

**E PRACTICE OF INSTRUCTIONAL LEADERSHIP IN SECONDARY SCHOOLS OF
METEKEL ZONE: BENISHANGUL GUMUZ REGION STATE**

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DECLARATION

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

This thesis, "practice of Instructional Leadership in secondary schools of Metekel zone: Benishangul Gumuz Region: Practice is approved as the original work of Hassen Ebrahim

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Acronyms and Abbreviations

CPD: Continuous Professional Development

EMPDA: Educational Material Product and Division Agency

ESDP: Education Sector Development Program

MoE: Ministry of Education

OECD: Organization for economic Co-Operational and Development

SPSS: Statistical Package for Social Science

TESO: Teacher Education System Overhaul

WEO: Woreda Education Office

Abstract

The purpose of this study was to assess the practices of instructional leadership and the challenges that instructional leaders face in performing their duties in secondary school of Metekel zone. The study particularly treated the dimensions of effective instructional leadership in explaining mission, vision and goals, promoting professional skill development, managing curriculum, supervision and instruction, monitoring students' progress and fostering teaching and learning climate and factors that affect the instructional leaders in performing their activities in the school. To conduct this research, the study employed a descriptive survey method. The study was carried out in seven secondary schools of Metekel zone selected using simple random sampling technique. Then 82(35%) teachers were selected using random sampling technique, and 28 department heads using purposive sampling. All the principals and vice-principals interviewed were selected using purposive sampling. Questionnaire was the major instruments of data collection. Semi-structured interview also used to triangulate the data gained through the questionnaire descriptive statistics such as frequency and percentage was used to analyze the data. The result of the study indicated that, the instructional leaders: were not explaining the school's mission, vision and goals; were not promoting teachers professional development; were not managing school curriculum and instruction; were not monitoring and evaluating students progress; were not fostering teaching and learning school climate; and instructional leaders faced many challenges. Finally, to minimize and solve the problems it is recomended to arrange professional training; to arrange short term training; experience sharing ;giving adequate time; and conducting further investigations on the challenges that affect school principals.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

The spotlight of educational leadership is on instructional leadership. As pressure for improving students' performance in the current standards based accountability environment swells and test results are increasingly scrutinized, school principals are being urged to focus their efforts on the core, business of schooling-teaching and learning(Supovitz and Poglinco,2001).

According to the OECD(2005 a) , as countries ‘ move rapidly towards becoming knowledge societies with new demands for learning and new expectation of citizenship, strategic choice must be made just to reform but to reinvent education system so that the youth of today can meet challenges of tomorrow.

To this effect, instructional leadership plays greater contribution. At the school level instructional leadership is increasingly in charge of leading teachers to respond to uncertain futures and new challenges. They must continuously adopt their school to the demand of the outside world and redefine its tasks in response to changing environment (Stoll et. al, 2002).

An essential role of instructional leadership ,therefore, is to ensure that both students and teachers can continuously learn, develop and adapt to changing environments. In supporting this many research has shown that instructional leader can make different in school and students performance if they are granted autonomy to make important decision.

Decentralization often also requires instructional leaders to engage more in communication cooperation and coalition building where local empowerment is predominant, in this regard, instructional leaders are required to develop strong networking and collaboration skills to in the engage with peers and with intermediate bodies through the local education system where school empowerment prevails (Day et.al,2007).

As requirements for regular standardized testing are increasing the role of the instructional leaders has changed in many countries from being accountable for performance outcomes of teachers and students (Liethwood.et.al, 12006).

Instructional leadership focused on supporting evaluating and developing teacher quality is widely recognized as core component of instructional leadership. The instructional leadership responsibilities associated with improved teachers' quality includes coordinating the curriculum and teaching program, monitoring and evaluating teacher practice, promoting teacher professional development and supporting collaborative work cultures. Instructional leadership focused on goal setting assessment and evaluation can positively influence teacher and student performance aligning instruction with external standards setting goals for student performance, insuring progress against those goals and making adjustments in the school curriculum to improve performance are the dynamic aspects of managing curriculum and instruction.

Instructional leaders play a key role in integrating external and internal accountability system by supporting their teaching staff in aligning instruction with agreed learning goals and performance standards. Recent research emphasis's high learning standards and strong instructional leadership is a key to improve student learning (Handshake and Raymond, 2004).

From this point of view, recent authors and researchers however reframed the conceptual frame work of instructional leadership in to five dimensions based a Hallinger's and Murphy's functional categories. These dimensions are defining the school mission, vision, and goals managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate (Krug, 1992:431).

1.2. Statement of the Problem

The role of leadership is crucial for school effectiveness and school improvement, particularly, leadership is responsible for facilitating instructional activities and coordinating curriculum across the individual, program school levels for ensuring congruence through defining the school missions and goals, managing the instructional programs and promoting positive school learning climate(Chell,1996,HallingerandMurphy1987,andHallinger,2003).Similarly,Cheell(1996) states that, the role of school leader involves nurturing several key factors for success with in the learning site. Team work and collaboration among staff, responsiveness to students concerns and

aspirations, as well as those of the parents and forwarded looking planning one implementation of a host of administrative details.

The school leaders create both focused mission to improve student achievement and vision of the elements of school curriculum, Assessment and instructional practice that make high. The school leader acquires and uses resource wisely for the purpose of student achievement. He / She uses and organizes time in innovative ways to meet classroom practice and student achievement (Vriesenga, 2008).

According to Carter and O'Neil (1995) the principals clarity about his goals, respect for his staff, sensitivity to the process of change and his enthusiasm for being parts of the school community provide fine example of successful change facilitator who is able to meet contemporary demands of creating sound learning environment for the student.

In Ethiopia a study conducted by ministry of education, summarizes the role of education leaders or principals as pivotal in the success of the school. It states that successful school leaders create strong sense of vision and a mission, build a strong culture of collaboration and creative problem solving , plan to facilitate work, set appropriate curriculum implementation mechanism, and possess on instructional leadership quality that takes responsibility for student achievement, develop and communicate plan for effective teaching, and nurture cooperative relationship among all staff members, monitor student learning progress and closely work with parents and community members(MOE, 2005).

However , from observation at education conference, annual evaluation and supervision reports indicated that instructional leadership practice of principals seem to be less successfully performed which can be reflected through students lower learning outcomes. In relation to this, MoE (2007) states that the schools have not achieved the expected level of students performance.

