, universities and professional bodies for principals to acquire more knowledge about their role as instructional leaders and principals should committed and competent to implement properly their roles as instructional leaders.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human power which can overcome development impediments of a given country.

Educational institutions are the cornerstones to carry out education in each of the community. And they are a well structured where people come together and developed through the process of teaching and learning. In maintaining this, they need committed and competent administrators with various duties. In this view, (the Bureau of Labor Statistics 2010) explained that successful operation of educational institution requires competent administrators and their major duties are explained as follows: providing instructional leadership and managing the day-to-day activities, Setting educational standards and goals and establish the policies and strategies required to achieve them, supervising all school activities, supporting staff and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers, manage career counseling and other student services.

Among the various educational institutions, schools are places where people come together to acquire knowledge, or the future citizens are shaped and developed through the process of teaching and learning to the fullest level, and motivate them to read, write and think creatively (Million, 2010). In the view of Yenew (2012), Schools are primarily responsible for the production and provision of qualified human resource. They are in charge of achieving educational objectives expected to shape pupils in accordance with the needs and interest of beneficiaries. It is generally believed that the society's future depends on the success of schools in effectively achieving their objectives. To achieve their purpose, or need to deliver learning through effective teaching is counts much (Krug, 1992). And schools success is determined by the school outcomes, the quality and quantity of graduates. However, this cannot be attained without adequate and proper provision of the school curriculum and instruction for each level and grades. The responsibility for proper and adequate provision of the school curriculum and instruction rests with the school principal (Yenew, 2012).

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In line with this, Sims (2011) noted that schools are educational institutions that play a prominent role in the intellectual & personal growth of students. Furthermore, school is the most important institution in the socialization of children because it can cause an impact on the children's development. Hence leadership is often viewed as a major focus of efforts to pursue and achieve excellence in education. In other words, excellence or success of a school is influenced by effective principal leadership. According to Ubben & Hughes (1997), schools can make a difference to the level of students' performance; however, good or poor school depends on the person who leads the school. According to McEwen (2003) school effectiveness is because of the leadership abilities of the principals, particularly in the area of instructional leadership. Similarly, Hopkins (2003) noted that the most important aspect in the success of a school is the quality of the leadership of the principal, mainly instructional leadership. Excellent schools are those led by excellent instructional leaders, the principals (Elliot and Capp, 2001).

In light of this, principals should be competent leaders with various duties. Among the various duties, demands for greater accountability appeals for the use of more outcome based measures- that requires the principal to be instruction oriented. Are the students learning? If students are not learning, what are we going to do about it? The focus on results; the focus on student achievement; the focus on student learning at higher levels, can only happen if teaching and learning become the central focus of the school and central focus of the principal (Blackstein,2010; Bulach, Lunenberg, and Potter, 2008). Therefore how can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet the goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. The role of instructional leader helps to maintain focus on why the school exists, and that is to help all students learn (Blasé, Blasé & Phillips 2010, Smylie 2010).

In relation to the tasks expected from the school leaders for effective instructional leadership, different authors and researchers have developed different conceptual frameworks based on the characteristics of effective schools and effective principals. Snyder (1983), for instance, conceptualized instructional leadership in terms of planning, staff and program development and evaluation activities using such organizational properties, however, it may not entirely capture the normative dimension of school organization

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without which the instructional leadership roles could not influence the quality of instruction as well as student achievement.

Considering such limitation of Snyder's conceptual model, Hallinger and Murphy (1987) developed a three dimensional conceptual frame work which embraces ten functional categories such as framing goals, communicating goals, Knowledge of curriculum and instruction, coordinating curriculum, supervising and evaluating instruction, monitoring progress, setting standards, setting expectations, protecting time and promoting improvement.

Recent authors and researchers, however, reframed the conceptual framework of instructional leadership in to five dimensions based on Hallinger and Murphy (1987), functional categories and other similar studies, these dimensions that are defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate (krug, 1992). These researchers and authors believe that the five dimensions are Structurally more tenable, simpler to work with and not appreciably less precise.

So, principals as instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to encourage them best practice in curriculum delivery (Adeolu 2012). According to him Effective school principals as instructional leader establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, regular check of lesson notes and subject contents, observation of classroom instruction, continuously monitor students progress to determine whether their instructional goals are being met, provide feedback on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes.

Today's principals must be instructional leaders if they are serious about raising the level of student achievement and learning in their schools. They need a style of leadership that promote,

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celebrate and enhance the importance of teaching and learning that contributes directly to school instructional improvement (Hopkins, 2003). They must be excellent teachers, who can communicate teaching excellence to others. They must be excellent organizers, who can assist a team of instructors in organizing for instruction. They must be problem solvers, and good thinkers (Elliot and Capp, 2001).

Even though principals are crucial for school success, due to different problems they can't carry out their instructional leadership roles effectively. Research results concluded that principals' problems were mainly concentrated in the following areas: problems with staff, principals with principles and principals with the top authorities, problems with parents, and problems related to the personal characteristics of the principals' themselves (Harris, 2004). Hence, one could possibly say that principals fail to carry out instructional leadership.

However, in this movement it seems that further research is needed to assess the roles and practices of school principals as instructional leader and challenges faced by school principals to become effective instructional leaders in Benishangul Gumuz regional state particularly in Kamashi Zone. This study has explored high school principals' roles and practices as instructional leaders and identified factors that impede them in carrying out their duties.

1.2 Statement of the Problem

Instructional leadership refers to a series of behaviors designed to affect classroom instruction. Such behaviors include principals informing teachers about new strategies and tools for effective instructions, and assisting them in critiquing them to determine their applicability in the classroom.

Hallinger and Heck (1996) state that the most theoretically and empirically robust models are used to study school leadership and how principals can influence on student achievement when efforts are aimed towards influencing internal school process. Those internal process emanate from school polices and norms for example Academic expectations, school mission, student opportunity to learn, instructional organization, academic learning time, etc.) to the practices of teachers. The theory and practice of the roles of instructional leadership continues to be important issue to assess school principals' role and practice. In this regard, Lunenburg and

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Ornstein (1991) assert that there are still disagreements on the roles, behaviors and amount of time spent by principals in the area of curriculum and instruction.

In this regard, there is quite an array of studies that substantiate the failure of principals in practicing their role as instructional leaders. For instance, Blasé (2001) revealed that many school principals spend their daily working time for administrative duties, which are irrelevant to teaching-learning. Blasé emphasized that the factors hindered the focus of teaching are issues not related to teaching, lack of time management as well as principals' pessimistic behavior. Moreover, evidences from some empirical research have shown that roles of principals as instructional leader is generally limited due to few obstacles (Krajewski, 1977). Among the obstacles identified are, pattern or types of work, problems related to stress & support, and principal's personal characteristics. According to McEwan (2003), most principals do not put instructional leadership as their primary responsibility due to lack of skills & training, lack of support from the supervisors and the community as well as lack of commitment and enthusiasm. According to Taole (2013), workload, irregular daily disruptions and lack of parental support & cooperation and external support principals put less attention for instructional leadership.

Moreover, the school principal, as an instructional leader is expected to play many roles. For instance, Philip (2012) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plan, and evaluating teachers.

While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. For example, among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership.

Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training, lack of time management, increased paperwork, and the community's perception of the principal's role as that of a manager. With regard to this, Stronge as cited in Poirier (2009) found that typical principals spend 62% of their time performing managerial activities, and spend only 11% of their time to work related to instructional activities and the rest 27% also focused with community activities. Similarly, George (2001) noted that, due to lack of time and paper

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work principals devote very little of their time to instructional leadership. In line with this, (Krajewaski's study as cited in Sims, 2011), proved that the principals do not practice the role as instructional leaders because most of the time has focused on administrative and clerical matters. The result of his study indicated that principals are not instructional leaders. Furthermore, from a practical viewpoint (Lovell and Pheps' cited in Sims 2011) study noted that principals do not monitor and discuss matters related to teachers' teaching as well as monitoring and supervising done by principals were not systematic and not premeditated. Additionally Fullon (1979), noted that principals cannot be reckoned as good examples of instructional leaders because of lack of time & exposure to training and guidance to serve as instructional leaders. His study showed that principals have limited knowledge as instructional leaders & have not founded to become instructional leaders due to lack of leadership management skills.

Schools of developing countries including Ethiopia which manifest inadequate concern for instructional leadership activities have been criticized for wastage of instructional time, when teachers leave classes for various reasons and for minimum participation of parents in following up students learning progress (Lockheed and Vers poor, 1991). In supporting this findings research conducted by Deme (2012), in Benishangul Gumuz region, principals have found weak to have relationship with the school community and parents. Parents visit schools only twice in a year when the schools open and at the end of academic year. In his study found that school principal are not qualified in educational leadership, they are ineffective in improving classroom teaching and learning process, lack of skill and knowledge and lack of support from Woreda education office and other concerned bodies,. Moreover, my study focuses on to investigate deeply the presence or absence of the above listed problems and to propose solutions and to make further investigation of the roles and practices of principals as instructional leader in Kamashi Zone secondary schools.

Additionally, from the researcher's experience as a teacher and supervisor many of Kamashi Zone secondary school principals spend most of their time in administrative issues rather than instructional issues.

Therefore, there is a gap in defining school mission, managing curriculum & instruction, monitoring student progress, teachers' professional growth and poor student academic

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performance in the study area. Because the students' national examination results in grade ten and grade twelve is very low in each, 2000-2004E.C.

Low student performance is the common problems in Kamashi Zone secondary schools.

So, low academic achievement of the students in Kamashi Zone secondary schools motivated me to conduct a research in this area.

In light of the above pressing and sensitive issues, the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to Secondary schools in Kamashi Zone .

Based on the above background and assumption, that school principals as instructional leaders will have a positive effect on instructional practice of schools.

Generally the purpose of this study is to assess the practice of secondary school principals as instructional leader: the case of Kamashi zone secondary schools. Thus this study attempts to answer the following basic research questions.

1. To what extent do secondary school principals practice defining the schools mission and supervising instruction as instructional leader?
2. To what extent do secondary school principals manage curriculum & instruction?
3. To what extent do principals monitor student progress and promote school learning climate?
4. To what extent do principals of Kamashi Zone promote teachers professional growth?
5. What personal qualities and Professional skills do principals possess as instructional leaders to effectively lead their schools?
6. What are the major challenges that the school principals encounter in playing their role as an instructional leader?

1.3 Objectives of the Study

1.3.1 General Objective

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The major objective of the study was to assess the role and practice of secondary school principals as instructional leaders in Kamashi Zone secondary schools.

1.3.2 Specific Objectives

1. To examine the extent of secondary school principals in defining the school's mission as instructional leader.
2. To identify how secondary school principals supervising instruction.
3. To investigate how secondary school principals manage curriculum and instruction as instructional leader.
4. To identify to what extent principals of Kamashi Zone monitoring student progress.
5. To investigate to what extent secondary school principals promote school learning climate.
6. To identify to what extent secondary school principals promote teachers' professional growth.
7. To identify the personal qualities and professional skills school principals need to develop as an instructional leader.
8. To identify the major challenges that the school principals face in playing their role as an instructional leader?

1.4 Significance of the Study

The researcher hopes that this study will have the following contributions:

1. The study result will serve as a feedback for Kamashi Zone secondary school teachers, Students, and PTA members, cluster supervisors, Kamashi Zone Education Offices, Kamashi Zone Education Bureau, Benshangul gumuz Regional State Education Bureau and MOE of Ethiopia about the roles and duties practiced by secondary school principals in the study area.
2. It will help the secondary school principals of Kamashi Zone to know their Weaknesses and strengths, regarding instructional leadership practices.

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3. It will be useful to new and prospective principals as an impetus to act effectively healthier as instructional leaders as well as to examine their strengths and weaknesses when practicing the instructional leadership dimensions.
4. It would provide valuable insights for principals and other school leaders in developing and sustaining excellent school.
5. It may add some input for other school principals who are working at different levels to know the practice of school principals as an instructional leader in the context of different nations or countries.
6. This study may be helpful in providing policy makers valuable information to improve the government education sector.
- 7-the study also will be used as a spring board for further research works in the area.

1.5 Delimitation of the Study

There are three Zones in Benishangul Gumuz regional state, the study conducted in one of the Zones called Kamashi Zone. Because the researcher has well acquaintance with the principals in the Zone, where he worked as a teacher and supervisor 6 years, this will help the researcher to get pertinent information on the status of the roles and practices of principals with respected to the gap which mentioned in the background part.

To make the study more manageable & feasible, the study is delimited to seven governmental secondary schools (9-12) grades in Kamashi Zone.

All educators can be leaders in the different levels of the educational management hierarchy. The various researchers agreed that instructional leadership is played by many individuals. Concerning this, Lunen berg and Ornstein (2008) agreed that instructional leadership role doesn't necessarily rest exclusively with the principal. The Assistant principals, unit leaders, and department heads might also serve as instructional leaders. However, to make the research more manageable this study focused specifically on the roles and practices of the principals.

The role of principals is multi-dimensional. Hence, to make the research more feasible and manageable, the study is delimited to instructional leadership role of principals specifically in the area of defining the schools mission; managing curriculum and instruction; supervising

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instruction; monitoring student progress; promoting school learning climate and promotes teachers professional growth. The practice of Principals in the area of personal qualities, professional skills, weaknesses & strengths and challenges of principals as an instructional leader was examined.

1.6 Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. Even though the researcher planned to use tape recorder during the interview, respondents were not voluntary & he was forced to use writing on notes. Furthermore, Woreda education office and parent teacher associations were always busy.

1.7 Operational Definition of key Terms

Instructional Leader: A person who attempts to improve student performance focusing on teaching and learning (instruction).

Instructional Leadership: Refers to role behavior (or practices) of school leaders, the principal in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting learning climate (krug, 1992).

Practice: An action rather than ideas; exercising the actual framework of principal's task.

Role: The expected and characteristic pattern of behavior exhibited by principals as a member of a school.

School Principal: In this study context, it can be defined as a person who manages the school excluding the assistant or vice principals.

Secondary School: Structure of education system that includes general education (9-10) and preparatory education (11-12).

Supervision: Supervision is an act by the principal of managing, overseeing and giving direction to educators.

1.8 Organization of the Study

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The research report divided in to five main chapters. The first chapter deal with the problem and its approach and it include background of the study, statement of the problem, objectives, and significances, delimitation, limitation of the study, operational definition of basic terms and organization of the study. Chapter two presents the review of related literatures. Chapter three deals with the research design, method, sources of data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis and interpretation. Chapter four includes the data presentation, analysis and interpretation. Chapter five dealt with summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Leadership Defined

Leadership has been a topic of interest and philosophers since ancient times but scientific studies began only in the 20th century scholars and other writers have often more than 350 definitions of the term leadership. (Warren & Bennis cited in Yenew A. 2012).

A Google search of articles and books about leadership indicates, leadership has probably been defined in many ways, and here is several other representative definition of leadership such as Interpersonal influence, directed through communication to ward goal attainment, the influential increment over and above mechanical compliance with directions and orders, an act that causes others to act or respond in a shared direction, the art of influencing people by persuasion or example to follow a line of direction and the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Adeolu, 2012).

This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position.

Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; by influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore, Leadership is a complex activity involving; Process of influence, actors who are both leaders and followers and range of possible outcomes the achievement of goals, the commitment of individuals to such goals and the element of group co-culture others such as, Sexily and Starke, (1995), define leadership as “the ability to influence others to pursue the goals the leader thinks is important and desirable. Leadership also involves many specific activities such as creating a vision which motivates followers to action”.

Koontz et al. (cited in, MOE, 2004), forwarded the most comprehensive definition of leadership as “the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals”. They put the influences as a key concept in definition, and state that the sources of influence may be the position a position has in a formal

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organizational structure or recognition and respect given to a person due to his/ her professional or social acceptance in a group.

2.2. Recruitment and Training of Principals

Recent literature on school reform suggests that principals or head teachers play a critical role in the success of strategies to improve teaching and learning. The knowledge they have of good teaching and learning practices, the leadership they provide for the school and community, and the ongoing support they give to teachers are all elements important to implementing successful school reforms.

According to Mulken, et al. (2004), many of the principals in Sub Saharan countries mentioned leadership; they did not make clear how they defined leadership. It seemed most often to refer to character qualities, such as ethical, fair, and personable. A couple of principals mentioned that innovative and visionary were necessary qualities for success, and only one stated that an understanding of teaching and learning processes was important. These responses suggest that generally principals do not regard their qualities or roles as including knowledge of effective teaching and learning strategies. Rather, the role and the qualities necessary to be successful as a principal are primarily defined as administrative.

Mulken, et al., (2004) noted that most principals in Sub Saharan Africa do not have degrees in educational leadership. Rather, once they become a principal they may participate in in-service or distance education noted workshops to develop skills in needed areas. These workshops tend to focus on administration and management,(e.g., accountability, resource management, and record keeping). Some principals say that they have participated in workshops on communication and community relations.

Principals recognize the need for further training and several stated that it would be important to have a degree in educational leadership or administration. Areas in which principals need further training include information technology for financial management and evaluation, strategic planning, and human resource management. In many countries of the world different researchers argued that there is no an advanced degree program for principals. Rather in-service was a relatively new idea in the professional development of principals (Mulkeen,et al.,2004). The development of a regional training facility for a master's program in educational leadership, therefore, seems to be an important potential initiative.

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2.3. Historical Overview of the Roles of Principals

Educational administrators who manage elementary, middle, and secondary schools are called principals. They are primary leaders in a school (Meador, 2011).

The literature studied relating to the role of high school principal began Barnard (1938) and his original suggestion that the role of the principal was to accomplish the goals of scientific management and organizational systems management. He recognized and stressed the importance of commitment to use with organized activities. Using Barnard as a springboard, the National Center for School Leadership (Blasé, 1987) identified the key roles of effective principals as defining and communicating the school's educational mission, coordinating curriculum, supervising and supporting teachers, monitoring student progress, and nurturing a positive learning climate. This served to organize the principal and assist with prioritizing the goals of the principal and the school.

Lyons (1999) agreed with Prestine (1991) that school principals were considered the managers and leaders of relationships in schools. To accomplish this, the principal-led networks developed collaborative, participatory staff and teams.

Daresh and Playko (1992) described Prestine's views and described the principals' work as complex with a wide range of demands and expectations. Daresh and Playko (1992) described principals as managers who must develop the necessary skills and knowledge to effectively manage a school. Some skills are learned through on-the-job training.

Fullan (2006) agree with Prestine and Daresh and Playko's views of the principal as a cultivator of relationships and stated, "Schools are complex adaptive systems that undergo self-organization during educational change".

Beck and Murphy (1993) conducted extensive research on the changes in the principals roles by each decade from the 1920s-1990s. Their description utilized metaphors to explain each decade and can be found in Table, 1 below. Although, the descriptions were unique to each decade, transition to a new decade did not mean that previous roles "disappeared". Role descriptions and their emphases appear to be based on underlying events and philosophies of the items.

Starting in the 1920, Becky and Murphy described the principals' role as a Values Broker, whereby principals' roles emphasized values. School leadership is portrayed as a lofty, essential

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mission during this time period. The 1930s brought a shift of the principals' role to that of a scientific manager. The emphasis became the 'how' of administration. The principal or 'school executive' became the expert in finance, curriculum and instruction, school reports, and business management. In the 1940s principals became known as Democratic leaders for their renewed emphasis placed on values. Specifically, the concepts of democracy, equality, patriotism, and human relations defined the era. The 1950s became known for the theory-Guided Administrator role description and principals were encouraged to exercise authority and work through hierarchical structures. As the 1960s began, the principal became known as the Bureaucratic Executive. During this era, principals were compared to military leaders for their keen ability to make decisions, take action, and exercise their command within the position. The 1970s categorized principals as Human Facilitators because they were responsible for maintaining the school through proper administration and management of people and of things. This era emphasized social connections with the human-side of employees emphasized. As principals of the 1980s, they were commonly known as instructional leaders, because of their emphasis on teaching and learning. Their chief priority was student achievement and development of quality teachers. Beck and Murphy concluded their analysis of historical roles of the principal with the 1990s and the principal as the community connector. The 1990 them was promoted by the changing social dynamics in society and the importance of family and communities becoming more involved in the schools.