Similarly, MoE (2010) in ESDP IV indicated that, major investment made in improving numbers and the qualifications of teachers and availability of equipment, student's achievement has not sufficiently improved. And added that, though the decentralization reform translated important responsibilities to the Woreda office and school levels, among of them are not yet capable to discharge their responsibilities effectively. As a result school functioning needs for their improvement concerning leaders.

According to MOE (2007), school principals from elementary to secondary schools of Ethiopia, are exempted from teaching. In line with this regulation school principals are highly expected to work with kebele administrative bodies with the focus of their responsibility to build capacity of the society. This may probably make the school principals to give less attention for instruction activities. In addition, when we see the reality of school principals in our school cases they are devoting their more time to managerial activities. Furthermore, they are criticized in perform good instructional leadership such as explaining the school mission, managing curriculum and instruction, monitoring students' progress, supervising instruction and fostering teaching and learning climate.

Based on these realities, the researcher raised six basic research questions to assess the practices and challenges of instructional leadership in Metekele zone.

1. To what extent school principals play their role as instructional leader in explaining school mission, vision and goal?
2. To what extent do school principals as instructional leaders promote professional skill development?
3. To what extent do instructional leaders manage school curriculum and instruction?
4. To what extent do school principals as instructional leader supervise instruction?
5. To what extent do school principals as instructional leaders monitor and evaluate students' progress?
6. To what extent do school principals foster teaching and learning school climate as instructional leaders?
7. What challenges do instructional leaders are facing?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to investigate the practice of instructional leadership and challenges in Metekel zone secondary schools.

1.3.2. Specific objectives

The specific objectives of this study were:

- ❖ To investigate whether the school principals as instructional leaders are explaining school mission, vision and goals
- ❖ To investigate whether principals as instructional leaders are promoting professional skill development
- ❖ To assess whether instructional leaders are managing curriculum and instruction
- ❖ To investigate whether the instructional leaders are supervising instruction
- ❖ To investigate whether instructional leaders are monitoring and evaluating students' progress
- ❖ To assess whether instructional leaders are fostering teaching and learning
- ❖ To assess the main challenges that instructional leaders are facing

1.4. Significance of the Study

1. It will lead to better understanding of principals' roles in accordance with the actual position held.
2. The research will provide information for instructional leaders how they can coordinate the teachers and parents in improving students' success.
3. The study will also serve as the stepping stone for other researchers interested to conduct researches in the area.

1.5. The Scope of the Study

This study is geographically delimited to secondary schools that are found in Metekele Zone, Benishagul Gumuz Regional State. Conceptually, the study was delimited to assess the practice of principals and vice-principals only in leading instruction: explaining school mission, vision and goals; promoting professional skill development of teachers; managing school curriculum and instruction; monitoring students progress; fostering teaching and learning; and assessing the challenges that are affecting the practice of instructional leaders.

1.6. Limitation of the study

The research cannot be free from constraints and two limitations were observed in this study. The first is, the lack of relevant review literatures on the practice of instructional leadership particularly locally printed materials.

1.7. Operational Definitions of key terms

Instructional leader: include school principals and vice- principals who lead and provide direction to improve instructional process

Challenge: Any condition or phenomenon that hinder activities of instructional leaders.

Competence: performance or ability to do work.

Instructional leadership: refer to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum.

Vice-instructional leader: who lead and provide direction to improve instructional process where the principal is not present.

Practice: activities that are carried out in the school by the school leaders to improve school success.

Principal: in this study, refers to the leaders of the school institutions that leads secondary schools.

Vice_ Principals: who leads the school where the principal is not present.

1.8 .Organization of the study

This research is organized in to five chapters. The introductory chapter includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. Chapter two presents the review of literature. The research methodology discussed in the third chapter. In the fourth chapter, the collected data are analyzed and interpreted. The last chapter holds summary, conclusions and recommendations of the study. Reference and appendixes are also included this research paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter describes the findings of comprehensive review of related literature conducted to explore the perspectives about the instructional leadership approach conceptualization and present practice of instructional leadership dimensional of principal in schools it also emphasizes tasks and instructional improvement in learning teaching process and considers challenges encountered by principal in addition to their current practice this review therefore begins with the summary of definitions of concepts related to instructional leadership.

2.1. Definition of Leadership

The implication of the fore going discussions to leadership are that a school leader be an effective leaders he/she has to consider the conceptions of leadership to deal with attitudes values and mutilations of different groups individual and people in school matters especially teachers as professional staff members have their own view of teaching and learning that giving or influencing positively an independent minded would probably be a difficult task for school leaders thus as and leaders principals should assert their view objectives and interests while respecting the views and needs of others (Lunenburg and (Ornistein 1991).

2.2 The Concept of Instructional Leadership

Perhaps the most popular theme in educational over the last two decades has been instructional leadership in their review of contemporary literature on leadership Leithtwood, Jantizi, and Steinbach (1999) note that instructional leadership is one most of the yet, despite its popularly the concept is not well definite.

The description of instructional that has attained the highest level of visibility over the years is that by Smith and Andrews (1989) they identify four dimensions or roles of an instructional leader resources provider the principal ensures that teachers have the materials facilities and budget necessary to adequately perform their have the duties as an instructional resources the principal actively supports day to day instructional activities and programs by modeling desired behaviors participating in service training and consistently giving priority to instructional

concerns as a communicator the principal has clear goals for the school and articulates those goals to faculty and staff as instructional leadership has been linked with transformational leadership according to Leithwood Jantzi and Steinbach (1999) transformation leadership is expansion of instructional leadership because it aspires more generally to increase members efforts on behalf of the organization as well as develop more skilled practice.

2.2.1 Instructional Leadership

Before reviewing the practice of instructional leadership the main question here is what is the real meaning of instructional leadership? Instructional leadership refers to leadership that is directly related to the teaching process involving the reaction between teachers students and curriculum from partial viewpoint to implement leadership of the teaching process instructional leader must play a role in the teaching and learning of teachers in terms of supervision assessment staff development and training services (Acheson and Smith 1986) Keefe and Jenkins (2002) refers instructional leadership as the role of principal in providing directions resources and supports to teacher and students in order to improve the teaching and learning in schools while De Bevoises (1984) his opinion regarding instructional leadership involves the principals actions to encourage growth in student learning.

According to Sergiovanni (1984) instructional leadership refers to the ability to develop educational programs this include the ability to interpret the curriculum and determine the objectives of the teaching the diversity of teaching methods determines class room management provide learning climate implement instructional innovation able influence and coordinate the teachers and students achieve the goals of education.

Supovitz (2001) states as pressure for improving student performance in the current standards based on account ability environment swells and test results are increasing scrutinized school principals are being agreed to focus their efforts on the care business of schooling teaching and learning. Coin (in Chell 2005) states that schools need to create models of shaped leadership which incorporate the talents and energy of principals teacher students and parents also Hollinger (1992) speaks leadership teams to the secondary level to help carry out the critical functions of curriculum and instructional coordination and supervision.

2.3 Major Practices of Principals

In this section an over view of the literature on the functions of principal as instructional leader is provided even though different functions of instruction leadership were propose by different writes this study focuses on the conceptual framework underling the principal instructional management rating scale (PIMRS) established by Hallinger and Murphy (1985) According to Hallinger (2003) Hallinger& Murphy (1985) there are three categories of practices of instructional leadership each of which en compasses a number of more specific practices.

In today's world, Hanny (1987) perceives that “effective principals are expected to be effective instructional leaders... the principal must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation agree with this holistic, view of the principals role. However, full an expands this holistic definition of leadership and management to be: an effective, collaborative form of leadership where the principal works “with teachers to shape the school as a workplace in relation to shared goals, teacher collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning”.

2.3.1 Defining School Mission

Hallinger, Murphy (1985) outlines the framework consisted of three key dimensions of instructional leadership the first which was defining school mission defining the school mission can be delineated in to two leadership functions framing the schools goals and communication the schools goals These two functions relate to the principals role in working with the staff to establish mission that is focused on Academic achievement although the principal is does not unilaterally create laterally the mission his/her role is to ensure that the mission exists and is communicated effectively (Hallinger,2008).

Sergoivanni (1984) states that schools must be at the same time loosely and tightly coupled that is they must have a clear sense of purpose and structure yet allow for a great deal of freedom for staff and students .A successful principal must have a clear vision and goal for where his or her school needs to go, be able convey that vision to all constitutes and have the abilities necessary to assist organization in achieving their goals (Catton 2003 Lashway, 2003, Leithtwood Riehl, 2003).

More specially principals should establish learning based goals and then facilitate the attainment of these goals by reaching out to stake holders, allocating time and resource to core areas of learning and communicating expectation for high level of learning for all students.

2.3.2 Managing Instructional Programs

Hallinger and Murphy (1987) managing the instructional program as the second dimensions of instructional leadership this function was delineated in to three leadership functions that included, coordinating the curriculum, supervising and evaluating instruction, and monitoring student progress in essence, this function focuses on the principal developing and managing the schools instructional, program or 'core' the term 'instructional 'core' and the importance of managing it is also used by Sebring and Bryk (2000) School of today must be centered on teaching and learning organizing for teaching and learning (Strong et al., 2008). However, in order for a principal to provide leadership in the area of curriculum and instructions he or she must be dedicated to self-improvement through self-education principals must be models for their staff and actively participate in staff development (Blasé and Blasé 1999) Kouze and Posner 2002 Lashway 2002) The development of teachers that support curriculum and instruction comes through role modeling demonstrating professional practices and support for those who needed it (Cotton 2003, Leithwood, 2005).

The importance of monitoring and evaluating progress or encouraging teachers to undertake such practice is cited by several other researcher and the Theorists in fact Heck (1992) found that the amount of time principals spend observation class rooms and instruction was one of the three most important factors in student achievement.

2.3.3 Developing School Climate

Principals can profoundly influence student achievement by working with teachers to shape a school environment conducive to learning (Bottoms & Fry, 2009, p.5). First and foremost, the school principal is a human being with personality, character of core values beliefs. These personal characteristics do indeed, matter and form the foundation for all the professional interactions and decision, and thus the school climate in essence they are the "filter" and set the tone for the entire school (Whitaker, 2003) Kouzes and Posner (2002) states that extraordinary things get done in organization when leaders model the way, inspire challenge the process enable

others to act encourage the heart. So, instructional leaders work hard to create conducive school climate.

In summary the principal is the hub of all education effort in the school his position is unique and strategic centering an instructional-leadership that like of teacher's, pupils or teacher-teachers and even student parent or student-student it is the principal who leaders the instructional effort and others educational endeavored in the school what is to be done and how it is to be done in regard to instruction and learning opportunities of student is planned by him. The principal guides to get the solutions of individual and common problem in the school. It is the principal who coordinates all the issues of teaching learning process in to united program to achieve common instructional objective.

2.3.4. Developing school community involvement

The schools are an integral part of the society and community school are motivated by its mission of providing quality education to the child that will enable him/her/to become highly successful individual and citizen in the future. All other role that growth in recent time to add the repertoire of tasks to be handled by school leaders is that of collaborating with other schools or communities around them. School community likes are mutually beneficial relationship in which the principal play a leading role. The community can assist schools in many ways for example in providing directions in attracting volunteer to help the schools by providing materials and in cash for the school students will achieve high when their parents relation is High with the school Buffie (1989).Suggests a ways in which principal can open the school to community involvement parents and community groups can be individual that the school makes invitations can be extended for participates in school activates and parents can be encouraged to assume leadership roles or the school can point the community by compassing news letters to businesses by clean up activates within the community.

According to Leithtwood et-al (2006) community relationship is building collaborative culture with stake holder by fostering shared beliefs sense of common goal and cooperation through networking the school to the wider community delegating to achievement of common for improved learning out comes.

The school cannot succeed without the support of the community it is therefore essential for the school principal to develop good communication specially with student parents. Student families should be informed about their students achievement and they are motivated to help students as well as the school.

The period for such communications be agreed upon and should be regular such as once a month or once a term. It is important to consider what school responsibilities can be shared with parents (MoE (2006).

School improvement program can only lead to genuine profound change if the schools have enough resource to manage the school without resources, the school improvement program could not be implemented. This can be improved when parents and local communities activity participating in school improvement planning and implementation (MoE,2010).

School principals should work hard to have good relation with communities if the school and the community has good relation the school improvement program will be achieved and also students result will be high.