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Historical Role and Description of the principal by Decade Table-1

Decade	Metaphorical Phrase	Description of Principal
1920	Values Broker	Principal accepts and promotes values
1930	Scientific Manager	“The school executive and business expert”
1940	Democratic Leader	The emphasis on values resurfaces
1950	Theory-Guide Administration	Hierarchical authority
1960	Bureaucratic Executive	Principals as military leaders
1970	Humanistic Facilitator	Principals responsible to maintain school
1980	Instructional Leader	Teaching and learning top priorities
1990	Community Connector	Restructuring movement

Source: Beck & Murphy (1993)

By the 1980s principals become instructional leaders. During this period, they had the role in defining the school's mission and set clear goals, coordinated and supervised curriculum and instruction, established any academic climate that set high academic expectations and standards and fostered a healthy, safe school culture for both students and teachers. They were involved in direct supervision of the instructional process and had to ensure that their schools remained focused on learning and teaching. This role of a "learning expert" remains important today, although principals are now expected to be not only learning experts but also experts in knowledge areas (a point which was not emphasized in the past) (Johnson cited in Botha, 2004).

During the 1990s the role of the principal changed rapidly and dramatically as result of organizational consequence stimulation accountability was the movement to more decentralized decision making so that individual school faculties and principals were more directly responsible for instructional decisions that affect their school. In general, traditionally, principals were expected to set clear goals, allocate resources to instruction, manage the curriculum, monitor the lesson plans and evaluate teachers. On the other hand, today, the principals' roles includes a deeper and broader involvement in the mechanics of teaching and learning, defining & communicating school mission, managing curriculum and instruction, supervision instruction

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and monitoring student progress the use of data to make decision, and prescribe and participate in meaningful and innovative professional development (King, 2002).

Many authors argued that the role of school principal is multi-dimensional. For instance, over the last few decades numerous studies on school principal ship around the world have shown that the role is highly challenging, multi-dimensional, and a significant determinant of school performances and effectiveness. Phillips (2001) in his study of Manager-Administrator to Instructional Leader noted that it has often been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day.

The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and several others. A principal has a very important role to fulfill in their daily job duties and responsibilities. They are the guiding force which makes schools what they are today. Being an effective principal is hard work consuming. A good principal is balanced within all their roles and works hard to ensure that that they are doing what they feel is best for all constituents involved (Meador, 2011).

According to the GLISI (2006) study, there are eight major roles of school principals: Curriculum, assessment, and instruction; data analysis; process improvement; learning and professional development; leadership; performance; operations; and change. On the other hand, www.wikipedia.org listed about seven major roles of school principals: They make sure the faculty is doing their jobs correctly and are happy doing their jobs. They make sure the curriculum is up to standards of teaching. They make sure that staff learning need and professional development is maintained. They keep lines of communication open with the teachers and parents. They keep up on what is going on at other schools around them so they can stay on top of educational needs and preferences. They get together with staff on a regular basis to see if any new ideas or suggestions can be used at their school to improve it for the students' learning process. They deal with administration, funding, etc.

Principals also meet with other administrators and students, parents, and representatives of community organizations. School principals have greater flexibility in setting school policies and goals, but when making administrative decisions, they must pay attention to the concerns of

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parents, teachers, and other members of the community. Principals also are responsible for preparing budgets and reports on various subjects, such as finances, attendance and student performance (BLS, 2010)

Today's principal must be a legal expert, health and social services coordinator, fundraiser, public relations consultant, parental involvement expert, and security officer, who is technologically savvy, diplomatic, with top-notch managerial skills, whose most important duty is the implementation of instructional programs, curricula, pedagogical practice, and assessment models(Phillips, et al.,2003).

2.4. The Role of School Principals in Defining & Communicating the School Mission

The following sections discuss the literature to the dimension of defining the school mission comprises of two main functions namely "framing school goals and communicating school goals of the instructional leadership formulated by Hallinger and Murphy (1985), Greenfield (1987), Doyke & Rice (2002), Latip (2006), and Glikman, Gordon and Ross-Gordon (2007).

2.4.1. Defining School Mission

Green Hallinger & Murphy (1985), Quinn, (2002), McEwan (2003), Latip (2006), and Glikman, Gordon, & Ross-Gordon (2007) admitted that an important dimension of the principal's role as instructional leader is to define and communicate a mission or purpose for the school. Instructional leaders are often said to have a "vision "of what the school should be trying to accomplish. Defining a school mission involves communicating this vision to the staff and students in such a way that a sense of shared purpose exists, linking the various activities that takes place in classrooms throughout the school. The principal's role in defining the mission involves framing school wide goals and communicating these goals in a persistent fashion to the entire school community (Hallinger & Murphy, 1985). Greenfield (1987), Doyke & Rice, (2000), and Southworth (2002) stated that operating without a clear mission is like beginning a journey without having a destination in mind.

2.4.2. Framing School Goals

Many authors like Greenfield (1987), Hallinger & Murphy (1987) and Latip (2006) stated that framing school goals refers to a principal's role in determining the areas on which the school

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staff will focus their attention and resources during a given school year. In line with this, McEwan (2003), and Glikman, Gordon, & Ross-Gorden, (2007) admitted that instructionally effective schools have clearly defined goals that focus on student achievement. The emphasis is on fewer goals around which staff energy and other school resources can be mobilized. A few coordinated objectives, each with manageable scope, appear to work best. And the goal should be incorporate data on past and current student performance and include staff responsibilities for achieving the goals. Staff and parent input during the development of the schools goals seem important. Performance goals should be expressed in measurable terms (Hallinger & Murphy, 1985).

Activities that define the school goals are the most important function where the schools are need a vision to accomplish reform goals Unhiyama, Wolf, (2002). Powel & Napoliello (2005) also noted that visions are intended realities that reinforce the focus.

Instructional leaders are responsible for giving guidance while defining school goals McEwan (2003). Therefore, when framing school goals, it is better to involve staff and teachers because their experience creates as a foundation for determining school goals. Moreover, involving staff will also give other important information which refers to their experience in defining school goals.

Effective school leaders involve staff, students and parents in determining and defining school goals and objectives to be implemented and evaluated at the end of the year Leithwood et al. (1999), and Quinn (2002). This condition increases their commitment to cooperate in achieving the schools goals. Therefore, each school would be confident of being a success if it has a clear vision and mission as well as teacher commitment.

2.4.3. Communicating School Goals

After defining school goals, principals expected to communicate those school goals to the school community. Because communicating and explaining school goals are one of the crucial roles of the principal as an instructional leader Norris (2007). Clear goals and high expectations commonly share among the school community are one of characteristics of an effective school (Wildy & Dimmock, 1993). Common sense, if nothing else, indicates that a clearly defined purpose is necessary for any Endeavour hoping for success. Within the limits imposed by the

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common public school philosophy, schools need to focus on these tasks they deem most important. This allows the school to direct its resources and shape its functioning towards the realization of the goals (Purkey & Smith, 1983).

Dwyer (1984) and Cotton (2003) stressed that this function is concerned with the ways in which the principal communicates the schools important goals to teachers, parents, and students. Principals can ensure that the importance of school goals is understood by discussing and reviewing them with staff periodically during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both the formal communication (e.g. goal statements, staff bulletins, articles in the principal or cite-council news letter, curricular and meetings, parent and teacher conferences, school handbook, assemblies) and informal interaction (e.g. conversation with staff) can be used to communicate the school's mission (Hallinger & Murphy, 1985; Hoy & How, 2006). Therefore, all school communities, especially staff and teachers as well as students need to understand the school goals to enable them to contribute to developing school achievement and achieving the school mission.

2.5. The Role of Principals in Curriculum and Instruction

The school principals need to be knowledgeable about and provide guidance in curriculum and instruction. 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 also have noted that principals' focus is to be knowledgeable about professional educational issues, rather than the management of the day-to-day functioning of the school. They also further stated that the school principal has to have the knowledge of curriculum design, implementation, evaluation and refinement. Principal must be knowledgeable about each of the content areas included in a school's course of study, its scope sequence and expected outcome.

The school principal is a key granter of successful implementation. He can also play a major role in curriculum implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems.

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On the other hand, numerous educationalists felt that the principal's role to the betterment of the curriculum is high. Dull as cited in (Zulu, 2004). mentioned the principal's role in curriculum improvement as follows;1) Arrange and persuade the conduct of continual meetings to arrive at remedies to problems,2) Facilitate the provision of in-service training to teachers,3) Ascertain that teachers often receive the recognition due them,4) Make sure that the suggested improvements are pertinent,5) Identify the values, spirits, and performance passed by teachers before they put the improved curriculum into practice, and 6) Check the presence of enough amounts of appropriate materials and supplies in the classroom.

2.6. Roles of Principals as Instructional Leadership

According to Hallinger (2003), the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". Therefore, the principal's role as instructional leader is one of the many duties a principal has.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching.

It has often been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning.

One aspect of leadership that is unique to principals is that of instructional leader The role of 'instructional leader' by school leaders is a relatively new concept that emerged in the early 1980's which called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders.

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Leithwood et al. (2005) state that principals' working condition has both direct and indirect effects on teaching and students' achievement respectively. The literature suggests that principals of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; discuss work problems with teachers; are more supportive of teachers' efforts to improve (especially by distributing instructional materials or promoting in-service training activities); and are more active in setting up teacher evaluation procedures. The literature also suggests that principals of effective schools show a higher quality of human relations. They recognize the needs of teachers and help them achieve their own performance goals. They also encourage and acknowledge teachers' good work.

The literature on effective schools also shows that effective principals are more powerful over making decisions regarding curriculum and instruction than those in ineffective schools. Studies conducted in the United States show that strong district involvement in curriculum and instruction that supports principals' instructional goals is yet another aspect of an effective school Leithwood (2005).

However, district involvement is dependent upon principal's power within the district. In addition, principals of effective schools are effective within the community. They understand community power structures and maintain appropriate relations with parents. Workplace factors such as teachers' job satisfaction, sense of professionalism and influence, collegial trust, and opportunities to collaborate influence how leadership is exercised in school, but less is known about how principals contribute to them.

According to Decman, et al (2011), the role of the instructional leader are the following: attend meetings chaired by leadership team, oversee leadership team assigned to monitor specific departments, old leadership team accountable for monitoring classroom instruction, conduct leadership meetings to maintain focus, communicate to teachers that the district curriculum is available online, determine professional development based on teaching experience.

From the perspective as mentioned, leaders must equip themselves with skills, knowledge and specific efficiency to be effective leaders. According to West-Burnham (1998), knowledge and skills are needed to build personal values, self awareness, feelings and moral capabilities. When

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principals play the role as instructional leaders, they need to have the knowledge of learning theory and effective teaching.

In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of the role of a principle as a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership.

Effective principals use test results, grade reports, attendance records, data from students accepted in post secondary education program, students receiving scholarship, honor roll, and other information to spot out potential programs (McEwan, 2003). They also look at the analysis of standardized test scores, review students' quarterly, make frequent classroom observation and talk with teachers and students to enhance student achievement.

Effective principals create a partnership for teaching and learning a strategic approach to engaging students and community more powerfully as direct support for strong student performance (March in Fullan, 2006). Principals understand the need for family help. Supporting this idea, McEwan (2003) has precisely pointed out that effective instructional leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses.

2.6.1 Definitions of Instructional Leadership

Most writers acknowledge there is no single definition of instructional leadership or specific guidelines or direction as to what an instructional leader does (Flath, 1989). However, they create their own definitions and, as a result, meanings vary considerably from one practitioner to another and from one researcher to another.

For instance, Murphy (1988) classified the definition of instructional leadership in to narrow and broad. The narrow definition focuses on instructional leadership as a separate entity from

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administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning. The broader view entails all leadership activities that affect students' learning. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum Sims, (2011). Jenkins (1991) also define instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

Instructional leadership refers to a series of behaviors designed to affect classroom instruction. Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom (Leithwood in Sindhvad, 2009).

The National Association of Elementary School Principals (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community's support for school success.

Hopkins (2003) also declares that instructional leadership is about creating learning opportunities for both teachers and students. Blase and Blase, (2000) defines instructional leadership in specific behaviors such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching

More recently, the definition of instructional leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning. As emphasis shifts from teaching to learning, some have proposed the term "learning leader" over "instructional leader" (DuFour, 2008). Instructional leadership is about guiding and inspiring the teachers in putting their school curriculum in to practice and improving it (Zulu, 2004).

2.6.2. The concept of Instructional Leadership

The term “Instructional leadership” has been vague for decades as the desired model for educational leaders, especially for principals (Leithwood et al., 2004). Yet the term is often more a slogan than a well defined set of leadership practices. It certainly conveys the importance of keeping teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process (Elliot and Capp, 2001).

The concept of ‘instructional leadership’ has had a long history. According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school effectiveness. During this period the concept has continued to evolve, although its definition remains somewhat confusing and the key responsibility of the principal was instructional leadership and curriculum improvement.

The concept that emerged in the early 1980s had changed the way how a school principal managed his or her school. In the 1980s, instruction leadership focused on the abilities of the principal to manage the school’s operation i.e. principal centered. However, due to globalization in the 1990s, the focus of instructional leadership had shifted to a decentralized approach where school-based management or distributed leadership, creative leadership or facilitative leadership became topical (Lashway, 2002).

Different authors defined the concept of instructional leadership in different ways. For instance, Lue (1984) defined the concept of instructional leadership as consisting of direct and indirect behaviors that significantly affect teacher instructions and as a result, student learning. Hopkins (2003) pointed that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Research by Murphy (1995) indicated three instructional leadership processes undergird reform initiatives at the school level: (1) defining and sustaining educational purpose, (2) developing and nurturing educational community, and (3) fostering personal and organizational growth. Hallinger and Murphy (1998) states that instructional leadership comprises three broad categories: Defining the school’s mission, managing the instructional program, and promoting the school climate conducive .It is also used to refer creating learning opportunities for students and teachers(Hopkins,2003).

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Blase and Blase's (1998) research of 800 principals in United States elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection.

Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a principal takes to promote growth in student learning (Flath, 1989). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization.

2.6.3. Historical Development of Instructional Leadership

The historical context section of the literature review examined the emergence of the instructional leadership concept in the educational field, and its evolution from the principal being the sole instructional leader to instructional leadership being the shared responsibility of all staff members.

According to Mitchell and Castle (2005), instructional leadership emerged in the educational field during the 1970s as a factor of improving school effectiveness. The principal became the leader who shaped the organization into the instructional leadership model.

The historical role of instructional leadership has evolved from an individual responsibility, to an element as facilitator of the instructional leadership in the school, which is connected to the purpose of instructional leadership. The role of instructional leader is a relatively new concept that emerged in the early 1980s, influenced of leadership largely by research that found effective schools usually had principals who stressed the importance in this area. Since the 1980s, instructional leadership has been considered the most acknowledge theme in educational leadership.

In the first half of the 1990s, attention to instructional leadership seemed to waver, displaced by discussions of school based management and facilitative leadership (Lashway, 2002). Recently,

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however, instructional leadership has made a comeback with increasing importance placed on academic standards and the need for schools to be accountable. Instructional leadership became a current issue these due to an increasing importance placed on academic standards, quality and accountability.

2.7. Tasks of Principals as Instructional leader

The principal's primary responsibility is to promote the learning and success of all students (Lunenburg 2010). Demands for greater accountability, especially appeals for the use of more outcome-based measures, requires the principal to be instruction oriented. Are the students learning? If the students are not learning, what are we going to do about it? The focus on results; the focus on student achievement; the focus on students learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blankstein, 2010; Bulach, Lunenburg, & Potter, 2008).

How can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet those goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that "I taught it; they just didn't learn it." The role of instructional leader helps the school to maintain a focus on why the school exists, and that is to help all students learn (Blase, Blase, & Phillips, 2010; Smylie, 2010).

Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for school to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). This will require district wide leadership focused directly on learning. School principals can accomplish this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing sustained district wide success for all children (Fullan, 2010; Lunenburg, 2003; Marzano & Waters, 2010).

2.7.1. Focusing on Learning

Principals can help shift the focus from teaching to learning if they insist that there are certain critical questions that are being considered in that school, and principals are in a key position to pose those questions (DuFour, & Eaker, 2008). What do we want our students to know and be able to do? The focus in a professional learning community is not on: Are you teaching, but are the students learning? How will you know if the students are learning? That points to student progress. How will we respond when students do not learn? What criteria will we use to evaluate student progress? How can we more effectively use the time and resources available to help students learn? How can we engage parents in helping our students learn? Have we established systematic collaboration as the norm in our school? These are the questions principals need to pose in order to shift the focus in schools from teaching to learning.

2.7.2. Encouraging Collaboration

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

Principals must develop and sustain school structures and cultures that foster individual and group learning. That is, principals must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership (English, 2008; Northouse, 2010). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information.

Teachers can become willing recipients of research information if they are embedded in a setting where meaningful and sustained interaction with researchers occurs in an egalitarian context (Blankstein, Houston, & Cole, 2009).

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One popular collaboration structure is teacher teams. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classrooms. High performing teams will accomplish four different things (Smylie, 2010): (1) they will clarify exactly what students should know and be able to do as a result of each unit of instruction. We know that if teachers are clear on the intended results of instruction, they will be more effective, (2) they will then design curriculum and share instructional strategies to achieve those outcomes, (3) they will develop valid assessment strategies that measure how well students are performing, and (4) then they will analyze those results and work together to come up with new ideas for improving those results. Regular assessment and analysis of student learning are key parts of the team's process.

2.7.3. Using Data to Improve Learning

How can schools gauge their progress in achieving student learning? Three factors can increase a school's progress in achieving learning for all students (Blankstein, Houston, & Cole, 2010; Love, 2009). The primary factor is the availability of performance data connected to each student. Performance data need to be broken down by specific objectives and target levels in the school curriculum. Then the school is able to connect what is taught to what is learned. The curriculum goals should be clear enough to specify what each teacher should teach. And an assessment measure, aligned with the curriculum, will indicate what students have learned (Popham, 2010a). Also, teachers need access to longitudinal data on each student in their classroom. With such data, teachers are able to develop individual and small-group education plans to ensure mastery of areas of weakness from previous years while also moving students forward in the school curriculum.

The second factor is the public nature of the assessment system. Annually, the school district should publish a matrix of schools and honor those schools that have performed at high levels. This provides role models for other schools to emulate. At the school and classroom levels, it provides a blueprint of those areas where teachers should focus their individual education plans (IEPs) and where grade levels or schools should focus the school's professional development plans. The public nature of the data from the accountability system makes clear where schools are. Data should be disaggregated by race/ethnicity, socioeconomic status, English language proficiency, and disability. Performance of each subgroup of students on assessment measures

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makes the school community aware of which students are well served and which students are not well served by the school's curriculum and instruction.