2.4. Major Functions of Instructional leadership

Many scholars listed down more types tasks of instructional supervision but like Burton (1922) and others have listed down tasks or functions of instructional supervision. They have identified three main tasks of supervision instructional improvement professional development and curriculum development.

2.4.1. Instructional Improvement

Most educators would agree on the improvement of teaching learning is fundamental to school reform likely Barr and button (1961; 101) and Chanyalew (2005) noted that the aim of instructional supervision is the improvement of teachers the growth of the pupil and the improvement of the teaching learning process as a whole It refers that the instructional leaders works in close collaboration with the school for bringing about improvement in teaching learning process. Similarly, Adms and Dickay (1986.119) point out that, the instructional supervisor is concerned with facilitating and stimulating teachers to improve instruction this educational service is in fact concerned with the improvement of all activities of the school.

As stated by Pajak (1989:112) the principal mechanism by which they nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussion and decision through workshops training and seminars at school level. In survive program teachers should get help to cope with the greater student diversity and thus to bring about improvement on the student achievement.

The purpose of instruction supervision is to offer personal leadership improvement of educational expertise for pupils. At the same time it emphasize on the improvement of professional techniques and procedures. In order to improve teacher's performance and to achieve the sated school goals, teachers whether they are experienced or not they have to get pedagogical assistance from their instructional leaders supervisors similarly Mohant. B. (1990:15) explained that all teachers need (supervisory) assistance of varying kinds and amounts.

Some needs it more than others, but is well accepted assistance of the proper nature is needed by teachers at all levels and would be sought if it were considered helpful by teachers and it were ready in evidence instructional leaders are responsible for assisting teachers with the improvement of teachers performance the supervision must know what is being done and how it is done so as bring instructional improvement.

2.4.2. Instructional Supervision

Supervisory function as a development approach has multiple tasks that have to be performed for effective teacher development Glickman framework on supervision as developmental approach and created a model on supervision for teacher learning and instructional improvement. This framework emphasizes the relationship between supervisory knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development and action research that will enhance teacher learning (Glickman, Gordon and Ross-Gordon 2003).

2.4.2.1. Direct Assistance to Teachers

Direct assistance to teachers provides direct assistance to teachers as it continuously focus on improvement of classroom instructions. whereas formal evaluation periodically measure performance can acceptable standard of teaching (Glickman,2003)recommended that supervision and evaluation be performed separately by different individuals however, Glickman (2003)

beliefs that both tasks can be performed by the same person if that individual can maintain a relationship of trust and credibility with teachers. One way to help teachers improve instructions is through supervision a comprehensive guide is found in Glickman (2003) model of clinical supervision which he presents as a cyclical sequence of events that should, ideally be implemented at least twice a year. This sequence includes (a) teacher pre-conferencing to determine the method focus and duration of the observation (b) class room observation methods include categorical frequencies, physical indicators, performance indicators, visual diagramming, space utilization, detached open-ended narratives, participant observation, focused, questioner and educational criticism (c) interpretation of observation either interpersonal or directive analysis interpretation (d) post-conferencing to discuss results and remedial action (e) Critiquing Because teachers often turn to other teacher for assistance peer supervision has become an alternative method of improving instruction principals can help teacher set goals for this program and further assistance could include in service for teachers in the steps and scheduling of clinical supervision.

2.4.2.2. Curriculum Development

At the roots of decisions surrounding curriculum lies on one's educational philosophy hence even curriculum cannot agree as to what is the right way for students to be tough or how learning takes place ultimate decisions about a good school appropriate curriculum and needs for students should be made by those closest to students (Glickman 1990,p.340) development. Curricula can be developed at many levels by curriculum specialist's school district specialist's school curriculum teams and by teacher themselves (Glickman et al 2003).

In the Ethiopian context curriculum development is solely the responsibility of the curriculum development center of the Ministry of education. Teachers are not involved with curriculum planning, design, revision or modification. They are mere recipients and implementers of the given curriculum. The only aspect of the curriculum development process they are expected to pursue is instructional materials development. Here again the level of supervisor involvement is in assisting teachers in the overall implementation of the curriculum remains nebulous. To what extent supervision is provided for the teachers remains open to questions.

According to Miller and Seller (1985) there are, three orientations to curriculum transmission, transaction and transformation.

1. In the transmission position the purpose of education is to transmit facts skills and values to students. This method focuses on the mastery of traditional school subjects through the more Teacher-centered teaching learning process.
2. In the transaction position the students are considered as rational and capable of problem solving. Therefore the teaching learning process is seen as a dialog between the students and the curriculum in which the student reconstruct knowledge.
3. In the transformation position the student are taught the skill that promote personal and social change. They are given freedom to think democratically and create results such a process involves synthesis and evaluation of the given curriculum content and is trans disciplinary in its approach. Thus one could conclude that teachers depending on their obstruction expertise and or commitment would be involved in implementing the curriculum on different levels. When working with individual teachers Glickman (1990) following guide lines are considered.
 1. Teachers with a low level of obstruction, expertise, and for commitments could benefit initially from a highly perspective curriculum
 2. Teachers with moderate level of obstruction, expertise, and commitments could benefit from an eclectic curriculum offering choice of texts guides and recourses
 3. Highly abstract committed and expert teachers can have freedom to pick, choose, and create own plans based on a carefully thought out philosophy in terms of teaching process and understanding.

2.4.2.3. Professional Development

The purpose of teachers professional development is to enhance energy, encourage reflection, building problem solving skills help teachers make more informed decisions about their practice, (segiovanni,1995;212).confined knowledge perspective practice inflexible rules of conduct and other traditional approaches to teacher learning belonging to traditional behaviorists paradigms and are unlikely to produce teachers who understand practice active learning successfully constructivist and active learning approach requires teachers to develop deep understanding oftheir practice and of the reforms that guide changes in that practice. Teacher ability to develop adopt and improve throughout their careers is essential for effective active learning and depends

on their participation in collaboration organization our communities of practice based on continuous inquiry in to practice.

The performance of teachers in the first place must be improved in continuous manner through staff development programs. Musaaazi (1988; 196) suggested that the staff development of teachers means that provision should be made by the education authorities to improve the performance of teachers from initial employment to retirement staff development their force becomes a means to an end, the end being the improvement of the quality of students learning experience.

Marland (1996;76).Further states that, staff development should be seen not only in terms of provision of in service education and training because it can also be of different forms such as seminars, workshops, orientation programs, discussion meeting, instruction with colleagues participatory decision making or problem solving, supervisory advice and so on.

Scholar and education program specialists have long supported the view that successful school reform is best achieved by helping teachers and schools become inquiring collaborative organizations engaging the entire school community in the reform (MoE, 2003).Many of the ideas of education quality and teacher learning out lined above are evident in Ethiopians policies and programs particularly in the overall guidelines for quality teacher development in the teacher education strategic objective (TESO) and the in service continuous professional development (CPD) program both of which are national policies adopted by all of regional states (MOE.2005) in general at school level professional development should meet the need of both the individual teacher and the goal of education system professional development at school level is very important to Update teachers and to increase performance.

2.4.3. Communication

Communication refers to the extent to which the school leader establishes strong line of communication with and between teachers and students this responsibilities seems self-evident good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose in order to function well schools need to have effective communication in all activities in the school each employs have to know about their schools performance and smooch relations make teachers to work Collaboratively.

Davis and News from (1985;425) indicate the importance of communication by stating that Organizations cannot exist without communication if there is no communication employees cannot know what their co-workers are doing management cannot receive information inputs and supervisor cannot give instructions coordination of work is impossible and the organization will collapse for lack of it."In line with this Pajak (1989) indicate that a good instructional leader is one which is capable of communicating with his subordinate in order to provide necessary guide lines and assistance to them for professional improvement.

The development of schools as learning Organization is contingent on good communication between the school leader's staff pupils and parents about the schools practice and performances similarly, quality development pre-supposes that the communication between school leaders at school level and their political and administrative superiors maintains a focus on teaching-learning and assessment. In schools a smooth relation is vital. because student achievement is based from whole teacher's activity and need mutual work and mutual understanding of the school goal. Fevolden & Lillejord.(2006).

According to Bernd (1992) the first executive functions is to develop and maintain system of communication, effective communication is the life blood of the school and instructional leaders should draw a good line of communication with teachers students and communities

.Good communication and requires that one has something important communicate, second that one chooses appropriate times and means to deliver the message, and third that one actively engages with others beyond a simple one way communication to clarify the intended message and dispel miss understandings Duignan (2006).Instructional leaders should use appropriate time and means of communication to influence teachers staffs student and community to improve school performance.

2.4.4. Instructional Evaluation

As principals one must keep his eyes in the success of the instructional program and on the basis of that judgment he has to determine what changes need occur (Chell, 2006).

According to Monhan and Hengs (1982;310) and Bradfield (1964;140) an important and incapable responsibility of the instructional leadership is evaluation of the work of the teacher and the school program Monhan and Hengs (1982;311).Further indicated that in the school unit the evaluation includes the assessing student achievement, program success and teacher performance, and then making judgments about the value of the contribution of individual teachers to the success of the educational programs of the schools. Those affected most directly by instructional change, that is, teachers, should be involved in defining implementing and interpreting the evaluation affairs(Chell 2006; 270).

According to Monhan and Hengs (1982; 311) all evaluation activities must be designed and operated to improve the teachers personal and Professional performance, and its purpose provides indicator of movement toward successful achievement of objectives.

The principal must assume his role as instructional leader utilizing the results of evaluation for in service education the improvement of instruction, and the continued growth and development of effective staff workers (Jenson and others 1967; 136) The democratic approach to evaluating the school program involves all those concerned with the school including administrators supervisors teachers parents pupils and all other interested persons (Bradfield, 1964; 162).

2.4.5. Teachers Monitoring and Evaluation

Teacher monitoring and evaluation is an important responsibility carried out by school leaders while the nature and consequence of teacher evaluation varies from countries to countries there are formal provision for some countries and no formal evaluation in same countries. Regular teacher evaluation involve the school principal and other senior school staff Different criteria's for evaluation may involve assessment of teacher performance in service training and in some cases measure of students performance classroom observation interviews and documentation prepared by teachers are the typical methods of used in the evaluation. Student achievement to be

higher when teachers are held account able through the environment of principals and external inspectors monitoring lessons (Woessman et al., 2007).

2.4.6. Group Development

Learning the skills of working with groups of people to solve instructional problem is critical to effective instructional leadership such leadership skills will initial knowledge of effective groups leadership styles, dealing with dysfunctional members and resolve conflict and creating conditions for professional learning communities offers the most power full opportunity for reform. Mc Laughlin (1994) describes these professional communities of teachers as the path to change in the classroom.

The principal needs to anticipate and eliminate potential stumping blocks and create a climate conducive for students and teachers learning. The instructional leaders needs to nurture opportunities for the staff to learn the skills for collaboration (Cordeiro in ubben and Hughes,1997;19) all teachers need to be involved continuous in cooperative effort to improve the instructional program Jenson and others (1967;108).

According to Warren (2009) when teachers form strong professional learning communities. The conduction for improving teaching learning are strengthened Teachers daily interaction in with collogues is which they help each other to design lessons, develop a deeper understanding of content review and analyze student work products and solve the myriad of problems they face are a substantive means of learning for teachers providing a structured consistent way for small productive groups of teachers to communicate about teaching learning is one of the most powerful and understand means of achieving professional learning and instructional improvement.

The principals ability of coordinating the efforts of teachers and other school community members ensures proper utilization of resources and successful achievement of instructional goals According to Fullan (1991:162) principal exercise instructional leadership through shaping the organizational climate and resources of school rather than by direct involvement in instruction, of course this does not mean that principals should avoid class room this does not mean that principal should avoid class room observation, but it is a matter of emphasis.

The goal of the community is essential because without a direction and a purpose the learning community had very little chance of being successful. There is a wide agreement that the principle as a supervisor needs to be actively involved in the work of the learning communities teachers need their support, supervisors need to model, value and develop a culture of trust and mutual respect a belief in continuous improvement accountability and the skill to work collaborative. Knoll (2002) states that, the supervisors role in the community without being a member of community, the instructional leaders monitors team meetings by dropping in from time to time and occasionally joining a community meeting when invited or offering assistance to a community who is discussing an areas of the supervisor's expertise the instructional leader should record and count all community meetings and can also show their progress. Senge (2000) indicates that organization can only achieve the results that they truly desire by become learning organizations where people continuously expand their capacity to grow and learn.

2.4.7. Peer Coaching

Peer coaching refers a confidential process through which two or more professional colleagues work together to reflect upon current practices expand, refine, and build new skill share ideas conduct action research teachers one another.