The third factor in gauging progress toward achieving student learning is the specifically targeted assistance provided to schools that are performing at low levels. Before the advent of accountability systems, it was not evident which schools and students needed help (Lunenburg & Ornstein, 2008). The first step is to target the schools in need of help based on student performance data. Each targeted school is paired with a team of principals, curriculum specialists/instructional coaches, and researchers to observe current practices; discuss student performance data with staff; and assist in the development and implementation of an improvement plan. The targeted schools learn how to align their program of professional development to the weaknesses identified by the data. They learn how to develop an improvement plan to guide their activities and monitor the outcomes of the activities, all of which are designed to raise student performance levels.

Next, once a team of teachers has worked together and identified students who are having difficulty, then the school faces the challenge of how they are going to respond to the students who are not learning (Murphy, 2010). The challenge is not simply re-teaching in the same way in which teachers taught before, but providing support for teachers to expand their repertoire of skills and providing support and time for students to get additional assistance they need in order to master those skills. When students are not learning, principals must insure that professional development programs are in place to give additional support to teachers and intervention strategies are in place to give additional support to students (Joyce & Calhoun, 2010).

2.7.4. Providing Support

Teachers need to be provided with the training, teaching tools, and the support they need to help all students reach high performance levels. Specifically, teachers need access to curriculum guides, textbooks, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training on using assessment results to diagnose learning gaps (Downey, Steffy, Poston, & English, 2009). Teachers must know how each student performed on every multiple-choice item and other questions on the

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assessment measure. And training must be in the teachers' subject areas. Only then can teachers be prepared to help students achieve at high levels.

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

A focus on student learning usually means changes in curriculum, instruction, and assessment - that is, changes in teaching. The history of school reform indicates that innovations in teaching and learning seldom penetrate more than a few schools and seldom endure when they do (Elmore, 2005). Innovations frequently fail because the individual

who make it happen - those closest to the firing line - classroom teachers, may not be committed to the effort or may not have the skills to grapple with the basic challenge being posed (Fullan, Hill, & Crevola 2006; Fullan & St. Germain, 2006). Principals need to insure that teachers have the skills to help all students perform at high levels.

2.7.5. Aligning Curriculum, Instruction, and Assessment

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

For curriculum goals to have an impact on what happens in classrooms, they must be clear. When school districts, administrators, and students are held accountable for results, more specificity is needed in implementing the curriculum. In a high-stakes accountability

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environment, teachers require that the curriculum contain enough detail and precision to allow them to know what the students need to learn.

Professional learning communities attempt to align their assessment measures with their curriculum. English (2000) encourages schools to consider three principles in this endeavor. First, assessments not based on the curriculum are neither fair nor helpful to parents or students. Schools that have developed their own assessment measures have done a good job of ensuring that the content of the assessment can be found in the curriculum. That is, children will not be assessed on knowledge and skills they have not been taught. This is what Fenwick English refers to as “the doctrine of no surprises.” However, the same is not true when schools use generic, off-the-shelf standardized tests. Such tests cannot measure the breadth and depth of the school’s curriculum. Second, when the curriculum is rich and rigorous, the assessments must be as well. Assessments must tap both the breadth and depth of the content and skills in the curriculum. Third, assessments must become more challenging in each successive grade. The solid foundation of knowledge and skills developed in the early grades should evolve into more complex skills in the later grades.

If one accepts the premise that assessment drives curriculum and instruction, perhaps the easiest way to improve instruction and increase student achievement is to construct better assessments (Popham, 2010; Yeh, 2001). According to Yeh (2001), it is possible to design force-choice items (multiple-choice items) that test reasoning and critical thinking. Such assessments could require students to use facts, rather than recall them. And questions could elicit content knowledge that is worth learning.

2.8. Instructional Leadership and Teaching-Learning

In-depth studies of teachers perceptions about characteristics of school principals that influence teacher’s classroom instruction have conclude that the behaviors associated with instructional leadership positively influence classroom instructions (Larson-knight, 200: Blasé and Blasé, 1998: shepperd, 1996, and chrispeels, 1992). Especially, (Blasé and Blasé, 1998.1999) findings indicate that when instructional leaders monitor and provide feedback on teaching learning process, there were increases in teacher reflection and reflectively informed.

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Instructional behaviors, 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. Teachers also indicate positive effects on motivation, satisfaction, confidence and sense of security.

Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on classroom practice, (Chris peel, 1992, p.231)

In particular leaders that engage in behaviors that inform staff about current trends and issues, encourage attendance at workshops, seminar and conferences, build a culture of collaboration and learning, promote coaching use inquiry to drive staff development, set, professional growth goal with teachers, and provide resources foster teachers innovation in using a variety of methods, materials, instructional strategies, reflective practice, and technology in classroom. This in turn, increases the student achievement, (Sheppard, 1996, Blasé and Blasé, 1998)

Locke and Latham (1990, p.520 asserts 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 expanded 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. Book Binder (1992) explains frequent communication of school goals by instructional leaders promote accountability, a sense of personal ownership, and instructional improvements.

A principal that define and communicate shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press challenges teacher's behaviors with in the classroom, which leads to more effective schools (Book Binder, 1992; Blasé and Blasé, 1998)

2.9. Tasks of Instructional Supervision

Supervision is the key in creating effective teaching and learning process. It is also central to the improvement of the quality of teaching in a school and if educators are well led and are aware of

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the benefits of supervision (Zulu, 2004). It is noted that most researchers are in agreement about the importance of supervision in the delivery of education.

Principals are a key player in school supervision. In this view, Zulu (2004) declared that the key person in the supervision exercise is the principal. According to him supervision is an act by the principal of managing, overseeing and giving direction to education. It is, therefore, important for the principal, to have a shared of what is supposed to be happening in the classroom with the teacher. Bondi and Wiles (1986) pointed out that in improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedure of the classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that the principal should in a systematic way; draw the connection between curriculum and instruction for the teacher. This will help in enabling the principal to understand the educator's classroom concerns and be in a position to provide necessary assistance. This is more so because the principal is an instructional specialist and his expertise should help novice educators by actually going into classrooms to demonstrate how prepared lessons should be presented.

Researchers such as Bondi, Lovell and Wiles (1983) have suggested some models of supervision that could be used effectively by school principals. One such model is the clinical supervision model by Cogan as illustrated by Rossouw (1990) consists of 4 stages:

A) Pre-Conference: Principal and educator aims to reach a common understanding of the objectives, approaches to learning and teaching and intended outcomes in a lesson.

B) Classroom observation: Principal gathers information through observation while the educator conducts the lesson planned.

C) Analysis and reflection: Principal and educator reflect in and draw inferences from what is known and observed.

D) Post-Conference: Principal and educator meet to share their analysis and draw implications, intentions on the part of the educator and the basis for discussion and judgments are provided. It is worth noting that class visits and (lesson observation form the basis of the principal's supervision practices. This clearly indicates that supervision is focused on improving

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professional performance so as to deliver the valued outcomes of the school which includes increased student achievement (Zulu, 2004).

2.10. The Role of School Principal in Ethiopia

In Ethiopian context the Ministry of Education MoE, (as cited in Wudu, 2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions:

1. Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated.
2. Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities.
3. Has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc are in conducive situations to give a coordinated services.
4. Has to provide topics of instructional problems to different departments for discussion. School principal monitors the smooth going of such activities and also provides solutions for teaching-learning problems, which are beyond the abilities of each department.
5. Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended and also provides solutions by studying the problems encountered during the process of implementation.
6. Comes up with suggestions that could facilitate the provision of staff development or in-service training programs.
7. Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he

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makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class (p, 33).

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows:

Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

The school principals, play as facilitators of both curriculum implementation and improvement (Wudu, 2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school. The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success

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or failure on the part of the school administrator for the implementation function of the teacher (Wudu, 2003).

2.11. Becoming Effective Instructional Leaders

Principals may be categorized as effective and ineffective depending on their character or role to their school. Glickman (1990) has much to say about how to become an effective instructional leader. Using his works as the base, and including the research findings of others, effective instructional leadership is comprised of the following three major categories and subcategories. Knowledge Base-Effective schools literature, research on effective speaking, awareness of your own educational philosophy and beliefs, administrative development, change theory, and knowledge of curriculum theory/core curriculum; Tasks- Supervision/evaluation of instruction, staff development, curriculum development, group development, action research, positive school climate, and school and community and Skills- Interpersonal, communication, people, decision-making, application, problem solving/conflict management.

When a principal is an effective instructional leader, he or she develops an environment that fosters a direct influence on the three concepts. In turn, the principal's leadership creates a school environment based on trust, collaboration, shared leadership, and empowerment. Supervision and staff development become useful tools for teachers to use to work together to develop their abilities and skills through collaboration (Poirier, 2009)

Blasé and Blasé (2001) also found that the characteristics of effective instructional leaders fell under three major themes: talk with teachers; promote teachers' professional growth; and foster teacher reflection. Principals in the regional summit identified several items which spoke to one of these themes: promoting teachers' professional growth. Although the questions and purposes of these two activities were different, it is interesting to compare what teachers and principals say about promoting teachers' professional growth.

Bamburg and Andrews (1990) also noted that to be an effective instructional leader, one must: Have a vision for the organization that is clearly focused upon desired outcome (i.e., "ensuring academic excellence") secondly Communicate that vision to everyone connected with the organization to obtain support for it thirdly Provide and/or obtain the resources needed to accomplish the vision (i.e., materials, information, or opportunity) as well as Manage one so the

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above can occur. Their research on effective schools strongly suggests that instructionally effective schools have principals who are viewed by their teachers as the primary instructional leader in the school. They developed an operational definition of instructional leadership behavior.

Smith and Andrews (1989) conclude that principals who are effective instructional leaders usually have the following characteristics: Places priority on curriculum and instructional issues is dedicated to the goals of the school; is able to rally and mobilize resources to accomplish these goals; Creates a climate of high expectations in the school; characterized by a tone of respect for teachers, students, parents and community; Continually monitors student progress towards school achievement and teacher effectiveness in meeting those goals; Effectively hold consultation sessions with faculty and other groups in school decision processes.

2.11.1. Personal Qualities of Principals as Instructional Leadership

The concepts of historical context, role, and functions of instructional leadership have been previously addressed, but it was necessary to examine the personal qualities needed for an individual to be a principal as well as an effective instructional leader.

Effective school principals in the modern age should also possess certain qualities of leadership that distinguish them from their peers. Qualities such as reflection, vision, commitment, courage, power, and empowerment come immediately to mind when one thinks about excellence in principal ship (Steyn, 2002).

The overview of the literature provided a list of researchers' findings on the necessary personal qualities for principals as instructional leader, which included trust and perseverance, gender, good communication, flexibility, listening, open-mindedness, creative problem solving, vision, and expectations(Poirier, 2009).

Quinn (2002) stated that instructional leadership can be learned; however, principals need to have high expectations of all members of the school community to create an atmosphere of trust and perseverance. A trusting atmosphere may be accomplished through developing positive relationships with teachers, allowing teachers to take risks without penalty, providing opportunities for professional development, giving leadership in staff development, and working

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collaboratively. Though instructional leadership can be learned, there are other variables, which need to be addressed. For instance, Harchar and Hyle (1996) indicated a key requirement for a principal to be an instructional leader was to have been a successful classroom teacher.

In examining instructional leadership qualities, one finds that, here also, the research varies. Duke (cited in Flath, 1989) concluded from his research on instructional leadership qualities that "there is no single leadership skill or set of skills presumed to be appropriate for all schools or all instructional situations".

Human relations: Deal effectively with staff, parents, community, and students. Also, there is the work of Rutherford (cited in Anderson & Pigford, 1987) who mentions five general leadership qualities of effective leaders:(1)Have a vision-work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instruction and assessment,(2)Translate the vision into action-work as a team; emphasize school wide goals and expectations,(3)Create a supportive environment-promote an academically-oriented, orderly, and purposeful school climate,(4)Know what's going on in the school-find out what teachers and students are doing and how well, and (5)Act on knowledge: Intervene as necessary accommodating different teacher personalities, styles, and teaching strategies.

2.11.2. Skills Necessary for Effective Instructional Leaders

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his/her instructional leadership duties satisfactorily. Many researchers classify the skills of instructional leader in different ways For instance; Mansers as cited in Zulu (2004) suggest the following are the skills necessary for school principals as an instructional leader:

i) Instructional skills- The school is a place of learning and the main purpose of schooling is to educate. Therefore the main function of a principal is that of an instructional leader. The principal may not have an in-depth knowledge of all learning areas, but he should have three basic sets of instructional competencies. These are: ability to monitor classroom instruction, ability to work with educators to plan instructional program and ability to identify, acquire and coordinate resources necessary for instructional improvement including staff development.

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ii) Management skills- The leader's priority is to get the job done. Principals should share management tasks and be able to recognize when a problem exists and be able to identify it correctly and assist in solution. Problems arising from the workplace may disturb the functioning of that institution. Principals must have solving skills to be able to deal with any challenges.

iii) Human relations abilities-Good human relations in a school are a precondition for improvement. It is part of the instructional leadership quality every principal must possess.

iv) Political and cultural awareness –A skillful principal will know how school systems operate. Principals will also understand why things are as they are if leadership is to be exerted.

v) Leadership skills- Principals must be research literate, know what is new in the field and what research and experience have shown to be good in practice. As an innovator, a principal looks outside the system as well as inside. She/he reads about education, attend meetings and conferences. This will keep the principal updated with new instructional leadership practices. The principal is leading people and must assess his/her leadership practice occasionally.

vi) Self understanding skills- Principals need to be introspective, to understand their own values and be able to assess their strengths and weaknesses. It appears that principals who run successful and self-reliant schools are those who display the above qualities. Principals are promoted from the ranks of educators. They are very often appointed partly because they have been successful classroom teachers. Being an excellent classroom teacher does not necessarily mean that one will make a good principal. This indicates that after assumption of duty, the new principal needs to undergo induction program and training in school leadership.

Successful instructional leaders master four skills (Whitaker, as cited in Orozco, 2001) to influence higher levels of student achievement in their school. These are:

1. Being a resource provider. It is not enough for principals to know the strengths and weaknesses of their faculty. Effective instructional leaders recognize the desire teachers have for acknowledgement and appreciation for a job well done, and assist their teachers in professional development.

2. Being an instructional resource. Success in 'teaching and learning' means teachers count on their principals as resources of information, current trends, and effective practices in instruction.

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Instructional leaders are tuned-in to local and state educational mandates, issues of curriculum & assessment, and effective exemplary instructional practices.

3. Being a communicator. Effective instructional leaders communicate essential beliefs regarding learning including all children can learn; success builds success; and learner outcomes guide instructional programs and decisions.

4. Being a visible presence. Leading the instructional program of a school means a commitment to living and breathing a vision of success in the teaching and learning process. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities in the educational community with a focus on instruction.

The skills of an effective instructional leader are separated and discussed as two categories: the technical and the interpersonal. Technical skills include goal setting, assessment and planning, instructional observation, research and evaluation; whereas, interpersonal skills are those of communication, motivation, decision making, problem solving, and conflict management (Lashway, 2002).

The principal must possess certain skills to carry out the tasks of an instructional leader: interpersonal skills; planning skills; instructional observation skills; and research and evaluation skills (Lashway, 2002).

2.11.2.1. Interpersonal Skills

Maintain trust, spur motivation, give empowerment, and enhance collegiality. Relationships are built on trust, and tasks are accomplished through motivation and empowerment wherein teachers are involved in planning, designing, and evaluating instructional programs.

Empowerment leads to ownership and commitment as teachers identify problems and design strategies themselves. Collegiality promotes sharing, cooperation, and collaboration, in which both the principal and teachers talk about the teaching learning process (Brewer, 2001).

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2.11.2.2. Planning Skills

Planning begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm. The next step is to assess what changes need to occur and which may be accomplished documents, and observing what is going on within a school.

2.11.2.3. Instructional Observation Skills

The aim of instructional observation (supervision) is to provide teachers with feedback to consider and reflect upon. Not only can effective instructional leaders help guide classroom instruction through supervision, they can also play a primary role in bettering it. This is one of my favorite tasks because it gives me an opportunity to be further involved in the daily happenings of our school.

2.11.2.4. Research and Evaluation Skills

Are needed to critically question the success of instructional programs, and one of the most useful of these skills is action research. Through research and program evaluation, effective instructional leaders can be armed with a plethora of information to make informed decisions about increasing learning at their schools. If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment. To achieve this goal takes more than a strong principal with concrete ideas and technical expertise. It requires a redefinition of the role of principals, one that removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships.

2.12. Barriers to Instructional Leadership

The instructional leadership role of school principals is affected by different barriers. Concerning this, different researchers pointed out the different barriers in different ways. For instance, Taole (2013) revealed that barriers for instructional leadership are; workloads & pressure, irregular daily interruptions, training on effective, insufficient delivery of learner & teacher support materials and parental support & cooperation. Bouchard (2002) noted that among the

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predominant barriers expressed were management tasks, lack of respect for the office, teacher contracts, students with chaotic lives, staff development, a lack of parent participation, and limited resources. Similarly, Sergiovanni (2001) argued that one of the primary challenges of confronted by school principals is the expanding number of duties that require a tremendous investment of time and effort.

Chang (nd) also classified barriers of instructional leadership in to three major categories. They are knowledge/skills, context, community, political/legal, professional development, resource, and lack of incentives/reward.

Lack of the necessary knowledge and skills, lack of qualified staff, limited training and education, limited experience, teachers with high school diplomas, BA/BS in field other than education, teachers teaching outside field of study, leadership attrition, insufficient time, multiple roles and responsibilities, information and communication overload, paperwork overload, too many reports, too many extra-curricular activities, limited access to quality professional development. In some schools, insufficient facilities, equipment, supplies, lack of incentives/rewards, lack of mentors (principals and assistant principals need mentors and support as they learn their roles in the school), work overload (e.g., many principals don't have assistant principals; there is too much management work, such as problem solving and crisis resolution that must be done by the principal).

2.13. Problems Facing Principals in Playing their Instructional Leadership Role

Principals may face with different problems in playing their leadership role. For instance, Taole (2013) revealed that among barriers for instructional leadership are; workloads & pressure, irregular daily interruptions, training on effective, insufficient delivery of learner & teacher support materials and parental support & cooperation.

The problem may be emanated from principals themselves, time, or parent related problems. For instance, Harris (2004) noted that problems principal facing a classified as principals related and their relationship with top authorities, problems related to time, and problems related to parents.

Lack of understanding and agreement about who makes which decision can cause role ambiguity and decision making friction that impact on planning for school wide improvement .Coping with

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the volume of administrative task is one of the major problems principals encountered. The work is characterized by variety, brevity and fragmentation .In their words, Hallinger and Murphy (1987) have stated as, the principals' work comprises many brief and fragmented interactions with different actors.

It is difficult for principals to schedule the interrupted blocks of time necessary for planning and assessing curriculum, observing lesson and conferencing with teachers. In addition, teachers-parents students and central office staff hold widely varying expectations of the principal. The multiplicity roles and expectations tend to fragment whatever vision the principals may be attempting to shape in school (Hallinger and Murphy, 1987).

Another impediment of effective instructional leadership is problems related to instructional staff. Lunenburg and Ornstein (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their school, results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

Another problem affecting instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those around him is clearly barrier to becoming an effective instructional leader (McEwan, 2003).In this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

Lack of sufficient time is also another problem to instructional leadership (McEwan, 2003).He also stated that these principals delegated, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues.

Another impediments of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership .Lahui-Ako (as cited in Sims (2011) noted that it is evident that the principal brings something to his/her

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principal ship position. His/her energy, devotion, loyalty and many other personal attributes such as originality, adaptability ,and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

, According to Castle and Mitchell (2002), the key challenges to instructional leadership were associated with 5 distinct dimensions. They are; amount of time, amount of resources, level of knowledge of staff capacity and teacher expertise in the school, level of, knowledge and understanding of curricular developments as well as recent directions from school boards and ministry, and degree of direction and guidance from school boards and ministry who mandate specific action.