Moon (2001). in class activities and out of class activities include planning study groups, problem solving and curriculum, teachers observing one another teaching .Because teachers often turn to other assistance peer supervision has become an alternative method of improving instruction principal can help teachers by setting goals for the program and further assistance could include in service for teachers in the steps and also scheduling clinical supervision a good interpersonal relation and collaboration is vital way of peer coaching.

2.5. Provide Support for Teachers

Instructional lenders take work every opportunity to support teachers in their work and enhance teachers' skills to improve student learning principals support for teachers manifested itself in a variety of ways including encouragement, counseling, and a service provider. Taken together, these efforts subtly changed the emphasis of instructional leaders roles in to that of a service provider of the work of teachers(Soupier and Poglinco, 2001).

Instructional leaders support teacher leaders to facilitate the teaching learning process and shared decision making .According to Harris on and killion(2006)teacher leaders help teachers themselves in many ways. Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire schools to improve. Because teachers can lead in variety of ways. Many teachers can serve as leaders among their peers. The following 10 roles are a sampling of the many ways teachers can contribute to their school success.

1. Resource provider

Teachers help their colleagues by sharing instructional resources. These might include web sites. Instructional materials readings or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

2. Instructional specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instruction specialists might study research-based classroom strategies (Marzano, Pickering, and Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

3. Curriculum specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

4. Classroom supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blasé and Blasé (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own

abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; accommodate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

7. School leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. Data coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

9. Catalyst for change

Teacher leaders can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a better way. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

2.6. Skills Needed

To transform knowledge into active behavior requires the development of interpersonal, leadership, and technical skills. Interpersonal and leadership skills include those of communication, of working effectively with people, of interpersonal relationships and effective supervisors skills, and of group decision making. Technical skills include those of goals setting (envisioning), assessing and planning, observing, research and evolution. A discussion of each of these areas follows.

2.6.1. Interpersonal /leadership skills

Communication skills

Meaningful relationships require clear, reciprocal communication, the product of which understands. This occurs through a sharing of thoughts so that both parties agree to a common reality. Typically, 70 to 80% of our waking hours are spent communicating with others. Of the time spent in listening, we will recall approximately one fourth and, of this, there may not be complete understanding. It is critical to give attention to listening skills by focusing on what is said, by listening objectively, by paraphrasing, and by using memory aids for recall.

People skills

School board, the trustees, the staff, and the students, to mention a few. As the leader who sets the direction of the school, the principal’s skills with people are crucial to the success of the

position. To develop positive relationships, there are essentially four areas of interpersonal skills that need to be mentioned: trust, motivation, empowerment, and collegiality.

The first, and most important, is that of trust; without this, relationships can not be built. Secondly, a leadership position involves motivating others and one way to accomplish this is through a process of sharing the decision making. In relationships where power is viewed as reciprocal (as a unit of exchange), people can become committed, significant, and competent through promoting empowerment. As teachers are the players most affected by change, empowerment enables them to identify obstacles and design strategies for dealing with change. The unification that occurs with a common purpose often leads to greater satisfaction and motivation. The fourth skill is that of collegiality. Collegiality promotes idea sharing, project cooperation, and assistance in professional growth, all of which benefit the students.

Buffie (1989), in speaking of creating an environment that promotes collegiality, states it is important for the principal to: (a) provide opportunities for the staff to talk about teaching and learning; (b) encourage teachers to observe each other teaching; (c) involve staff cooperatively in planning, designing, and evaluating curriculum; and, if others are to follow your lead, (d) model these behaviors.

2.6.2. Interpersonal /supervisory skills

Glickman (1990) outlines four interpersonal approaches which are based on the theory of situational leadership. When working with individuals or groups of teachers, it will require decisive thinking to determine which approach is most suitable for each situation. These approaches range in nature from nondirective, to collaborative, to directive informational, to the strongest-directive control. Appendix F briefly describes the purpose of each approach, the behaviors involved, and the underlying premise to consider when deciding which is the appropriate approach to use.

Collaborative approach is prescribed when individuals or groups have a balanced range of backgrounds (i.e., moderate expertise, low commitment, and high accountability). Three broad generalizations to note are (a) Experienced teachers prefer the collaborative approach, (b) new teachers initially prefer a directive informational or collaborative approach, and (c) acher

incompetence or situations that involve potential harm to students require use of directive control.

2.6.3. Group decision- making guidelines

There are skills and guidelines that can be helpful when dealing with group decision making. Basically, there are three categories that describe how decisions are made. Decisions can be concluded unilaterally, consultatively, or collectively as group decision. A unilateral decision is one that is made without consultation; a consultative decision is one made in consultation with others but ultimately it is made by the leader; and finally, the group decision involves participation by all members of the group in the decision making process and in the decisions reached. Depending on the quality of the decisions required, the time allowed, and the commitment necessary, you will typically choose from one of the above types (Sorenson, McLaren & Skit, 1994).

Reaching a group consensus can be an onerous task; however, consensus can be facilitated by initially establishing some working guidelines. Firstly, blocking a decision is only allowed if there is a reasonable alternative offered and defended; secondly, habitual blockers must be reminded of the finality of the decision; and thirdly, if they continue to block the process, they will be asked to abstain from participation. Also, when a decision is reached, seventy-five percent of the group should agree and once made, all participants will support that decision.

2.7. The Challenges of Instructional Leadership

The causes for school success may broadly fall in to two categories. The first is the ability to manage the instruction as well as the motivation of workers. The second is the adequate supply of materials and finance required in the input process.

The lack of sufficient budget in education is a significant factor that hampers school achievement, coupled with this accommodating student beyond the schools capacity and consequently a very crowded class size is a serious problem that complicates the management of schools. With regard to logistic class-room problems it has been partly the shortage of space at the secondary school level, double-shift system has long been introduced (Teshme, 1975). despite this the size of the students in a given class in most schools is still rapidly increasing. A

class of over to students in the urban secondary schools is not uncommon. Unquestionably, this situation passes a header stress on efficiency and motivation of teachers in particular and the principals' effective leadership in general.

What is more, teachers moral is reported to have declined due to low salary scale, forced assignment on the job, poor housing and absence of material rewards, Tekeste (1990) what implication does this have on the instructional leadership effectiveness?