According to Phillips, et al., (2003), poor recruitment and selection processes, inadequate preparation and training, lack of time and district support, rapid and competing changes, lack of authority, and the absence of rigorous evaluation and reward systems are performance-inhibiting factors for school principals.

A study conducted by Phillips,et al.,(2003), Impediments reported by America’s secondary school administrators the factors that prevent principals from being effective in their jobs are:

Poor Recruitment and Selection Processes-Not only is the job perceived as unappealing to teachers who may be expected to become tomorrow’s principals, but Elmore (2000) suggests the institutional structure is at fault in that it “does not promote or select [candidates] for knowledge and skill related to instructional leadership”.

Time, paper work, financial resources, quality of teachers, burnout, student discipline, lack of budgetary authority, lack of autonomy, and lack of district support are the major impediments of school principals(National Association of Secondary School Principals (NASSP, 2001)

While schools are expected to be accountable for their results, there is general agreement among experts that “current principals find very little in their professional preparation or ongoing professional development to equip them for this new role” (Institute for Educational Leadership, 2000). In exploring the changes experienced by first-year principals in the UK and America, research by Daresh and Male (2000) supports the view that new leaders are ill-prepared for the degree of responsibility thrust on them and the difficulty of mediating conflicts among many

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constituent groups. The novice principals reported that they were not prepared for major decisions which required reflection on personal values and ethical stances and their personal lives were altered significantly, with most reporting feelings of alienation, isolation and frustration in their work. An in-depth international examination of how principals are prepared and trained determined that school leadership programs generally lag far behind best training practice in other sectors and that no jurisdiction has developed the comprehensive and coherent leadership development program necessary to do the job (Tucker and Coddling, 2002).

Lack of Time:-Principals are caught in a daily deluge of tasks that fill their hours and compete with responsibilities that are essential to improved student achievement. Most of their time is spent attending to parent issues, community-related tasks, discipline, and facilities management, allowing for very little time to be devoted to instructional leadership, teaching and learning. Lack of time and excessive paperwork are the two greatest obstacles for modern principals (NAESP, 2001).

Lack of District Support:-Although there are noteworthy exceptions, principals are seldom properly supported in their leadership role by school districts which have previously expected them to do little more than follow orders, oversee staff, keep the buses running, and contain problems. “Principals were not provided with technical assistance, adjustments of role expectations, or policies designed to support new knowledge about instructional leadership” (Hallinger as cited in Yenew (2012).

Rapid Competing Changes:-In many instances, the rapid pace of reforms presents principals with incoherent and conflicting goals and inadequate lead time to prepare their school communities for their implementation (Fullan,2006) who agreed the quality of their work suffered from lack of system stability (78%) and from constantly changing priorities (63%).

Lack of Authority and Flexibility:-School district policies and union contracts place limits on the autonomy, flexibility and capacity of the principal to act as a change agent. Principals in Victoria, Australia cite the incapacity to select teachers who match priorities for the learning needs of the school. **Absence of Rigorous Evaluation, Recognition, and Incentives:-**Principal performance evaluations often lack rigor and are frequently based on evidence of smooth running buildings and compliance with directives than on students’ academic progress

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(Governor's Commission, Ohio, 2003) reward structures are not designed to motivate principals to focus on instructional practices and student learning. Across jurisdictions generally, remuneration for principals was deemed to be out of synch with other sectors and workload responsibilities, with an inadequate differential from the teacher salary.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Plano Clark, 2007). In order to assess the role and practice of secondary school principals as instructional leader descriptive survey design was employed. This is because it enables researchers to collect and describe large variety of data related to roles and practices of secondary school principals. As argued by Kumar (1999), descriptive research design is used to describe the nature of the existing conditions. Seyom and Ayalew (1987) agreed that descriptive survey method of research is more appropriate to gather several kinds of data on a broad size to achieve the objective of the study.

3.2. Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus, this study, the research methods used were both quantitative and qualitative as the leading methods. Quantitative approach emphasized because assessing the status of role and practice of secondary school principals as instructional leader can better understood by collecting large quantitative data. Furthermore, the qualitative data employed and incorporated in the study, this helps to validate and triangulate the quantitative data

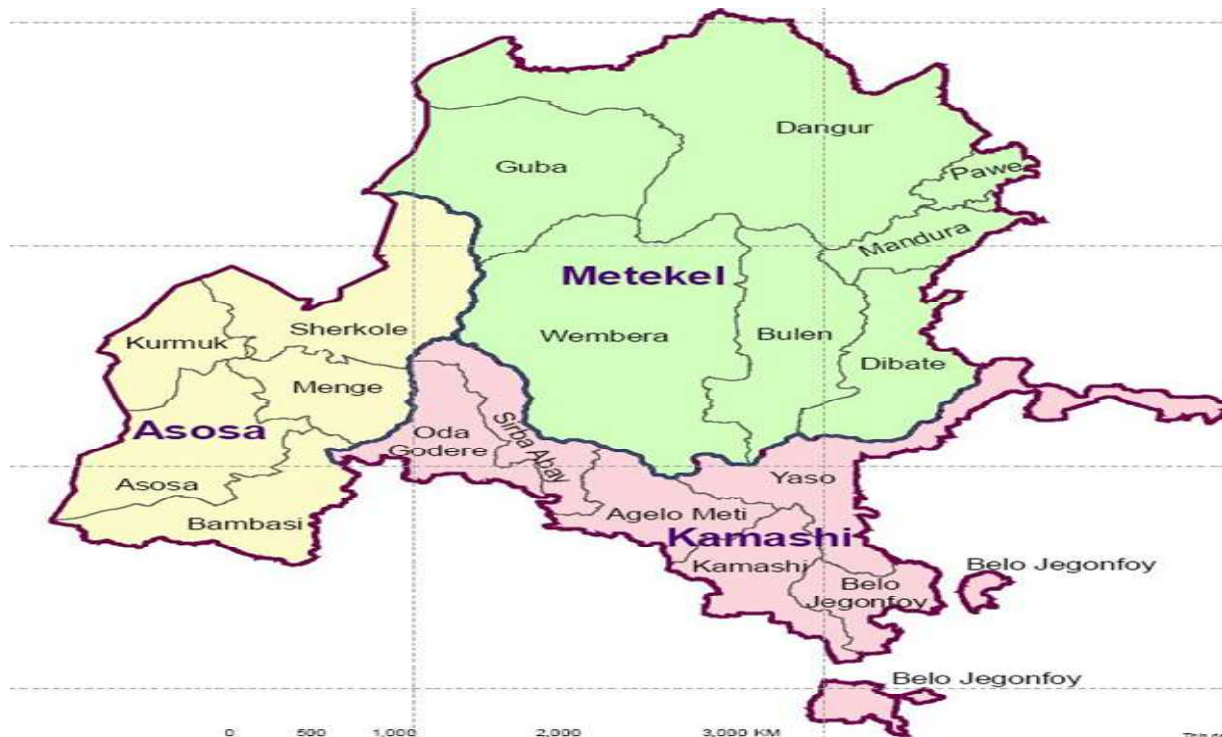
3.3. Sources of Data

The relevant data for the study was generated from both primary and secondary sources. The primary data obtained from Woreda Supervisors, Secondary School Cluster Supervisors, Principals, Unit Leaders, PTA coordinators and Secondary School teachers of Kamashi Zone. The respondents were chosen as primary source of data because of the fact that they are directly involved in the school system and are hoped to have better exposure, experience and firsthand information regarding the issue under study. The secondary sources of data were written documents of schools such as strategic plan and annual plan of the school, minutes of relevant meetings, faculty minutes, and conferences of parent teacher association.

3.4. The Study Area and Population

The study was conducted in BGRS. The region was established in 1994 as one of the nine regional states of Ethiopia. Geographically, it was located between $09^{\circ} 17'N-12^{\circ} 06'N$ and $34^{\circ} 10'E-37^{\circ} 04'E$ with the total area of 50,380 square kilometer. In terms of relative location, the region was located in the Western and North Western part of the country bordering on the west by Sudan, on the north and north east by the Amhara region, on the south and south east by Oromiya region and on the south west Gambela region.

Kamashi zone is one of the three Zones in the region. This Zone has a total of 10 secondary schools and 127 teachers. And the researcher take to sampling seven secondary schools through simple random technique (lottery method). These are Agalometi secondary school, Angermeti secondary school, Angerwaja secondary school, Kamashi secondary school, Korkameti secondary school, Sedel and Yaso secondary school. And the total population under the study was 162. (i.e., 93 teachers, 7 principals, 7 unit leaders, 35 Parent Teacher Association /PTA , 5 cluster supervisors and 15, Woreda Supervisors.



3.5 Sample Size and Sample Techniques

Since the researcher has been observed series problems or gap regarding roles & practices of principals as mentioned at the background of the study, Kamashi Zone was selected purposively among the 3 Zones of BGRS. From 10 secondary schools of Kamashi Zone 7(70%) are included through simple random sampling technique particularly by applying lottery method as it gives equal chance for the respondents to participated in the study as stated by MacMillan (1996). The lottery method applied as follow, first papers were rolled according to their population number then the total samples were picked. In addition the researcher believes that all secondary schools are homogeneous or having a uniform structure. In addition the sample 7 secondary schools would well represent and can help to compose well-founded generalization about the schools at the end of the study.

The researcher respondents were selected using different techniques. All teachers, unit leaders, principals and cluster supervisors of the selected secondary schools of Kamashi Zone were taken as respondents of the study using census sampling techniques. The assumption behind that is the entire population is sufficiently small in number and helps the researcher to gain adequate and necessary information due to their participation in the activity of school principals as instructional leader. Accordingly; 93(100%) teachers, 7(100%) unit leaders, 7(100%) principals and 5(100%) secondary school cluster supervisors were selected as sample for study of this research.

To determine the sample size of PTA and Woreda education supervisor from the total target population of Kamashi Zone secondary schools, the researcher selected 7(20%) PTA coordinators and 5(41.7%) Woreda supervisors respectively through purposive sampling for their close assistance to every school activities. The researcher believed that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the total sample size of the target group under the study area was 124 respondents. For detail information on the list of the respondents included in this study see Table 2.

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Table-2: Summary of total population, sample size and sampling techniques

No	Secondary school	Total Population						Sample Size					
		Teachers	U.leaders	Principals	PTA	SSCS	W. E.S	Teachers	U.leaders	Principals	PTA	SSCS	W. E.S
1	Agalmeti	14	1	1	5			14	1	1	1		
2	Angermeti	7	1	1	5			7	1	1	1		
3	Angerwaja	8	1	1	5			8	1	1	1		
4	Dizel	10	1	1	5			10	1	1	1		
5	Kamash	22	1	1	5			22	1	1	1		
6	Korkameti	7	1	1	5			7	1	1	1		
7	Yaso	25	1	1	5			25	1	1	1		
Total		93	7	7	35	5	15	93	7	7	7	5	5
Sampling Techniques								Census	Census	Census	Purposive	Censusive ly	Purposive ly

Source Zone Education Department: 2006 E.C

Key: U.leaders=Unit leaders,

3.6. Data Gathering Tools

In order to gather the required data from the sample population, three data collection tools were used namely, interviews, questionnaires and documents. Given below is a description for each of these instruments.

3.6.1. Questionnaire

The researcher used questionnaire because it is convenient to conduct survey & acquire necessary information from a large number of study subject with a short period of time. Furthermore, it makes possible an economy of time & expense and also provides high proportion of usable response (Best & Kahn 2003).

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Questionnaires were designed with close and open -ended type question items originally prepared in English as the researcher believes that the respondents could understand the questions. Accordingly, fifty-eight 5 point likert scale items were prepared for respondents.

In terms of content, the two sets of questionnaire have 59 items (56 close-ended and 3 open-ended items). The questionnaire has three sections. The first section has three close-ended items on background information of respondents and the second section on issue related to the role and practices of secondary school principals as instructional leader consists of eight roles/tasks with focus on defining the school mission; managing curriculum and instruction; supervising instruction; monitoring student progress; promoting school learning climate; and promoting teachers professional growth; personal qualities and skills of principals. They contain 4, 5, 8, 6, 6, 8, 7 and 12 respectively. Therefore, for structured question items,

Third section, open-ended question employed to obtain detailed responses to complex problems and their dedication about the issue. However, unstructured questions item was fewer in number since it permits greater depth and insight of responses and hence, many respondents may not take enough time to respond the items in reasonable attention.

3.6.2. Interview

The interview permits greater depth of response which is not possible through any other means. Thus the purpose of the interview was to collect more supplementary data, so as to substantiate or triangulate the questionnaire response. With this in mind, interview was conducted in Amharic to make communication easier with 7 unit leaders; 7 PTA co-coordinators, 7 principals 5 secondary school cluster supervisors and 5 Woreda supervisors total of 31 respondents were involved in the interview.

Semi-structured items were prepared for the above respondents, the reason behind the semi-structured interview items were the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The interview guide question set for all group of respondents had one part which targeted to obtain information related to the basic research questions.

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Unit leaders, PTA, principals, cluster supervisors and Woreda supervisors were selected for the interview because, they are small in number and their position is important in describing the practice of instructional leadership. Principals know the major challenges that encountered them in practicing their role.

3.6.3 Document Analysis

To complement data collected all available relevant documents were consulted. The documents examined include strategic plan, annual plan, minutes of meetings, written documents of schools, files, quarter and annual report plans and Woreda Education Offices consulted.

3.7. Data Collecting Procedures

To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to Belo secondary schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has been contact to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

The interview has conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.8. Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion. Thus, the data obtained through a questionnaire

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which is responsible to quantitative data were analyzed by using percentages, followed by discussion of the most important points. The data gathered through open –ended questions, semi-structured interviews and documents were analyzed qualitatively through descriptive narration for the purpose of triangulation.

Quantitative Data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically using percentages. Likert Scale was employed to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; takes less time to construct; simplest way to describe about roles and practices of principals as instructional leader and provides more freedom to respond. The scale consists of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

Qualitative:-The data collected from the semi-structured interview, open ended question of the questionnaire and document were analyzed and interpreted qualitatively. The hand written notes of interview were transcribed; categorized and compiled into themes. The result of open-ended questions was summarized and organized with related category. To this end, analysis and interpretations were made on the basis of the questionnaires, interviews and documents. Finally, the overall course of the study was summarized with findings, conclusions.

3.9. The Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 20 teachers of Belo secondary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007)

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After the dispatched questionnaires' were returned, necessary modification on 7 items and complete removal and replacement of 4 unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 3, shows the results of Cronbach's coefficient alpha is satisfactory (between 0.73 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table-3: Reliability test results with Cronbach's alpha

<i>Detail description of the title of the questions</i>	<i>Number of items</i>	<i>Cronbach's alpha</i>
Defining & communication school mission	4	0.85
Managing curriculum & instruction	5	0.79
Supervision instruction	8	0.84
Monitoring student progress	6	0.81
instructional learning climate	6	0.79
teachers' professional growth	8	0.73
Personal qualities of school principal	7	0.88
Skills of school principal	12	0.93
<i>Average reliability result</i>		0.83

3.10. Ethical Considerations

An official letter was written to the concerned bodies /institution or organization/from Jimma University of the Department of Educational Planning and Management to inform the issue. Based on the letter the researcher asked permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study .the purpose of the study was

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explained to the participants and the researcher has asked their consent to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provide was only used for the study purpose. Accordingly, the researcher used the information from his participants' only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

The objective of this research was to assess the role and practice of principals as an instructional leader in the secondary schools of Kamashi zone.

This chapter deals with the presentations, analysis and interpretation of the data gathered from the respondents through questionnaires, interview and document analysis. Thus the quantitative as well as qualitative analysis of the data is incorporated in this chapter. The qualitative data includes the data gathered through interview and document analysis.

The data was collected from a total of 124 respondents. Of the 124 respondents 93 were teachers, 7 unit leaders, 7 PTAs, 7 principals, 5 SSCS and 5 Woreda education supervisors. The teacher respondents filled questionnaire and the remaining respondents have been interviewed. Among the 93 teachers 89 has dully filled and returned the questionnaire. Hence, the return rate was 95.7%.

The chapter consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data.

The data collected through questionnaires were tallied, tabulated and quantified. Along with the absolute number frequency, percentages of respondents have been used to describe the characteristics of the target population.

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Table- 4: Characteristics of Respondents by their Sex, Educational Qualification, Field of study and years of experience in teaching, principal ship and expert.

N o	Variab les	Category	Respondents											
			Teachers		Unit leaders		Principals		PTA		SSCS		W.Ss	
			No	%	No	%	No	%	No	%	N o			
1	Sex	Male	85	95.5	7	100	7	100	7	100	5	100	5	100
		Female	4	4.5	-	-	-	-	-	-	-	-	-	-
		Total	89	100	7	100	7	100	7	100	5	100	5	100
2	Qualific ation	Diploma	6	6.6	-	-	-	-	-	-	-	-	-	-
		1 st degree	83	93.3	7	100	6	85.7	-	-	5	100	5	100
		2 nd degree	-	-	-	-	1	14.3	-	-	-	-	-	-
		Other	-	-	-	-	-	-	7	100	-	-	-	-
		Total	89	89	7	100	7	100	7	100	5	-	-	-
3	Field of study	Educational Administration, Leadership and Management.	-	-	-	-	-	-	-	-	-	-	-	-
		Other	89	100	7	100	7	100	7	100	5	100	-	-
		Total	89	100	7	100	7	100	7	100	5	100	2	40
4	Experie nce	1-5 years	31	34.8	3	42.9	6	85.7	7	100	5	100	3	60
		6-10 years	25	28.1	4	57.1	-	-	-	-	-	-	-	-
		11-15 years	18	20.2	-	-	1	14.3	-	-	-	-	-	-
		16-20 years	15	16.9	-	-	-	-	-	-	-	-	-	-
		>20 years	-	-	-	-	-	-	-	-	-	-	-	-
		Total	89	100	7	100	7	100	7	100	5	-	5	100

In this part the characteristics of the respondents from seven secondary schools were analyzed in frequencies and percentage.

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NB: teachers are categorized by years of experiences based on the national standard of career structure: As shown in Table 4, 0-5 years are beginner and junior teachers. 6-12 years are teachers and senior teachers. 13-16 years are associate teacher, and >17 years are head teachers.

Table 4 depicts that male teachers constituted 85(95.5%) while the females make up only 4(4.5%). This implies that the participation of both sexes is not proportional. The participation of female teachers in the sample secondary school is low.

Respondents academic qualification illustrated in Table 4 shows that 6(6.7%), 83(93.3%) of teachers were diploma and BA degree graduates respectively. Even though, only 6(6.74%) of teacher respondents are diploma holders, it implies that the qualification standard set by MOE was not fully achieved. The standard states that the minimum qualification to teach at secondary school is first degree (MOE, 2006).

As depicted in the same Table 4, respondents were analyzed by their teaching experience (service year). Accordingly, 31(34.8%) have the service year that ranges from of 1-5 years, 25(28.1%) of them have the experience range of 6-12 years, whereas 18(20.2%) and 15(16.9%) of respondents were with the experience range of 11-15 and 17 & above years of teaching experience respectively. This implies that the majority 31(34.8%) of respondents are in between 1-5 years of teaching experience that implies they need support from senior teachers. In general the respondents are categorized as beginner, junior and senior teachers.

As shown under item 1 of Table 4, all 7(100%) of the principals interviewees were males. This implies that the leadership position of secondary school principals has been dominated by males. From this, one can conclude that female teachers are not assuming leadership positions in Kamashi Zone. Hence, female teachers should be encouraged to be a leader and be a model for female students in the study areas.