Deteriorating student discipline coupled with the low participation of parents, and the public in dealing with student problems cannot be over linked; generally student unemployment bears a very strong impact on the morale and discipline of students. Such state of affairs leads to frustration and uncooperative attitude on the output of students (Desta, 1997).

Many of the major challenges facing educational leaders involve leadership in situations where values and ethics are contested (Duignan and Collins, 2003). Some of these challenges constitute what Wildy et al. (2001) call 'contestable values dualities', or 'ethical dilemmas.' The key challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions. Duignan, (2006) describes the major school leadership challenges as follows:

a. Providing a Values-Driven Vision

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a visionary the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help them to translate the vision in to the daily practices of their work. In this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction the articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. The intent and content of the vision helps motivate all the members of the school community. Reflection on, and communication of, this vision is essential if it is to become part of everyday practice.

Linking Vision to practice seems to be a vital component in the relationship of the leader and those led. Drawing people beyond their daily tasks and routines and engaging them in helping to shape a desired future facilitates the creation of a more meaningful and inspiring workplace. The formative nature of this process also seems to be important in bringing people to a fuller understanding of their purpose and direction, and to a strategic sense of their work.

School leaders are challenged to engage with their staff in ways that take the whole group forward, rather than plugging gaps and responding primarily to perceived emergencies. It is wasteful of time, energy and talent to simply fill gaps as they appear, without reflecting on and working through what is really needed to position the school to meet future challenges. Communicating the strategic purpose to everyone is vital in drawing together staff at all levels. Clear purpose, inspirational communication, and an appeal to agree values and belief systems, will point clearly to the road forward.

b. Managing staff Relationships

A dominant theme in leadership is that it must be a relation that is by definition effective relationships are the energy source of leadership. A principal stated that valuing others is the key to the development of authentic relationships: It could be said that valuing others is a common thread in these elements and provides an authentic bond between the leader and those in the group. Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader-staff relationships in ways that link strategic purpose to everyday practices. Acknowledging the emotional realities of others' work naturally builds caring relationships and creates a level of authenticity that strengthens the group's capacity to respond to challenges. In this respect, leadership relationships emerge from individual efforts to honor the personal feelings intertwining the busy and very human work of teachers, principals, counselors, and other staff in schools.

Developing relationships for their own sake, or conversely for instrumental purposes, is not what authentic leaders do. They regard relationship-building as one of the core ways that value-driven organizations value all those who work in and for the organization. It is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization.

Guiding relationships is not just a matter of managing the people in the organization but of providing the leadership necessary to marshal the most valuable resources, the people. Knowing one another well enough to establish basic trust, openness, and affirmation is a precondition for forming the relationships that can mobilize people for professional improvement and personal support. In fostering connections among others, the leader's daily actions convey to others the belief that 'we are in this together; your challenges and successes are ours and ours are yours.'

The promotion of staff morale, keeping staff motivated, cultivating teamwork and providing opportunities for staff development are some of the greatest challenges for leaders of educational organizations. The simplest level, school leader's challenges is to maximize opportunities for staff to come together for positive purposes, whether they are personal rejuvenation or professional problem solving and growth.

c. Leading people

Many educational leaders find it a challenge to determine how 'relations' relationship building should be. Those who have been apprenticed in a hierarchical, control-type model of leadership are often unsure of how close relationships should be, especially with those who are accountable to them. It is important to distinguish here between personal and professional relationships in an organization. Professional relationships must, of course, have a personal dimension, but it is equally important to develop personal relationships within a professional framework. The issue is not how friendly formal leaders should be with those who work with them, but how all organizational members can work closely and professionally together to achieve the goals and objectives of the organization.

Professional relationships must always be predicated on the core values espoused in the organization. Being honest, trusting and trustworthy, respectful, tolerant, empathetic, open to critique, and willing to be a team person are as essential to professional relationships as they are to the development and maintenance of personal relationships. In a school setting, core values also include valuing students and the educational processes that best serve their needs. The bottom line in a school community setting is how well relationships serve the needs of students and their parents.

d. Balancing personal and professional responsibilities

Maintaining a proper balance between personal needs and professional responsibilities is problematic for many educational leaders. In attempting to maintain a balance between personal and professional responsibilities, as well as coping with the pressure of heavy workloads, educational leaders speak of feeling 'inundated' and of having to do more and more without sufficient support. Resource pressures in educational organizations are contributing significantly to this problem. 'Inundation' implies that educational leaders are generally overwhelmed by a the pressures to achieve the same or greater out comes with fewer resources. The impact of technology is no doubt promoted as improving the input-output ratio of the follow of work processes. However, electronic technology may be contributing to the feeling of inundation. The implication is that many leaders feel that they are being thrown 'of balance' or 'out of balance', with their work lives dominating their personal and private lives.

The demand for more efficient use of time and resources results in some of those resources being drawn from the personal or private sources of these leaders. They find that their personal time, especially, is encroached upon to an unacceptable level. This imposition on private time, that has traditionally been a feature of the private sector, is now more and more characteristic of leadership in the public sector.

There is also a tension or inner conflict for some leaders as they wrestle with the conflicts between personal and organizational goals. This conflict can eventually lead them to question whether the commitment to remain with the organization is worth the personal sacrifice. The question of continuing to commit can consume the person's thoughts about his/ her role in the organization. If work and relationships within the organization no longer inject meaning into daily life, then quitting, or at least disengaging, becomes a possibility.

However, few education leaders seem to have developed pacific strategies and methodologies for dealing with the complexity of their jobs, for establishing priorities in their work, or for targeting specific professional development to assist them. Educational leaders, also, did not seem to use the job or the workplace as a basis for experiential growth and learning. In fact, the opposite seems to be ore the case: the job and the workplace are seen to be inimical to personal and professional learning and growth.

e. Effective communication

‘Seek first to understand, then to be understood,’ recommends Covey (1990). He, and many others, believes this precept is paramount in interpersonal relations. To interact effectively with anyone—teachers, students, community members, even family members—you need first to understand where the person is “coming from.” Next to physical survival, Covey observes, “the greatest need of a human being is psychological survival—to be understood, to be affirmed, to be validated, to be appreciated.”

When you listen carefully to another person, you give that person “psychological air.” Once that vital need is met, you can then focus on communicating their own “rightness” become isolated and ineffectual, according to a compilation of studies by (Oysterman, 1993).