Regarding to their qualifications, the majority 6(85.71 %) of the principals are first degree holders and only 1(14.28%) of the principal is second degree holder. However, as a principals or the criteria on blue print, of teachers development program (MOE, 2007) has stated that the academic qualification required for secondary school principal ship is a master's degree. From the analysis made so far, it is safe to conclude that the majority of principals in the sample secondary schools are under qualified the position they have assumed.

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Regarding the area of specialization of principals a blue print of teachers development program (MOE, 2007) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational administration/management. For instructional leadership role, training in educational areas is highly considered for leader effectiveness. In this connection with, Hallinger and Murphy (1987) suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role. But as one can see under item 3 of Table 4, 7(100%) of the school principals are not specialized in the area of Educational Administration, Management and Leadership. Therefore, Kamashi Zone secondary school principals were lacked appropriate qualification (master's degree). This situation may have an influence on the instructional leadership effectiveness.

As far as the experience of interview participants of principals in Table 4, indicates that 6(85.71%) of principals have a principal ship experience between one and five years. Only 1(14.28%) of principal have principal ship experiences which ranges between eleven and fifteen years. From the analysis made so far, it is safe to conclude that the majority of principals in the sample schools were seemed to have less experience to perform their responsibility effectively.

As it can be seen from Table 4, 7(100%), of unit leaders, 7(100 %,) of PTA coordinators, 5(100%), Woreda supervisors and 5(100%), cluster supervisors all the interviewee participants are males. This shows that like the leadership position of secondary school principals, Woreda supervisory coordinators, cluster supervisors, unit leaders and PTA coordinators also have been dominated by males. From this, one can conclude that female participations are totally out of the game (position) in Kamashi Zone. Hence, female teachers should be expectant to be a leader and be a model for female students in the study areas.

Concerning to educational level of the interviewee, in the same table except the PTA coordinators, graduated grade ten, the rest interviewees have first degree. From this, one can infer that there is no difference among unit leaders, cluster supervisors and Woreda education supervisors regarding their level of education.

With respect to experience level, 3(42.85%) of unit leaders have an experience between one and five years. The rest served six to ten years. All, 7(100%) of the PTA members have experience between one to five years. On the other hand, 2(40%) of the Woreda education supervisors have

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an experience between six and ten years, and the rest are served in the range of ten to fifteen years. While, cluster supervisor participants 5(100%) have service between one and five years. From this it is safe to conclude that most of the Woreda education supervisors have ten to fifteen service years. Therefore, they are in a good position to critically respond on the roles and practices of secondary school principals as instructional leader in their respective schools.

4.2. Analysis of the Instructional Leadership Role of School Principals

The analysis is based on responses of teachers to questions relevant to the study. The questions centered on the views of teachers about the instructional leadership role of principals in their schools. To assess the actual performance of school principals in the sample schools, the teacher respondents were asked to rate to what extent the principals schools performed in a given task/role as instructional leader. Respondents indicated their responses on a given Likert-scale ranging from <strongly agree> (5) to <Strongly disagree> (1), <Very High> (5) to <Very Low>(1).

Therefore, The response given were organized under eight major roles such as defining the school mission; managing curriculum and instruction; supervising instruction; monitoring student progress; promoting school learning climate; and promoting teachers professional growth. Besides, the personal qualities, skills were examined. Furthermore, the data obtained through open-ended questionnaires, semi-structured interviews and document analysis were used to substantiate the findings.

4.2.1 Defining and Communicating School Mission

Defining a school mission involves communication this mission to the staff and students in such a way that a sense of shared purpose exists, linking the various activities that takes place in classroom throughout the school. The principal's role in defining the mission involves framing school wide goals and communicating these goals in a persistent fashion to the entire school community.

As Latip (2006) stated that framing school goals refers to a principal's role in determining the area on which the school staff will focus their attention and resources during a given school year. Mcwan (2003) admitted that instructionally effective schools often have clearly defined goals

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that focus on student academic performance when developing the school goals. And the goals should be incorporate data based on past and current student performance and include staff responsibilities for achieving the goals. Staff and parent input during the development of school's goal seem important. Finally, as Hal linger & Murphy (1985), & Ubben, Hughes, & Norris (2007) concluded that after defining school goals, principals need to communicated those school goals to the school community. Communicating and explaining school goals is one of the crucial roles of school principals as instructional leader. Clear goals and high expectations commonly shared among the school community are one of the characteristics of an effective school Wielyd & Dim mock, (1993). To this effect teachers were asked about the role of principals in the area of defining and communicating school mission on the four dimensions under this table.

Table-5: Perception of Teachers on how the principals Define and communicate school mission.

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S.	D.
		Fr	%	Fr	%	Fr	%	Fr	%	Agree	
1	develops school wide goals that focused on student learning	9	10	10	11	14	16	36	40	20	23
2	frames the school's goals in terms of teachers responsibilities for meeting them	19	21	31	35	18	20	17	19	4	5
3	uses data on student academic performance when developing the school's goals	9	10	11	12	12	14	16	18	41	46
4	Communicates the school goals effectively to staff, student and parents	11	12	15	17	10	11	34	38	19	21

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As can be seen in the 1st item of Table 5, teachers were requested whether principals develop school wide goals that focus on student learning or not. To this point, 9(10%) and 10(11%) of teacher respondents contended that they strongly disagree and agree respectively. The majority 36(40%) and 20(23%) of teacher respondents replied that they disagreed and strongly disagreed respectively on principals develop school wide goals that focus on student learning. However, 14(16%) teachers did not give their decision on the issue stated. According to teachers' perception implies that principals fail to properly develop school goals.

Item 2, of the same table teachers were posed whether principals frame the school goals in terms of teachers' responsibilities for meeting them or not. In this respect, 19(21%), 31(35%) and 18 (20%) of teacher respondents strongly agreed, agreed and undecided respectively on principals frame the school goals in terms of teachers' responsibilities for meeting them. While, 17(17%) and a significant number that is 4(5%) teachers responded strongly disagree and disagree respectively. Based on the analysis, principals frame their school as expected

As can be seen in the 3rd item in the same table was intended to check whether principals use data on student academic performance when developing the school goals. Accordingly, 9(10%), 11(12%), 12(14%) and 16(18%) of teacher respondents replied their response strongly agree, agree, undecided and disagree respectively on the issue stated. The majority 41(46%) of teacher respondents strongly disagreed on principals use data on student academic performance when developing the school goals.

Similarly, during the interview conducted with unit leaders, PTA coordinators, SSCS and Woreda education supervisors confirmed that most of school principals do not use previous and current real data on student performance while they develop their school goals.

Moreover, as the information obtained from document from 2003-2006, such as documents school profile, faculty minutes and regular school minutes in each secondary school confirms the described findings about principals to the dimension of defining and communicating school mission. The annual school plan for instance, revealed that most principals set their plans without clear statement of goals. For this reason, their plans were found non-progressive and mere repetitions of past years' experience. It also means that they lead their schools without clear vision of where they are where they want to go and what they want to achieve.

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In the last item of table 3, teachers were asked whether principals Communicate the school goals effectively to staff, student and parents or not. In respect to this, 11(12%) and 15(17%) teachers pointed out their strongly agreement and agreement respectively. Majority 34(38%) and 19(21%) respondents contended their disagreement and strongly disagreement respectively on principals Communicate the school goals effectively to staff, student and parents. However, a significant number, that is 10(11%) of teacher respondents could not make their decision.

In addition to this, the interview held with unit leaders, PTA coordinators and SSCS confirmed that, most of the principals do not involve parents and students while they communicate the school goals.

Therefore, from the above findings, one may conclude that secondary school principals of Kamashi Zone fail to properly define and communicate school mission. However, principals were expected to be effective visibly defined goals that focused on student learning by using data on student academic performance as well as involving all stakeholders during define and communicate their schools mission.

Supporting this, as noted in the literature part, (Mcwan 2003), Glikman, Gordon & Ross-Gorden (2007), Effective school principals often have clearly defined goals that focus on student academic performance when developing the school goals. And the goals should incorporate data based on past and current student performance and include staff, student and parent responsibilities for achieving the goals”.

4.2.2 Managing Curriculum and Instruction.

School principals are the prominent key players in managing curriculum and instruction in their schools. Managing and coordinating the curriculum in such a way that teaching time can be used optimally. Principals should support the teaching program according to the school calendar (Krug 1992, Parker & Day, 1997). School principals have the responsibility to provide directions, guidance, schedule co-curricular activities and assure that teachers have the necessary instructional materials to carry out their duties (Fullan and Stiegelabaur, 1991). One of the duties of the school principals is to facilitate the implementation of curriculum with the help of appropriate resource support and ensure the timely allocations of resources (human, material and financial) necessary for instructional process. Because for the effective management of the

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instructional program of a school, time, human and material resources must be available, such as classrooms, laboratories, libraries, and infrastructure, stationary and instructional aides are important for the culture of teaching-learning and the achievement of instructional objectives (Andrews, Basom & Basom, 1991, Chisolm & Vally, 1996). Beyond that school principals should confirm to what extent support their teachers by protecting them from pressures that may influence their instructional activities & handle difficult discipline problems, ensure the appropriate standard of discipline in the school, and take the responsibility to protect teachers from external pressures as a result of system or departmental innovation in order to sustain settings in which teachers feel safe to teach.

To be meaningful managing curriculum and instruction in schools, principals are expected to consider the factors affecting teaching (nature of the subject, no. of preparations etc.) while assisting tasks for teachers (Johdi 2013).

Communicating to instructional staff the importance of effective managing curriculum and instructional practices on a regular basis by providing rational, intent, evaluation procedures, & affect on current practices as well as encourage and support teachers to revise and improve their curriculum is characteristics of good principals (Boyd 1996). To this end teachers were asked concerning the role of principals in the area of managing curriculum and instruction on the five dimensions.

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Table-6: Perception of Teachers on how the Principals Managing Curriculum and Instruction

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S. D.	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	ensures the timely allocations of resources (human, material and financial) necessary for instructional process	14	16	19	21	12	14	23	26	21	24
2	ensures the beginning of instructional process according to the school calendar	9	10	13	15	-	-	17	19	50	56
3	prevents instructional time from disruptions (external and/ or internal	9	10	10	11	12	14	35	39	23	26
4	schedules co-curricular activities in support of the formal instructional process	9	10	10	11	15	17	36	40	19	21
5	encourages and support teachers to revise and improve their curriculum	18	20	27	30	13	15	19	21	12	14

As depicts the 1st item of Table 6, teachers were asked whether principals ensure the timely allocations of resources (human, material and financial) necessary for instructional process or not. Accordingly, 21(24%) and 23(26%) of teacher respondents, showed their strongly disagreement and disagreement respectively. While, 19(21%) and 14(16%) of teacher respondents replied their agreement and strongly agreement respectively on principals ensure the timely allocations of resources (human, material and financial) necessary for instructional process. However, 12(14%) of teachers did not make their decision.

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Furthermore, the response of interview held with PTA coordinators, SSCS and Woreda education supervisors, despite the fact that, material and financial are limited, however, for the limited resources itself principals could not manage as well because due to lack of knowledge, skills and experience.

From the above analysis, one may conclude that principals of Kamashi Zone fail to properly ensure the timely allocations of resources (human, material and financial) necessary for instructional process.

As indicated in Table 6, item 2, teachers were requested whether principals ensure the beginning of instructional process according to the school calendar or not. In this case, 9(10%), 13(15%) and 17 (19%) teacher respondents contended their strongly agreement, agreement and disagreement respectively. While the majority 50(56%) of teacher respondents strongly disagreed principals ensure the beginning of instructional process according to the school calendar.

As confirmed from the interview held with unit leaders, PTA coordinators, SSCS and Woreda education supervisors, responded that all principals were not active in this regard. Normal teaching-learning begins most of the time late after a month or more. One of the principal said that:

Parents themselves are not willing send their children to schools in time. They wait them to take part in harvesting crops. Besides that most of the teachers also do not come on time/as per the normal colander.

Hence, from the above analysis, it is safe to conclude that principals of Kamashi Zone found being ineffective their major role, i.e. the beginning of teaching-learning/instructional process. .

As can be observed in Table 6, item 3, respondents were posed whether principals prevent instructional time from disruptions (external and/ or internal) or not. To this point, the majority 23(26%) and 35(39%) of teacher respondents replied their strongly disagreement and disagreement respectively on principals prevent instructional time from disruptions (external and/ or internal). 12(14%), 10(11%) and a significant number that is 9(10%) of teachers said

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undecided, agree and strongly agree respectively on the issue stated. This implies that, the practice were ineffective.

As shown in the same table, item 4, was intended to check whether principals schedule co-curricular activities in support of the formal instructional process or not. In this respect, 9(10), 10(11%) and 15(17%) of teacher respondents replied their response strongly agree, agree and undecided respectively on principals schedule co-curricular activities in support of the formal instructional process. Majority 36(40%) and 19(21%) of teachers replied their disagreement and strongly disagreement respectively on principals schedule co-curricular activities in support of the formal instructional process.

Furthermore, the information obtained from SSCS and Woreda education supervisors confirmed that most of secondary school principals, as an instructional leader did not schedule co-curricular activities in support of the formal instructional process. From above finding, it is safe to conclude that a schedule co-curricular activity in secondary schools of Kamashi Zone is not exercised by principals as instructional leaders.

The last item of the same table, teachers were requested whether principals encourage and support teachers to revise and improve their curriculum or not. Accordingly, 18(20%) and 27(30%) of teacher respondents showed their strongly agreement and agreement respectively on principals encourage and support teachers to revise and improve their curriculum. 28(32%) and 21(24%) of teacher respondents pointed out their disagreement and strongly disagreement respectively on the issue stated. However, 13(15) of teachers could not give their decision.

Moreover, Unit leaders, cluster supervisors, Woreda supervisors and PTA coordinators were also posed during interviews to explain the effort made by school principals in the area of managing curriculum and instruction. Accordingly the majority of the respondents replied that school principals in the case of the time allocated for resources (human, material and financial) necessary for instructional process, ensure the beginning of instructional process according to the school calendar, prevent instructional time from disruptions (external and/ or internal, consider the factors affecting teaching (nature of the subject, no. of preparations etc.) While assisting tasks for teachers encourage and support teachers to revise and improve their curriculum found

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to be ineffective. So, it is safe to conclude that secondary school principals of Kamashi Zone as instructional leaders fail to properly manage curriculum and instruction.

However, principals were expected to focus ample time in instructional process, prevent instructional time from disruptions, allocations of resources for instructional process, providing co-curricular activities and motivating & support teachers.

In supporting this, (Krug 1992, Parker & Day, 1997), School principals are the prominent key players in managing curriculum and instruction that ensuring teaching time optimally used. Similarly, (Fullan and Stiegelabaur, 1991) Principals should support the teaching program according to the school calendar and also have the responsibility to provide directions, guidance, schedule co-curricular activities and assure that teachers have the necessary instructional materials to carry out their duties.

4.2.3 Supervision Instruction.

Effective principals adopt continuous and consistent classroom visitation, checks teachers' lesson notes to ensure adequate teaching-learning process (Peters and Waterman 1988). In light of this several researchers conducted that, an effective principal ensures supervision by interacting academically and socially at a regular basis with teachers as colleagues within and outside classrooms. The primary aim is to monitor the implementation of circular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, gives them support in their work to facilitate better performance in teachers' pedagogical practices and students learning outcomes in the school setting (Wiles, 1975; Oyekan, 1997; Adepoju, 1998; Olagboye, 2000 and Adetula, 2005).

To be meaningful supervision instruction, Principals are expected to make post-conference after classroom visited to discuss weak and strong sides that observed during teaching-learning process. In line with this, Harris (1991) as cited in chanyalew (2005) revealed that the major purpose of post observation conference is to get feedback to the teacher about her/his performance. Similarly Adeolu (2010) also stated that, school principals should provide constant and adequate feedback to teachers on their instructional task performance to ensure periodic review and facilitate further improvement in their teaching-learning process in secondary schools.

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Principals should ensure teachers receive guidance and support to enable them to teach as effectively as possible. The focus of instructional leader should be more oriented to staff development than to performance appraisal. This implies implementing program may enrich the teaching experiences of teachers or motivating them to attend such program (Krug, 1992).

Among the many roles performed by school principals assisting/encouraging teachers in supervision instruction is crucial for the success of school goal. To run the classroom instruction in a good manner, the potential role of principals as instructional leaders is of vital importance. They are expected to improve the instructional process. In supporting this view, Forsyth and Hoy (1986) emphasize that the principals' primary concern is not only that of instructional progress of individual teachers, but also of being responsible for instructional improvement. To this effect teachers were posed to reflect role of principals in the area of supervision instruction on eight dimensions in Table 7.

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Table-7: Perception of Teachers on How the Principals Supervising Instruction.

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S.	D.
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	makes class room visits for the purpose of instructional improvement	4	5	7	8	8	9	40	45	30	34
2	Checks the teachers' lesson notes and offers feedback/ supports where necessary	6	7	8	9	13	15	33	37	29	33
3	talks with teachers as colleagues and discusses classroom activities with them	24	27	26	29	10	11	16	18	13	15
4	gives teachers feedback on effective use of instructional time in their classes	-	-	10	11	14	16	16	18	49	55
5	makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning	6	7	9	10	8	9	20	23	46	52
6	Holds regular meetings with each department for the purpose of improving curriculum and instruction	-	-	14	16	15	17	38	43	22	25
7	Creates opportunities for professional dialogue or discussions among teachers	18	20	24	27	17	19	20	23	10	11
8	encourages teachers to use different instructional methods	10	11	17	19	13	15	28	32	21	24

As depicts the 1st item of Table 7, teachers were asked whether principals make class room visit for the purpose of instructional improvement. Accordingly, significant numbers 4(5%), 7(8%) and 8(9%) of teacher respondents showed their response strongly agreement, agreement and

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undecided respectively. The majority 40(45%) and 30(34%) of teacher respondents showed their response agreement and strongly agreement respectively on principals make class room visit for the purpose of instructional improvement.

On the other hand, from the interview held with unit leaders, SSCS and Woreda education supervisors noted that most of secondary school principals do not use classroom visit as the expected for the purpose of instructional improvement. They held once in a semester for the sake of performance appraisal and also focused on newly deployed teachers. This implies that class room visit for the purpose of instructional improvement is not practiced as the expected level in secondary schools of Kamashi Zone. However, principals as instructional leader expected to make classroom visit for the purpose of instructional improvement rather than teachers' performance appraisal.

In this connection, (Krug, 1992) noted that the focus of instructional leader should be more oriented to staff development than to performance appraisal. This implies implementing program may enrich the teaching experiences of teachers or motivating them to attend such program

As indicated in Table 7, item 2, teachers were requested whether principals Check teachers' lesson notes and offers feedback/ supports where necessary. In this respect, 6(7%) and 8(9%) of teacher respondents contended their response strongly agree and agree respectively on the issue stated. While 13(15%) of teacher respondents could not make their decision. Whereas, the majority 33(37%) and 29(33%) of teacher respondents pointed out their disagreement and strong disagreement respectively on principals Check the teachers' lesson notes and offers feedback/ supports where necessary.

As the interview carried confirms that principals did not give enough time to observe the lesson notes in detail. Hence, based on the result, it is safe to conclude that secondary school principals of under the study area are ineffective in checking teachers' lesson notes and offers feedback/ supports where necessary. However, principals as instructional leaders were expected properly to assess lesson plans, notes in connection to contents in detail continuously.

In light of this, (Peters and Waterman, 1988) Effective principals adopt continuous and consistent classroom visitation, checks teachers' lesson notes to ensure adequate teaching-learning process.

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As shown in the same table, item 3, was intended to check whether principals talk with teachers as colleagues and discusses classroom activities with them. Accordingly, the majority 24(27%) and 26(29%) respondents contended their strongly agreement and agreement respectively while, 16(18) and 13(15%) teacher respondents contended their disagreement and strongly disagreement respectively on principals talk with teachers as colleagues and discusses classroom activities with them. However, a significant number that is 10(11%) of teacher respondents could not make their decisions.

With item 4 of table 7, respondents were asked to give their opinion regarding principals in giving teachers feedback on effective use of instructional time in their classes. Concerning to this, 10(11%), 14(16%) and 16(18%) of teacher respondents replied their agreement, undecided and disagreement respectively. While the majority 49(55%) of teacher respondents strongly disagreed principals in giving teachers feedback on effective use of instructional time in their classes. According the majority of teacher respondents confirmed, principals did not give teachers feedback on effective use of teaching learning time for students' academic achievement. Hence, one may conclude that principals found to be ineffective giving guidance and feedback for teachers in the issues of instructional process.

As depicts the 5th item of Table 7, teachers were requested whether principals make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning or not. Accordingly, significant number 6(7%), 9(10%) and 8(9%) of teacher respondents replied their strongly agreement, agreement and undecided respectively on the issue stated. While, majority 20(23%) and 46(55%) of teacher respondents showed their disagreement and strongly disagreement on principals make post-conference after classroom visit to discuss the weak and strong points observed during teaching learning.

Furthermore, the information obtained from unit leaders, PTA coordinators, SSCS and Woreda education supervisors revealed that post- classroom observation conferences were carried on the department level, not on individual teacher basis. Most of the respondents of interview argued that school principals might not get situations comfort to conduct post class conference with individual teacher. This is due to time constraints and large number of teachers in their schools.

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Thus, based on the majority of teacher respondents and the data obtained from interview, it is possible to conclude that the post-classroom observation conference was not held properly.

In line with this, Harris (1991) as cited in Chanyalew (2005) revealed that the major purpose of post observation conference is to get feedback to the teacher about her/his performance.

Item 6 of Table 7, teachers were posed whether principals Hold regular meetings with each department for the purpose of improving curriculum and instruction or not. In respect to this, 14(16%) and 15(17%) of teacher respondents confirmed their agreement and undecided respectively. While, the majority 38(43%) and 22(25%) of teacher respondents contended their response disagreement and strongly disagreement respectively on principals Hold regular meetings with each department for the purpose of improving curriculum and instruction. This implies that principals did not give attention meetings with concerned bodies for achieving curriculum instruction, indirectly for student achievement.

Regarding item 7, of the same table, teachers where asked whether principals Create opportunities for professional dialogue or discussions among teachers or not. To this point, 18(20%) and 24(27%) teachers replied strongly agree and agree respectively on principals Create opportunities for professional dialogue or discussions among teachers. 20 (23%) and 10(11%) of teacher respondents contended their agreement and strongly agreement respectively. However, 13(15%) teachers did not give their decision on principals Create opportunities for professional dialogue or discussions among teachers. From the analysis, one may conclude that teachers receive new trends that strengthen their profession.

The last item of the same table, teachers were requested whether principals encourage teachers to use different instructional methods or not. Accordingly, a significant number, that is 10(11%) of teacher respondents strongly agreed. While, 17(19%), 13(15%), 28(32%) and 21(24%) showed their response agreement, undecided, disagreement and strongly disagreement respectively on principals encourage teachers to use different instructional methods. So, from the finding it may conclude that secondary school principals of Kamashi Zone fail to practice properly teachers to use different instructional methods.

4.2.4 Monitoring Students Progress

It is known that the active involvement of principals in monitoring students' progress is unquestionable. This is an important responsibility of those principles that need to monitor student progress.

In monitoring student progress, the major tasks of the principal is classroom observation, which is one of the most powerful tools in collecting information on students progress, not only with regard to academic achievement but also about their skills, attitudes and social behaviors. The observation also includes: random checking of home work notebooks, interviews of selected students and identification of behavioral change in them (Goslin, K.G, 2009). Similarly Glickman, (2002), placed assessment content and methods firmly at the center of elements that influence students "learning. He viewed that educational leaders require the tools to improve classroom instruction for improving teaching, observing classrooms, using achievement data, and considering sample of student" work.

Strong instructional leadership has a positive impact on student learning. Instructional leaders provide focus and direction to curriculum and teaching, establish conditions that support teachers and help children succeed, and inspire others to reach for ambitious goals (Educational Broadcasting Corporation, 2004).It is the principals who provide a first-level quality control check on the preparation of students (Krug, 1992).

Principals are a key player in the analysis of standardized test scores, review students' quarterly, make frequent classroom observation and talk with teachers and students. To this effect, teachers were asked to rate their response regarding the role of principals in the area of monitoring student progress on six dimensions.

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Table -8: Perception of Teachers on how the principals Monitor Students Progress

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S.	D.
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Regularly collects classroom information on student achievement	4	5	6	7	9	10	47	53	23	26
2	meets individuals with teachers to discuss student's academic progress	7	8	7	8	16	18	30	34	29	33
3	regularly talks with parents regarding student's academic progress	13	15	19	21	7	8	26	29	24	27
4	uses test results to assess progress toward school goals	-	-	11	12	14	16	15	17	49	55
5	informs the schools performance result to teachers in a report form	-	-	15	17	16	18	38	43	20	23
6	Makes analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools	-	-	13	15	15	17	40	45	21	24

As can be observed in Table 8, item 1, respondents were posed whether the principals regularly collect classroom information on student achievement or not, in this respect, significant numbers 4(5%), 6(7%) of teacher respondents pointed out their strongly agreement and agreement respectively on principals regularly collect classroom information on student achievement.

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Whereas 47(53%) and 23(26%) of teacher respondents pointed out their responses agreement and strongly agreement respectively. However, 9(10%) teacher respondents did not make their decision on principals regularly collect classroom information on student achievement. From the above finding, it is safe to conclude that secondary school principals of Kamashi Zone were not practiced gathering classroom information on student achievement. To identify how is students result, what is the gap and what students need to achieve their academic performance monitoring in this manner may help for students to improve their academic performance, talents, attitude, skills and social behaviors.

Supporting this, (Goslin. K.G, (2009). In monitoring student progress, the major roles of the principal is classroom observation, which is one of the most powerful tools in collecting information on students progress, not only with regard to academic achievement but also about their skills, attitudes and social behaviors. The observation also includes: random checking of home work notebooks, interviews of selected students and identification of behavioral change in them.

As indicated in Table 8, item 2, teachers were requested whether principals meet individuals with teachers to discuss student's academic progress or not. To this point, 14(16%) the same number of teacher respondents confirmed their strongly agreement and agreement on principals meet individuals with teachers to discuss student's academic progress. While 16(18%) and 29(33%) of teacher respondents showed their responses undecided and strongly disagreement respectively on the stated issue. The majority 30(34%) of teacher respondents disagreed these principals meet individuals with teachers to discuss student's academic progress. From the above analysis, it may conclude that principals were not properly implemented discussion concerning student's academic progress with individual teachers.

As indicated in the 3rd item of Table 8, teachers were asked whether principals regularly talk with parents regarding student's academic progress or not. Accordingly, 13(15%) and 19(21%) of teacher respondents responded strongly agreement and agreement respectively on principals regularly talk with parents regarding student's academic progress. While 26(29%) and 24(27%) of teacher respondents responded disagreement and strongly disagreement on the issue stated. However, a significant number, that is 7(8%) of teacher respondents contended undecided on principals regularly talk with parents regarding student's academic progress.

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In addition, from the interview held with unit leaders, PTA coordinators SSCS and Woreda education office confirms, most principals were not communicate with parents concerning students academic progress. Based on the finding, it is safe to conclude that principals of Kamashi Zone fail to properly discuss with parents towards students academic progress.

Active participation of parents in the schools of their children is essential to improve the discipline at school and the academic performance of the students. However, low parental participation in school activities has been noticed. Principals by considering how to encourage parental involvement, also bear in mind the needs and abilities of parents. Because they are the main gatekeepers of schools and as such, they set the stage for parents feeling welcome to participate. There is a need for commitment and dedication on the part of parents to play an active role in their student's learning and to ensure successful curriculum implementation.

As shown in the same table, item 4, was intended to check whether principals use test results to assess progress toward school goals or not. In this respect, 11(12%), 14(16%) and 15(17%) of teacher respondents agreed, undecided and disagreed respectively on principals use test results to assess progress toward school goals. The majority 49(55%) of teacher respondents confirmed that principals are failed in using test results to assess progress toward school goals.

As can be observed in Table 8, item 5, respondents were posed whether the principals inform the schools performance result to teachers in a report form or not. To this point, 15(17%) and 16(18%) of teacher respondents contended their agreement and undecided. however, 38(43%) and 20(24%) of teacher respondents contended their disagreement and strongly disagreement respectively on principals inform the schools performance result to teachers in a report form. Based on the above analysis, it is possible to conclude that school result performance were not reported as the expected by principals of Kamashi Zone

The last item of the same table, teachers were requested whether principals make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools or not. Accordingly, 13(15%), 15(17%), 40(45%) and 21(25%) of teacher respondents agreed, undecided, disagreed and strongly disagreed respectively on principals make analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools.

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Similarly, during the interview conducted with Woreda education supervisors, PTA coordinators, SSCS and unit leaders to explain the roles of school principals in monitoring students' progress the interview carried confirms that, principals were not effective to meet with teachers and parents regularly concerning student's academic progress and were not check tests regularly as they expected as instructional leaders.

From the above findings, in general one may conclude that secondary school principals of Kamashi Zone fail to properly implement monitoring student's progress. However, principals were key player in collecting classroom information, regularly contact with teachers, and parents to discuss on students academic progress by using test results to assess student progress.

4.2.5 Promoting School Learning Climate.

Promoting learning climate refers to the behaviors of the principal that influences the norms, beliefs, and attitudes of the teachers, students, and parents of a school (Murphy, 1990). "principals foster the development of a school learning climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, providing incentives for teachers and students, and promoting professional development". This dimension deals directly with the teaching and learning process.

Creating a positive school climate in which teaching and learning can be take place. In relation where learning is made exciting, where teachers and learners are supported & where there is a shared sense of purpose, learning will not be difficult (Parker & Day, 1997).

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Table-9: Perception of Teachers on how the Principals Promoting Instructional School learning climate

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S.	D.
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	communicates to students that all students have the capacity to excel	8	9	12	14	11	12	45	51	13	15
2	communicates to teachers that all students have the capacity to excel	24	27	36	40	11	12	18	20	-	-
3	develops school level policy that communicates the need for protecting instructional time from disruptions	34	38	36	40	15	17	4	5	-	-
4	communicates the effort to help students master the intended instructional objectives	16	18	8	9	12	14	23	29	30	34
5	maintains close contact with instructional process	-	-	10	11	12	14	45	51	22	25
6	uses different recognition or reward system for greater achievement of students	46	52	24	27	6	7	13	15	-	-

The first item of Table 9, teachers were posed whether principals communicate to students that all students have the capacity to excel or not. Accordingly, 8(9%), 12(14%) and 13(15%) of teacher respondents responded their strongly agreement, agreement and strongly agreement

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respectively on principals communicate to students that all students have the capacity to excel. And 11(12%) of teacher respondents, however, did not make their decision in the stated issue. Whereas the majority 45(51%) of teacher respondents disagreed that principals communicate to students that all students have the capacity to excel. This implies that principals had limited communication skills with students and could not identify their students' status.

Regarding item 2 of the same table, the intention was to respond whether principals communicate to teachers that all students have the capacity to excel or not. To this point, 24(27%) and 36(40%) of teacher respondents showed their strongly agreement and agreement respectively on principals communicate to teachers that all students have the capacity to excel. While 11(12%) of teacher respondents did not make their decision in the stated issue. Whereas 18(20%) of teacher respondents agreed that principals communicate to teachers that all students have the capacity to excel. Based on the above analysis, implies that principals were tried to know students capacity.

In item 3 of the above table states teachers were requested that principals develop school level policy that communicates the need for protecting instructional time from disruptions. In this case, 34(38%), 36(40%) and 4 (5%) of teacher respondents showed their strongly agreement and agreement respectively on principals develop school level policy that communicates the need for protecting instructional time from disruptions. But 15(17%) of teacher respondents did not make their decision in the above stated issue. From the above finding, it is possible to conclude that secondary school principals of Kamashi Zone attempted to develop school level policy that communicate the need for protecting instructional time from disruptions.

As depicts in Table 9, item 4, teachers were requested regarding communicating the effort to help students master the intended instructional objectives. In respect to this, 23(29%) and 30(34%) of teacher respondents reported their disagreement and strongly disagreement respectively on principals communicate the need for enrichment effort to help students master the intended instructional objectives. And 16(18%) and 8(9%) of teacher respondents also reported strongly agreed and agreed on principals communicate the effort to help students master the intended instructional objectives. However, 12(14%) of teacher respondents did not make their decision in the stated issue. Based on the majority result, it could be conclude that

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the effort to help students master the intended instructional objectives found to have unsatisfactory by principals of Kamashi Zone.

As depicts in Table 9, item 5, teachers were posed whether principals maintain close contact with instructional process or not. To this point, 10(11%), 45(51%) and 22(25%) of teacher respondents responded agreed, disagreed and strongly disagreed respectively. Whereas a significant number 6(7%) of teacher respondents did not make their decision in the stated issue.

Moreover, the data obtained from SSCS, unit leaders and Woreda education supervisors confirms that the effort held with instructional process by principals was not appropriate, Most of their time they devoted in administrative issues rather than with teaching-learning/instructional process. Therefore, from the above finding, one may conclude that secondary school principals of Kamashi Zone fail to properly maintain close contact with instructional process. However principals as instructional leaders expected actively promotes with instructional process in order to attain student's achievement.

Supporting this, according to Daresh (2002) "effective instructional leader actively promotes more effective practice in teaching learning process 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.

In the last item of Table 9, teacher respondents were requested whether principals use different recognition or reward system for greater achievement of students or not. In this case, 46(52%), 24(27%) of teacher respondents responded their strongly disagreed and disagreed respectively on principals use different recognition or reward system for greater achievement of students. While 6(7%) and 13(15%) of teacher respondents also responded undecided and agreed respectively about the stated issue. From the above analysis, it could be concluded that students were not motivated by school principals.

4.2.6 Promoting Teachers Professional Growth

The key role of instructional leadership is the promotion of teachers' professional growth with respect to teaching methods and collegial interactions about teaching and learning. The principal,

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as chief coordinator of the schools staff development program, provides the resources activities that are necessary to meet perceived needs (Snyder, 1983).

Professional growth can best be achieved through reflection. This fundamental concept provided an explanation of how reflection assists and provides both teachers and principals with greater self-awareness, which in turn leads to both personal growth and improved teaching (Blasé & Blasé, 2004). Payne and Wolfson (2000) noted that the principal plays a fundamental role in teacher development by being a role model for continual learning. The principal is also the leader of the learning organization, the motivator and supporter, the resources provider, and the facilitator for staff development.

Glanz, (2006) stated that “professional development is undoubtedly an invaluable learning activity to support teachers and to improve student learning

Training is an important aspect in developing and increasing the human efficiency in order to attain the objectives set. Organizations give pre-service or in-service training for their workers to enable them to perform their work without minimum problems. In schools it is one of the principal's duties together with school curriculum committee and other concerned bodies to create favorable situations for teachers to have training to carry out their activities effectively (Wudu, 2003).

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Table-10: Perception of Teachers on how the Principals Promote Teachers Professional Growth

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S. D. Agree	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Develops criteria's for teachers professional growth	-	-	7	8	12	14	24	27	46	52
2	Encourages/facilitates workshop attendance for teachers	23	26	31	35	1	1	14	16	12	14
3	Organizes experience sharing inside the school	21	24	36	40	10	11	12	14	10	11
4	Organizes experience sharing outside the school	-	-	11	12	-	-	47	53	31	35
5	Plans and executes in-service training programs for staff	7	8	19	21	12	14	31	35	20	23
6	Organizes orientation program for novice teachers related to teaching and learning	-	-	10	11	7	8	23	26	49	55
7	Praise and support teachers work	15	17	18	20	10	11	26	29	20	23
8	Supports practice of new skills, innovation and creativity for teachers and other staff	-	-	13	15	11	12	46	52	19	21

In item 1 of table of Table 10, teachers were requested whether principals develop criteria's for teacher's professional growth or not. In respect to this, the majority 46(52%) of teacher

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respondents asserted their strongly disagree in the principals develop criteria's for teachers professional growth. On the other hand, significant number 7(8%) of teacher respondents agreed that school principals develop criteria's for teacher's professional growth. As the majority of teacher respondents replied, principals' practice in respect to this supposed to be ineffective.

Item 2, of table 10 teacher respondents were asked to respond whether principals encourage/facilitate workshop attendance for teachers or not. Accordingly, 23(26%) and 14(16%) of teacher respondents responded strongly agree and disagree on principal encourage/facilitate workshop attendance for teachers respectively. On the other hand, significant number 1(1%) and 12(14%) of teacher respondents responded undecided and disagreed respectively on principals encourage/facilitate workshop attendance for teachers. The majority 31(35%) of teacher respondents agreed that principals encourage/facilitate workshop attendance for teachers. Based on the finding, one may conclude that teachers were encouraged to use workshop attendance.

In the same table, item 3, teachers requested to respond on principals organize experience sharing inside the school. In respect to this, 21(24%) and 10(11%) teacher respondents confirmed their response strongly agreed and undecided respectively on principals organize experience sharing inside the school. And significant numbers 10(11%) and 12(14%) teacher respondents responded undecided and strongly disagree respectively on principals organize experience sharing inside the school. Whereas majority 36(40%) of teacher respondents agreed that principals organize experience sharing experience inside the school. This implies that, principals were implemented sharing experiences collaboratly inside the schools.

Item 4 of table 10 indicated 11(12%) of teacher respondents replied strongly agreed on principals organize experience sharing outside the school. While 31(35%) of teacher respondents showed that principals organize experience sharing outside the school strongly disagreed. On the other hand, the majority 47(53%) of teacher respondents disagreed that principals organize experience sharing outside the school. Accordingly the majority sound, it is safe to conclude that organize experience sharing outside the school were not implemented by principals in the study area.

Regarding the plan and execute in-service training programs for staff arrange skill improvement programs teachers were posed to respond their opinion. In respect to this, 19(21%), 12(14%)

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and 7 (8%) of teacher respondents agreed, undecided and strongly agreed respectively on the issues stated. whereas, 20(23%) of teacher respondents replied strongly disagreed. whereas the majority 31(35%) of teacher respondents disagreed on principals plan and execute in-service training programs for staff arrange skill improvement programs. This implies that plan and execute in-service training programs for staff arrange skill improvement programs were not properly implemented.

In item 6 of table 10 teachers were requested whether the principals organize orientation program for novice teachers related to teaching and learning or not. As depicts in Table 10, significant number that is 7(8%) teacher respondents replied undecided on principals organize orientation program for novice teachers related to teaching and learning. While 23(26%) and 10(11%) of teacher respondents respond disagreed and agreed respectively on principals organize orientation program for novice teachers related to teaching and learning. Whereas the majority 49(55%) of teacher respondents contended their agreement on principals organize orientation program for novice teachers related to teaching and learning. Based on the above analysis, it is possible to conclude that orientation program for beginner teachers were not properly arranged & implemented by principals concerning teaching and learning.

Teacher respondents were asked whether principals give praise and support teachers work or not. Thus, 15(17%) and 18(20%) teacher respondents replied their strongly agreement and agreement respectively on principals give praise and support teachers work. Additionally, 10(11%) and 20(23%) teacher respondents respond their undecided and disagreement respectively on the principals give praise and support teachers work. Whereas the majority 26(29%) of the respondents contended their strongly disagreement the principals give praise and support teachers work. From the above finding implies that teachers were not motivated.

In the last item of Table 10, teacher respondents were requested whether principals support practice of new skills, innovation & creativity for teachers and other staff or not. To this point, 13(15%) of teacher respondents agreed that the principals support practice of new skills, innovation & creativity by teachers and other staff. While, a significant number 11(12%) of teacher respondents did not make decision. however, the majority 46(52%) of respondents pointed out their disagreement on the principals support practice of new skills, innovation &

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creativity by teachers and other staff. Therefore, it is safe to conclude that teachers & other staff in Kamashi Zone secondary schools were not properly supported to practice of new skills, innovation & creativity by principals.

Furthermore from the interview held with unit leaders, SSCS, and PTA coordinators regarding on promoting teachers professional growth by principals confirms that most of the principals were not attempt properly to practice the tasks under this dimension, because they have not appropriate skills and knowledge of educational leadership & management.

Therefore, based on the above finding, one may conclude that secondary school principals of Kamashi Zone fail to properly promote teachers professional growth.

However, the key role of instructional leadership was the promotion of teachers' professional growth with respect to teaching methods and collegial interactions about teaching and learning in order to increase teachers' capacity how to teach by using appropriate methodology & indirectly enhances students' academic performance.

Supporting this, (Blasé & Blasé, 2004) noted that Professional growth can be best achieved through reflection. This fundamental concept provided an explanation of how reflection assists and provides both teachers and principals with greater self-awareness, which in turn leads to both personal growth and improved teaching. Similarly, Payne and Wolfson (2000) noted that the principal plays a fundamental role in teacher development by being a role model for continual learning. The principal is also the leader of the learning organization, the motivator and supporter, the resources provider, and the facilitator for staff development.

4.2.7 The Personal Qualities of Principals

Effective school principals in the modern age should also possess certain qualities of leadership that distinguish them from their peers (Steyn, 2002). An instructional leader must have a vision and commitment to high student achievement, high expectations, develop a trusting working environment, be an effective communicator, and have the courage to seek assistance. The Principals need to be an active listener and communicator s/he needs skills of interrelating with people at all levels. S/he must have trust motivation empowerment and collegiate. Trust builds relationships. Principals must motivate workers by sharing issues. They need to empower people

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so that the staff is committed, significant and competent. Collegiality also promotes idea sharing; protects cooperation and assistance in profession growth all of which benefits. This can be done by principal providing opportunities for the staff about teaching and learning, encouraging teachers to observe each other teaching, involving staff cooperatively in planning, designing and evaluating curriculum and modeling good practices and behaviors, principals should encourage group decision making

Table- 11: Perception of Teachers on how the Principals Posses Personal Qualities

No	My school principal	Teacher respondents N= 89									
		S. Agree		Agree		Undecided		D. Agree		S.	D.
		Fr	%	Fr	%	Fr	%	Fr	%	Agree	
1	Is trusted to others	9	10	13	15	8	9	36	40	23	26
2	has willingness to accept others idea	30	34	35	39	10	11	9	10	5	6
3	Is flexible	-	-	8	9	7	8	41	46	33	37
4	Listen openly to others idea	25	28	37	42	12	14	9	10	6	7
5	Motivate others	5	6	10	11	7	8	38	43	29	33
6	Committed to play his/her role	-	-	10	11	12	14	48	54	19	21
7	Is accountable	7	8	8	9	15	17	41	46	18	20

As indicated in Table 11, item 1, teacher respondents were asked whether or not principals trust to others. In this respect, 9(10.0%) and 13(15%) of teacher respondents strongly agreed and agreed on principals trust to others respectively. On the other hand, 8(9.0%) and 23(26%) of teacher respondents confirmed undecided and strongly disagreed on principals trust to others respectively. Whereas, the majority 36(40%) of teacher respondents disagreed on principals trust to others. Based on the above analysis, implies that principals are not trusted.

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Regarding the willingness of the principal to accept others idea, teacher respondents were requested, accordingly the majority 35(39%) and 30(34%) of teacher respondents confirmed that principals have willingness to accept others idea. on the other hand, from the interview held with SSCS and PTA coordinators confirmed that most of the principals are voluntary to accept our ideas arises when necessary. This implies that principals are ready to accept ideas and discuss regarding the issue raised.

As can be seen in Table 11, item 3, teachers were posed whether principals manifest flexibility or not. In respect to this, significant number 7(8%) and 8(9%) of teacher respondents replied undecided and agreed respectively principals are as flexible. on the other hand, 33(37%) and 41(45%) majority of teacher respondents replied, disagreed and strongly disagreed respectively. it is safe to conclude that principals have not flexible character.

As depicts 4th item of Table 11, teachers were asked whether principals are Listen openly to others idea or not. Accordingly, 25(28%), 37(42%) and 12 (14%) of teacher respondents contended strongly agreed, agreed and undecided respectively. Whereas, 9(10%) and 6(7%) of teacher respondents disagreed and strongly disagreed respectively that principals are Listen openly to others idea. it implies that principals are ready to listen openly to their staff.

In the same table, item 5, teachers were asked whether school principals motivate others or not. Accordingly 5(6%) teacher respondents strongly agreed that principals motivate others and 10(11%) teachers also agreed that principals motivate others. On contrary 38(43%) and 29(33%) majority of teacher respondents in the stated issue responded disagree and strongly disagreed. Therefore, from the above analysis, it is safe to conclude that secondary school principals of Kamashi Zone lack skills of how to motivate teachers, staff and students.

Here in item 6, teachers were requested whether secondary school principals are committed to play their role as instructional leader or not. In this case, majority 48(54%) teacher respondents agreed that secondary school principals are not committed to play their role. Therefore, based on the majority sound, one may conclude that secondary school principals of Kamashi Zone were not committed practice their role.

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In the same table, item 7, teachers were posed whether principals are accountable or not. Accordingly, respondents response 7(8%), 8(9%) and 15(17%) replied that in the stated issue strongly agree, agree and undecided respectively. On contrary the majority 41(46%) of teacher respondents agreed that principals are not accountable.

Regarding to this issue, the response obtained from unit leaders, SSCS & Woreda education supervisors and PTA coordinators indicated that principals have poor personal qualities especially in flexibility. According to the interviewee, principals are highly rigid in school rules. They are not interested and motivated to incorporate others idea and are not committed.

From the above findings, it could be concluded those personal qualities of principals: flexible, accountable, trusted to others, motivating to others and committed to play his/her role as an instructional leader were found unsatisfactory. However, possessing certain personal qualities of principals was crucial to be an effective instructional leader.

In supporting this Quinn (2002) stated that principals need to have high expectations for all members of the school community to create an atmosphere of trust and perseverance. Zepeda (2004), and Blasé and Blasé (2004) confirmed that trust is the key element for building collaborative relationships; Principals must motivate workers by sharing issues. They need to empower people so that the staff is committed, significant and competent. Collegiality also promotes idea sharing; protects cooperation and assistance in profession growth all of which benefits.

4.2.8 The Necessary Skills of Principals

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his instructional leadership duties satisfactorily (Zulu, 2004). In a study conducted by Leithwood (2005), the characteristics necessary for effective leadership included skilled Communication, cognitive flexibility, willingness to listen, open-mindedness, and creative problem solving. According to Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance.

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Table -12: Perception of Teachers on How the Principals Possess Professional Skills

No	My school principal	Teacher respondents N= 89					
		Low/Very low		Medium		High/Very high	
		Fr	%	Fr	%	Fr	%
1	communication with all the concerned bodies for goal achievement	45	50.6	29	32.6	15	16.9
2	problem solving	31	34.8	38	42.7	20	22.5
3	goal setting	23	25.8	45	50.6	21	23.6
4	interpersonal (dealing effectively with parents, community, staff, and students)	53	59.6	27	30.3	9	10.1
5	decision-making	32	36	38	42.7	19	21.3
6	research	57	64	20	22.5	12	13.5
7	planning	22	24.7	38	42.7	29	32.6
8	instructional observation	37	41.6	32	36	20	22.5
9	conflict management	18	20.2	46	51.7	25	28.1
10	the ability to translate the vision into action	45	50.6	28	31.5	16	18
11	the ability to create a supportive environment	24	27	39	43.8	26	29.2
12	the ability to know what's going on in the school	51	57.3	24	27	14	15.7

As can be observed in Table 12, the percentage for the perception of teachers on twelve dimensions of the skills necessary for school principals, To this effect the results of items 2, 3, 5,

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7, 9 and 11 indicated that school principals had medium performance in these specific tasks. However, items 1, 4, 6, 8, 10 and 12 as revealed principals had Low/Very low performance.

Additionally Unit leaders, PTA coordinators, WS & SSCS supervisors were also asked during interviews to explain the competency of school principals in the different instructional leadership skills. Concerning to this, all the interviewee agreed that principals have low skill. Similarly, principals themselves agreed in this response

From the above findings, it could be conclude that principals skills such as communication with all the concerned bodies for goal achievement, interpersonal, research, instructional observation, the ability to translate the vision into action and the ability to know what's going on in the school were found to unsatisfactory. However, possessing certain leadership skills was dominant to be an effective instructional leader.

In supporting this, as noted in the literature, Lash way (2002) the principals must possess certain skills to carry out the tasks of an instructional leader: interpersonal skills; planning skills; instructional observation skills; communication; research and evaluation skills. Similarly According to Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance

4.3 Analysis of the Open-ended and Interview Questions

Information obtained through interviews with principals, unit leaders, PTA coordinators, SSCS, and Woreda education supervisors were incorporated to see how the school principals were assigned to the principal ship position in their school. Concerning to this question, all of them were agreed that principals in the study area are assigned to the principal ship position through experience in teaching than leadership qualification. This implies that

Teachers were asked, regarding the different interventions program arranged for special need students, the majority of teacher and interview respondents agreed that there is only a tutorial class arranged for female students. Therefore, based on the response of majority, it is safe, to conclude that secondary school principals of Kamashi Zone are failed to properly practice the different interventions program arranged for special need students.

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Teachers were requested about their principals whether principals provide effective instructional leadership or not. Among attempts mentioned by teacher respondents in the open-ended questions, principals were not providing instructional leadership at schools.

In addition to this, all interview respondents confirmed that principals pay less attention with instructional issues and they themselves consider as managers.

Finally during the interview posed to principals regarding the average throughout the school year, what percentage of time do principals spent on administrative tasks & instructional issues, four principals spent 75% on administrative and 25% on instructional and the rest of three principals also 70% on administrative tasks and 30% on instructional issues and they put as main reason to focus on administrative tasks is, due to the absence of vice principals, workload, increased/ excessive paperwork, student discipline, community related tasks. In supporting this, the data obtained from document analysis confirmed that secondary school principals of Kamashi Zone concentrated on administrative areas than student learning & achievement.

Therefore, from the above finding, one may conclude that secondary school principals of Kamashi Zone paid less attention to instructional leadership.

Respondents were also posed the major barriers for principals to provide effective instructional leadership. According to teacher respondents the major factors that principals encountered in playing their role were lack of leadership and management skills, insufficient experience in principal ship, shortage of time, work load, irregular daily disruptions, and insufficient delivery of student support material, less parental involvement of support and cooperation, and lack of support from WEO, ZED, and REB. The Woreda education experts rarely came to schools for the matter of collecting report data rather than assisting and supervising. Finally majority of teacher respondents forwarded that, principals are not in touch with what is happening in the class rooms. As a result, they are enable to appropriate the challenges that students and teachers are facing as well as principals assume that anything that has to do with teaching should be the responsibility of the teachers but they consider themselves as managers not as instructional leaders.

As confirms the interview held with Woreda education supervisors, SSCS, unit leaders and PTA coordinators that work load, shortage of time, lack of the necessary skill, knowledge and

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personal qualities in the area of leadership and management, disciplinary problems of some students, lack of budget, poor interest to work as a principal, are the major challenges that school principals encountered in playing their instructional leadership roles.

They were also requested to give the possible suggestion to improve the instructional leadership role played by school principals. Accordingly, teacher respondents listed points such as cooperation among the various groups to minimize the different challenges school principals encountered, principals should be highly qualified in the area of management and leadership, and they need free themselves from their managerial tasks by delegating such tasks to other members and focus their efforts on teaching and learning.

.As confirms the interview held with principals, unit leaders, regarding the problems that school principals encountered and the solutions required by the different concerned bodies to solve such a problem. Accordingly, the following are the major findings obtained from the result:

Regarding the possible solutions sought by the different concerned bodies to solve such a problem are:

Since principals lacked professional competences in the area of leadership and management, they need intensive training to perform their instructional leadership role. All the concerned bodies should cooperate and work equally for the success of the school.

Internal as well as external support should be provided for the school principals to run their duties effectively. Appropriate budget should be allocated for each school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that are assumed to be useful to enhancing the role of school principals.

5.1 SUMMARY

The major purpose of this study was to assess the role and practices of school principals as instructional leader in secondary schools of Kamashi Zone. The study also tried to answer the following basic research questions.

1. To what extent do secondary school principals practice defining the schools mission and supervising instruction as instructional leader?
2. To what extent do secondary school principals do in managing curriculum & instruction?
3. To what extent do principals monitoring student progress and promoting school learning climate?
4. To what extent do principals of Kamashi Zone promote teachers professional growth?
5. What personal qualities and Professional skills do principals possess as instructional leaders to effectively lead their schools?
6. What are the major challenges that the school principals encounter in playing their role as an instructional leader?

To answer these questions descriptive survey design was employed. To this effect the study was conducted in 7 secondary schools of Kamashi Zone. A total of 93 teachers included through census sampling technique. Furthermore, 7 unit leaders, 7 principals, 5 Cluster Supervisors and 7 PTAs & 5 Woreda Supervisors since they have direct relation in the role & practice of principal as instructional leader. To gather necessary information on the issue 93 questionnaires were distributed to teachers and only 89 are properly filled & returned. In addition semi-structured interview is conducted with 7 unit leaders, 7 principals, 5 Cluster supervisors, 7 PTAs and 5

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Woreda education supervisors to extract in-depth information regarding the role and practices of principals.

The data collected from teachers through closed ended questionnaire was analyzed and interpreted by using percentage. The data gathered through open-ended questionnaire is qualitatively analyzed. The data obtained from semi-structured interview and document also has been analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major findings.

It was found by the study that all of the unit leaders, school principals, PTAs, cluster supervisors and Woreda education supervisors were males. It was also found that almost all the 85(95.51%) of teacher respondents were males.

The finding of the study revealed that 34.8% of teachers with 1-5 years of teaching experiences, 28.1% of teachers with 6-12 years of teaching experiences, 20.2% of teachers with 13-16 years of teaching experiences, and 16.9% of teachers with >17 years of teaching experience. Regarding the qualification almost all teachers, unit leaders, principals and cluster supervisors and Woreda education supervisors respondents were first degree holder whereas PTAs were grade 10th completed.

Information obtained through interviews with principals, unit leaders, PTA coordinators, SSCS, and Woreda education supervisors were incorporated to see how the school principals were assigned to the principal ship position in their school. Concerning to this question, all of them were agreed that principals in the study area are assigned to the principal ship position through experience in teaching than leadership qualification.

- The finding of the study revealed that majority of respondents confirmed that develops school wide goals that focused on student learning, uses data on student academic performance when developing the school's goals and communicates the school goals effectively to staff; student and parents were not implemented properly.
- The majority teacher respondents and interview respondents contended that tasks: ensures the timely allocations of resources (human, material and financial) necessary for

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instructional process, ensures the beginning of instructional process according to the school calendar, prevents instructional time from disruptions (external and/ or internal) and schedules co-curricular activities in support of the formal instructional process not well done.

- Majority of the respondents asserted that regarding under the supervision instruction tasks: makes class room visits for the purpose of instructional improvement; Checks the teachers' lesson notes and offers feedback/ supports where necessary; gives teachers feedback on effective use of instructional time in their classes; makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning; Holds regular meetings with each department for the purpose of improving curriculum and instruction and encourages teachers to use different instructional methods also were not properly practiced.

- Findings shows regarding monitoring student progress, the majority of respondents confirmed that tasks such as Regularly collects classroom information on student achievement; meets individuals with teachers to discuss student's academic progress; regularly talks with parents regarding student's academic progress; uses test results to assess progress toward school goals; informs the schools performance result to teachers in a report form and Makes analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools were not properly implemented.

- The majority of group respondents in promoting instructional learning climate contended that principals fail to properly implement in specific tasks: communicates to students that all students have the capacity to excel; communicates the effort to help students master the intended instructional objectives and maintains close contact with instructional process.

- Finding shows that concerning promoting teachers professional growth tasks such as Develops criteria's for teachers professional growth; Organizes experience sharing outside the school; Plans and executes in-service training programs for staff; Organizes orientation program for novice teachers related to teaching and learning; Praise and

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support teachers work and Supports practice of new skills, innovation and creativity for teachers and other staff were not properly implemented.

- Finding shows those personal qualities of principals: flexible, accountable, and trusted to others, motivating to others and committed to play his /her role as an instructional leader was found unsatisfactory.

- Moreover the majority of the respondents confirmed that no strong attempts were made by that principals skills such as communication with all the concerned bodies for goal achievement, interpersonal, research, instructional observation, the ability to translate the vision into action and the ability to know what's going on in the school were found to unsatisfactory.

- Finding shows that regarding the different interventions program arranged for special need students, there was only a tutorial class arranged for female students. Teachers and all interview respondents confirmed that principals of Kamashi zone pay less attention with instructional issues and they themselves consider as managers.

- Finally during the interview posed to principals regarding the average throughout the school year, what percentage of time do principals spent on administrative tasks & instructional issues, four principals spent 75% on administrative and 25% on instructional and the rest of three principals also 30% on administrative tasks and 30% on instructional issues and they put as main reason to focus on administrative tasks is, due to the absence of vice principals, workload, increased/ excessive paperwork, student discipline, community related tasks. In supporting this, the data obtained from document analysis confirmed that secondary school principals of Kamashi Zone concentrated on administrative areas than student learning & achievement.

- Finding shows that the major barriers for principals to provide effective instructional leadership. According to teacher respondents the major factors that principals encountered in playing their role were lack of leadership and management skills, insufficient experience in principal ship, shortage of time, work load, irregular daily disruptions, and insufficient delivery of student support material, less parental

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involvement of support and cooperation, and lack of support from WEO, ZED, and REB. The Woreda education experts rarely came to schools for the matter of collecting report data rather than assisting and supervising. Finally majority of teacher respondents forwarded that, principals are not in touch with what is happening in the class rooms. As a result, they are unable to appropriate the challenges that students and teachers are facing as well as principals assume that anything that has to do with teaching should be the responsibility of the teachers but they consider themselves as managers not as instructional leaders.

- Finding shows that the possible suggestion to improve the instructional leadership role played by school principals cooperation among the various groups to minimize the different challenges school principals encountered, principals should be highly qualified in the area of management and leadership, and they need free themselves from their managerial tasks by delegating such tasks to other members and focus their efforts on teaching and learning. Internal as well as external support should be provided for the school principals to run their duties effectively. Appropriate budget should be allocated for each school.

5.2 CONCLUSIONS

Based on the findings listed above, the researcher concluded on the following points:

With respect to educational qualification, the result showed that all teachers, unit leaders, principals, cluster supervisors and Woreda supervisors had first degree. Thus, the educational qualification of teaching staff was found to meet the standard set by the (MOE, 2006) for general secondary schools. The secondary school principals and cluster supervisors in Kamashi Zone, however, had lacked of appropriate qualification (master's degree in educational leadership). This, therefore, can influence the implementation the role and practice of principals as instructional leader.

Finding of this study confirmed that all principals of secondary school in Kamashi Zone assigned to principal ship by experience in teaching rather than who graduated in educational leadership. One can understand from this finding is poor recruitment and selection process. Poor recruitment & selection process not only in the job perceived as un appealing to teachers who may be expected to become tomorrow's principals, but Elmore (2009) suggests the institutional structure is at fault in that it" does not promote or select candidates for knowledge and skill related to instructional leadership".

This study identifies that develops school wide goals that focused on student learning, uses data on student academic performance when developing the school's goals and communicates the school goals effectively to staff; student and parents were not implemented properly. Therefore, one may conclude that principals of Kamashi Zone fail to properly practice define & communicate the school mission.

School principals are the prominent key players in managing curriculum and instruction in their schools. However, as it depicted in the analysis part tasks: ensures the timely allocations of resources (human, material and financial) necessary for instructional process, ensures the beginning of instructional process according to the school calendar, prevents instructional time from disruptions (external and/ or internal) and schedules co-curricular activities in support of the formal instructional process not well done. Hence, it is safe to conclude that principals failed to implement properly managing curriculum and instruction.

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This study identified that Principals of Kamashi zone were ineffective in supervision instruction tasks: makes class room visits for the purpose of instructional improvement; Checks the teachers' lesson notes and offers feedback/ supports where necessary; gives teachers feedback on effective use of instructional time in their classes; makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning; Holds regular meetings with each department for the purpose of improving curriculum and instruction and encourages teachers to use different instructional methods also were not properly practiced.

Finding of the study identified that principals were not properly practice student monitoring progress; teachers' professional growth; instructional learning climate and no strong attempts were made by that principals skills such as communication with all the concerned bodies for goal achievement, interpersonal, research, instructional observation, the ability to translate the vision into action and the ability to know what's going on in the school were found to unsatisfactory.

Principals also have great responsibilities in supporting students according to their individual needs .Concerning this, the findings from open ended and interview questions revealed that there is no any intervention program for diverse learners except tutorial class for female students.

The findings also revealed that none of the principals are satisfied in their role. According to them the main reasons for their dissatisfaction are the nature of the work, inadequate salary, and poor incentive from the different bodies for their work.

It was found out that the major drawbacks that operate against roles of the school in playing their instructional leadership role are lack of leadership & management, insufficient experience in principal ship, less parental involvement of support and cooperation, work load, shortage of time, lack of internal as well as external support, lack of budget. One of the crucial findings of the study indicates that all unit leaders, SSCS and the majority of Woreda supervisors, & PTA coordinate confirmed that principals were not in a position to lead teachers for the success of the school goal. This is due to the lack of basic knowledge in the area of leadership and management from findings of all interviewed participants & document analysis confirmed that principals was more focused on administrative areas than as instructional leaders.

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Regarding the possible suggestions made by the different concerned bodies, the study indicate that all the concerned bodies expected to cooperate for the success of school, principals should get internal as well as external support, principals should qualified in the area of leadership and management, well experienced in principal ship, having good relationship with parents/ parental involvement and appropriate budget should be allocated by MOE, and the like were suggested.

5.3 Recommendations

In this study, a number of problems that impede the successful implementation and practices of principals' instructional leadership role in the seven secondary schools were identified. Based on the findings and conclusions reached the following possible solutions are recommended so as to increase the performance of principals as instructional leaders.

- ❖ Principals should regularly attend trainings organized by colleges, universities and professional bodies to acquire more knowledge about their role.
- ❖ Finding of this study confirmed that all principals of secondary school in Kamashi Zone assigned to principal ship by experience in teaching rather than who graduated in leadership and management. Therefore, MOE should systematize the recruitment of teachers to become principals based on denotative professional criteria than service year. Moreover, the assignment and selection of school principals must be based on the selection criteria by the Ministry of Education as stipulated in “A Blue Print of Teachers’ Development Program.”
- ❖ Concerning principal’s qualifications, the Blue Print of Teachers Program (MOE, 2007) has clearly stated the need to have master’s degree as professional requirement for secondary school principals. According to this, secondary school principals should have at least Master’s degree in educational leadership and management, also specialized training for principal ship. In light of their qualifications, the findings revealed that all principals do not have first or masters’ degree in educational leadership or administration. Therefore, it is recommended that training in educational leadership and management is needed for principals.
- ❖ The study found that principals had weak performance in defining & communicating their school goals with, staff, students, and parents. Therefore, it is recommended that principals should clearly define & communicate their school goals & their goals should be incorporate data based on past and current student performance with participating staffs, students, and parents because, their experience will be created as a foundation for

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determining school goals. Moreover, involving staff, students, and parents will also give other important information which refers to their experience in defining school goals.

- ❖ Most principals set their plans without clear statements of goals, their plan were non-development & were only repletion of past years experience. It means that they had the schools without clear vision of where to go and what to achieve. It is recommended that principals should have clear vision and plan so as to achieve school goal.
- ❖ Establish regional or national institutions that specialize in advanced degrees or certification in educational leadership and organize ongoing professional development programs for principals. Ensure that the idea of the principal as instructional leader as well as transparent and efficient administrator is well understood by teachers and communities, and incorporated in all initial preparation and ongoing professional development for principals. Likewise, ensure that the principal's role in creating strong linkages with communities is understood and that principals are prepared for this role.
- ❖ This study also found that principals devote most of their time to administrative tasks though the importance of instructional leadership is unquestionable. Therefore, it is recommended that school principals need to increase the amount of time allocated to instructional leadership roles because teaching learning is the heart of in achieving student performance. Principals must have a second degree in educational leadership and management to maintain properly in schools.
- ❖ Finally principals do not as expected supported from both internal & external concerned bodies. (i.e. WEO, ZED, REB and the community. Here the main point is left therefore, collaboration is needed.

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The role and practice of secondary school principals as instructional leader

Appendix A

Jimma University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Questionnaire to be filled by Teachers

About the Questionnaire;

- This questionnaire asks for information about the role and practices of school principals as instructional leader
- This questionnaire has two sections with open and closed items. The first section asks for information about your personal background and the second is about the role and practice of your school principal as an instructional leader and other related issues.
- The person who completes this questionnaire should be the teacher of this school. If you don't have the information to answer a particular question, please consult other teachers in this school.
- This questionnaire will approximately take 35 minutes to complete.

Dear School teachers;

I am an MA candidate in Educational leadership at Jimma University. As part of my study I invite you to complete this questionnaire.

The purpose of this questionnaire is to collect relevant data to the study entitled "The role and practices of secondary school principals as instructional leader: The case of Kamashi zone secondary schools". Your participation in this study is voluntary. You will remain anonymous and your answers will be kept strictly confidential. Your honest responses are vital for the success of the study and be sure that your responses will be used only for academic purpose. So, you are kindly requested to fill the questionnaire with genuine response. Once you have completed the questionnaire, please return to the responsible body.

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

1. You do not need to write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions;
3. You can consult the data collector whenever necessary;
4. Please provide appropriate response by using a tick mark “√” to choose one of the suggested Likert scale questions. And kindly write your opinion briefly for the short answer questions on the space provided.
5. Please do not leave the question not answered

Thank you for your patience and dedication to fill the questionnaire!!

Sincerely,

Aregawi G/medhin April, 2014.

Mobile No-0920324706

meseley@ymail.com

The role and practice of secondary school principals as instructional leader

General direction:-Please put a mark (√) in your choice among the possible responses in the box provided for each question and space provided to you for short answers

Section One: - Background Information

1. Sex: Male Female

2. Educational Qualification: Diploma First Degree Second Degree other,

Specify -----

3. Work experience: 1-5 years 6-10 years 11-15 years 16-20 years ≥21 years

Section Two:-Questions regarding the role of school principals.

II. Instructional leadership dimension

Note: instructional leadership is conceptualized as the activities of leader is setting school mission, managing and instruction, supervising instructional, monitoring student progress and promoting school learning climate. Each dimension is described in terms of the principal's job behaviors/ practices.

Direction: Read each statement carefully and then make a tick mark “√” to choose one of the given items.

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I: Questions on Defining and communicating school mission.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	develops school wide goals that focused on student learning					
2	frames the school's goals in terms of teachers responsibilities for meeting them					
3	uses data on student academic performance when developing the school's goals					
4	Communicates the school goals effectively to staff, student and parents					

II: Role in Managing Curriculum and Instruction.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	ensures the timely allocations of resources (human, material and financial) necessary for instructional process					
2	ensures the beginning of instructional process according to the school calendar					
3	prevents instructional time from disruptions (external and/ or internal					
4	schedules co-curricular activities in support of the formal instructional process					
5	encourages and support teachers to revise and improve their curriculum					

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III: Questions regarding the role of school principals in the area of supervision instruction.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	makes class room visits for the purpose of instructional improvement					
2	Checks the teachers' lesson notes and offers feedback/ supports where necessary					
3	talks with teachers as colleagues and discusses classroom activities with them					
4	gives teachers feedback on effective use of instructional time in their classes					
5	makes post-classroom observation conference after classroom visit to discuss the weak and strong points observed during teaching learning					
6	Holds regular meetings with each department for the purpose of improving curriculum and instruction					
7	Creates opportunities for professional dialogue or discussions among teachers					
8	encourages teachers to use different instructional methods					

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IV: Questions regarding the role of school principals in the area of Monitoring Student Progress

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	Regularly collects classroom information on student achievement					
2	meets individuals with teachers to discuss student's academic progress					
3	regularly talks with parents regarding student's academic progress					
4	uses test results to assess progress toward school goals					
5	informs the schools performance result to teachers in a report form					
6	Makes analysis of standardize exam results (National exams) to see the performance of the school in relation to other schools					

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V: Questions regarding the role of school principals in the area of Promoting Instructional learning school climate.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	communicates to students that all students have the capacity to excel					
2	communicates to teachers that all students have the capacity to excel					
3	develops school level policy that communicates the need for protecting instructional time from disruptions					
4	communicates the effort to help students master the intended instructional objectives					
5	maintains close contact with instructional process					
6	uses different recognition or reward system for greater achievement of students					

VI: Questions regarding the role of principal's in teachers' professional growth. N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	Develops criteria's for teachers professional growth					
2	Encourages/facilitates workshop attendance for teachers					
3	Organizes experience sharing inside the school					
4	Organizes experience sharing outside the school					
5	Plans and executes in-service training programs for staff					
6	Organizes orientation program for novice teachers related to teaching and learning					
7	Praise and support teachers work					
8	Supports practice of new skills, innovation and creativity for teachers and staff					

The role and practice of secondary school principals as instructional leader

VII. Questions regarding the personal qualities of school principals.

N.B, Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

No	My school principal	Responses				
		5	4	3	2	1
1	Is trusted to others					
2	has willingness to accept others idea					
3	Is flexible					
4	Listen openly to others idea					
5	Motivate others					
6	Committed to play his/her role					
7	Is accountable					

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VIII. Questions regarding the skills of school principal

NB-Very high = 5, High = 4 Medium = 3, Low= 2 and Very Low =1

No	My school principal	Responses				
		5	4	3	2	1
1	communication with all the concerned bodies for goal					
2	problem solving					
3	goal setting					
4	interpersonal (dealing effectively with parents, community, staff,					
5	decision-making					
6	research					
7	planning					
8	instructional observation					
9	conflict management					
10	the ability to translate the vision into action					
11	the ability to create a supportive environment					
12	the ability to know what's going on in the school					

1. Describe the contribution of your school principal's for the following groups (if any).

A. For disabled students.....

.....

B. For hearing impaired students.....

.....

C. For visual impaired students.....

.....

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D. For gifted students.....

.....

E. For slow learners.....

.....

F. For those who live with HIV/AIDS

.....

G. For orphans.....

.....

H. Others, specify.....

2. Do you believe that your school principals provide effective instructional leadership?

A/ yes B/no

If your answer is no, what do you think are the major barriers for your principals to provide effective instructional leadership?

.....

.....

3. What do you think are the possible measures to be taken to help school principals to effectively play their role instructional leader?

.....

.....

.....

THANK YOU FOR YOUR COOPERATION!!!

Appendix B

Jimma University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for school principals

The purpose of this interview is to collect data to the study entitled as “An assessment of the role of secondary school principals as instructional leader: The case of Kamashi zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a principal in your school. All the questions are about you, your education and instructional leadership roles.

1. What was your major field of study and educational qualification?
2. For how long have you served as a principal at this school?
3. Do you have any specialized training in secondary school principal ship? If Yes, what program? If No, how did you assume the position?
4. In a typical ‘actual’ week at your school what tasks of the following take up most and the least amount of your time?
 - a. Instructional leadership
 - b. administrative tasks
5. As principal of this school, on average throughout the school year, what percentages of time do you think you spend on the following tasks?

Rough estimation is sufficient.

The role and practice of secondary school principals as instructional leader

- a) Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)
 - b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)
 - c) Responding to requests from other education officials
 - d) Representing the school at meetings or in the community and networking, e) others
6. Do you have principal responsibilities for more than one school? If yes, is it easy to play your responsibility?
7. Does your role in this school include a teaching assignment? .If Yes, what percentage of your time is allocated to your teaching assignment?
8. Are there any intervention programs for diverse learners which are developed and implemented by you? If yes, for which group and what is your contribution? For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS (if any), orphans, and others, specify?(if any)
9. What opportunities and supports do you get from the different concerned bodies to enhance your role as instructional leader?
10. Are you satisfied in your overall current role as instructional leader? If No, why?
11. What are the challenges you face in performing your role?
12. What do you think are the possible measures to be taken by the different bodies to enhance your role as instructional leader?

THANK YOU FOR YOUR CO-OPERATION!!!

Sincerely,

Aregawi- G/medhin April, 2014.

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Appendix C

Jimma University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for school Unit leaders

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Kamashi zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a principal in your school. All the questions are about you, your education and your principal role as instructional leader.

I. Personal information

1. Sex
2. Educational qualification
3. How many years of experience do you have working as a unit leader?

II. Questions regarding the role of school principals

4. Does your principal have specialized training in school principal ship? If yes, what program?
5. Describe the competency of your school principal in the following issues (by giving examples).

In the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, monitoring students progress, personal qualities and skills.

The role and practice of secondary school principals as instructional leader

6. In a typical 'actual' week at your school what tasks does your principal spend the least and the most amount of his/her time?

a. Instructional leadership b. administrative tasks

7. As principal of this school, on average throughout the school year, what percentages of time do you estimate that your school principal spend on the following tasks?

Rough estimates are sufficient.

a) Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)

b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)

c) Responding to requests from other education officials

d) Representing the school at meetings or in the community and networking, e) others

8. Are there any intervention programs for diverse learners which are developed and implemented by your school principal? If you say yes, what is the contribution of your school principal?

For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS (if any), orphans, and others, specify?(if any)

9. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?

10. What are the challenges your school principal face in performing his/her role?

11. What do you think are the possible measures to be taken by the different bodies to solve the problems that the school principals encountered and improve their role?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Aregawi- G/medhin April, 2014.

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Appendix D

Jimma University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for PTA coordinators

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Kamashi zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a principal in your school. All the questions are about you, your education and the role and practices of secondary school principals as instructional leader:

Section one: Background Information

1. Sex
2. Educational level?
3. How many years experience do you have working as a PTA members?

Section two: Questions regarding the role played by your school principal as an instructional leader

3. Does your principal have specialized training for school principal ship? If yes, from which field of study?
4. Describe the competency of your school principal in the following issues:-

The role and practice of secondary school principals as instructional leader

In the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, monitoring students progress, personal qualities and skills.

5. From the following in a typical 'actual' week at your school what tasks of the following take up most and the least amount of his/her time?

a. Instructional leadership b. administrative tasks

6. As principal of this school, on average throughout the school year, what percentages of time do you estimate that your school principal spend on the following tasks?

Rough estimates are sufficient.

a) Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)

b) Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers)

c) Responding to requests from other education officials

d) Representing the school at meetings or in the community and networking, e) others

7. Is there any intervention programs for diverse learners which are developed and implemented by your school principal? If you say yes, what is the contribution of your school principal? For disabled students, hearing impaired students, visual impaired students, gifted students, and slow learners, for those who live with HIV/AIDS

(If any), orphans, and others, specify? (If any)

8. What do you think are the weaknesses of your school principal as an instructional leader?

9. What do you think are the major challenges your school principal face in performing his/her role?

10. How satisfied are you with your principal overall role?

The role and practice of secondary school principals as instructional leader

11. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?

12. What do you think are the possible measures to be taken by the different bodies to solve the problems that the school principals encountered and improve their role?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Aregawi -G/medhin, April, 2014.

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Appendix E

Jimma University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for Woreda Education supervisors

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Kamashi zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as an educational expert. All the questions are about you, your education and the role and practices of secondary school principals as an instructional leader.

I. Personal information

1. Educational Background:

Educational qualification

2. How many years of experience do you have as educational experts in this office?

II. Questions regarding the role and practices of school principals

3. Do you think that school principals in these schools have specialized training for school principal ship? If yes, from which field of study?

4 Describe the competency of principals in your Woreda secondary schools by giving examples:

The role and practice of secondary school principals as instructional leader

In the area of: - in the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, and monitoring students progress.

5. Are there any intervention programs for diverse learners which are developed and implemented by school principals? If you say yes, what is the contribution of school principal: For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS , orphans, and others, specify?(if any)
6. What challenges do you think that the school principals face in performing their role as instructional leader?
7. In your opinion what are the major weaknesses of school principals in playing their role in these schools?
8. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?
9. What do you think are the possible measures to be taken by the different bodies to solve the problems that the school principals encountered and improve their role?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Aregawi- G/medhin April, 2014.

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Appendix F

Jimma University Institute of Education and Professional Development

Studies: Department of Educational Planning and Management

Interview questions for Cluster supervisors

The purpose of this interview is to collect relevant data to the study entitled as “An assessment of the role and practices of secondary school principals as instructional leader: The case of Kamashi zone secondary schools”. Your responses are vital for the success of the study. So you are kindly requested listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a cluster supervisor. All the questions are about you, your education and the role and practices of secondary school principals as an instructional leader.

I. Personal information

1. Educational Background:

Educational qualification

2. How many years of experience do you have as a cluster supervisor?

II. Questions regarding the role and practices of school principals

3. Do you think that school principals in these schools have specialized training for school principal ship? If yes, from which field of study?

4 Describe the competency of principals in your Woreda secondary schools by giving examples:

The role and practice of secondary school principals as instructional leader

In the area of: - in the area of defining school mission, managing curriculum instruction, promoting school climate, promoting teachers professional growth, and monitoring students progress.

5. Are there any intervention programs for diverse learners which are developed and implemented by school principals? If you say yes, what is the contribution of school principal: For disabled students, hearing impaired students, visual impaired students, gifted students, slow learners, for those who live with HIV/AIDS , orphans, and others, specify?(if any)
6. What challenges do you think that the school principals face in performing their role as instructional leader?
7. In your opinion what are the major weaknesses of school principals in playing their role in these schools?
8. What opportunities and supports do your principal get from the different concerned bodies to enhance his/her role as instructional leader?
9. What do you think are the possible measures to be taken by the different bodies to solve the problems that the school principals encountered and improve their role?

THANK YOU FOR YOUR COOPERATION!!!

Sincerely,

Aregawi -G/medhin, April, 2014.

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