The development of schools as learning organizations is contingent on good communication between the school leaders, staff, pupils and parents about the schools’ practice and results. Similarly, quality development presupposes that the communication between school leaders at school level and their political and administrative superiors maintains a focus on teaching, learning and assessment (Fevolden and Lillejord, 2006).

According to Duignan (2006) good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one-way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication. Large systems are sometimes slow to process issues and problems, so gaps in communication may occur between those who make the decisions and those who implement them. Leaders may assume that everyone in the organization knows where they are going and why, but these are not safe assumptions.

No matter how much communication is used, no matter how accessible it is, down the line or at the local level, messages will be subject to different interpretations. One of the responsibilities that leaders have is to correct misinterpretations and put to rest certain myths. Without this, sometimes the myths develop a life of their own and a rumor can become accepted as fact. There is no guaranteed process for ensuring that people in an organization are optimally informed about new policies and changes. Often people will hear what they want to hear and reject or distort

what they perceive not to be in their interests. The size of the organization, of course, influences the degree to which formal leaders can engage in one to-one conversations, which are the most effective form of communication.

Change usually threatens some organizational stakeholders and fears can be exacerbated if the facts of the change are distorted or manipulated by those who are resistant to the change. If, as an educational leader, one is clear about one's core values and vision for the organization, and also understands how these values and vision can inspire others, communication is likely to flow much more easily. If the leader's own personal values are explicit and well understood by key stakeholders this will assist them to interpret communications 'in the right spirit' on first reading or listening. Effective educational leaders have the capacity to use both formal and informal communication to build relationships, partnerships, and strong alliances. A major challenge for school principals and other formal educational leaders in schools is to help build a culture of sharing and open dialogue on what really matters in schools-improving learning and teaching (Birch & Paul, 2003).

f. Dealing with poor performance

The issue of dealing with poor performance in a responsible and professional manner that considers the interests of all concerned emerged as one of the most serious accountability challenges for educational leaders. Often, however, educational leaders face the problem of dealing with poor performance and balancing their professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately. Many leaders feel frustrated by supervisors' reluctance to deal with poor performance, often due to the perceived difficulty of the legal and industrial issues involved. For example, a principal considered it virtually impossible to improve the performance of poorly performing teachers, because, in his view, the union mostly supports the teacher without seeking to find out the facts.

g. Leading ageing workforce

A challenge for any individual school and for a system of schools is to encourage an ageing teacher population to continue to meet the contemporary challenges of teaching and learning (Santiago, 2001). Early retirement may lead to a great loss of organizational memory, wisdom

and know-how; losses that could not easily be replaced even if financial resources were more plentiful. Some educators merely tolerate change while they serve their last few years. Such a response is especially serious at both teacher and leadership levels where it is essential to respond to change if the school is going to grow and prosper. There are people who have reached pretty well the end of their careers or have gone as far as they want to go, who are satisfied to sit on their hands. As the average age of educators continues to rise, education systems and schools need to devote more resources and generate creative solutions to ensure that teachers and other educational leaders continue to be professionally challenged.

In an era when more and more professionals are searching for a healthier life-work balance many are opting for part-time employment or retirement, when they can afford it. There is a need for ‘a variety of flexible work solutions to help keep life and work in balance’ (Birch & Paul, 2003:76). Such options could include: part-time employment; flexible working hours; shorter working hours; job sharing; and other family-friendly practices.

Those responsible for policy and leadership in educational systems and schools must wake up to the reality of an ageing workforce. It would appear; however, that much more is said than done about these challenges. Some will be difficult to resolve, but more leaders and organizations need to ‘face up to the evident facts of the workplace’ and dramatically change their ways of thinking and acting about these challenges (Birch & Paul, 2003).

h. Care and rules

Educational leaders continually face challenges and excisions that involve tensions between a concern for either ‘care’ or ‘rules’. Care encompasses compassion, looking at the individual circumstances and making a decision that puts care and concern for the individual above rules and policies. Rules or policies provide guidelines for leaders on how to make decisions. Some leaders, however, argue that, by complying with rules, they are also fulfilling their duty of care to the community and, therefore, do not recognize any real tensions in this area (Duignan, 2006) in schools there are instances where educational leaders feel that they must follow the ‘letter of the law’ to protect their own careers and reputations, but these approach can have dire consequences for some individuals. An example was where a teacher disciplined a student for breach of rules on a school camp and, intruder to placate the parents, the teacher was disciplined. Staff, and indeed the principal, agreed that the teacher had an impeccable reputation

and acted appropriately. Another teacher was falsely accused of sexually assaulting an infant student. The teacher was a valued member of staff and the accusation was found to be baseless. However, the strict procedures related to sexual assault were implemented and, as a result, the teacher suffered loss of reputation and trust from the community and system.

CHAPTER THREE

3. DESIGN AND METHODOLOGY

3.1. Research Design

The research design employed by the researcher in conducting this research was descriptive survey method. This design was chosen as it help to gather large amount of data on the instructional leadership practice in secondary schools of Metekele Zone.

3.2. Research Method

Both quantitative and qualitative research methods were used to assess the current practice of instructional leadership in secondary schools of the Metekel zone. More emphasis was given to quantitative method than qualitative one. But qualitative method was used to enrich the research by supporting the quantitative method.

3.3. The Population of the Study

The populations of the study were, principals and vice-principals who were found in secondary schools of Metekele zone. There were 7 principals, 234 teachers,28 departments head teachers currently working in 7in selected secondary and preparatory schools in Metekele zone.

3.4. Sample Size and Sampling Techniques

The determination of the study population and sample schools was based on the number of secondary and preparatory schools in the zone. In this regard, from the total 18(100%) schools in Metekel zone,, 7(39%)secondary schools were selected as samples using simple random sampling techniques(lottery method). to give an equal chance for all schools. Among 234 teachers who were teaching in this sample schools, 82(35%) teachers were randomly taken as the sample respondents through simple random sampling technique. 7(100%)school principals of sample school, two principals from each school were taken as respondents using purposive

Table 1: Population of sample of the respondents

No	Respondents	Population	Sample		Sampling technique
			No	%	
1	Woredas	7	7	100	Purposive sampling
2	Department heads	72	28	39	Purposive sampling
3	Principals	18	7	39	Purposive sampling
4	Vice principals	18	7	39	Purposive sampling
5	Teachers	234	82	35	Simple random sampling

3.5. Instruments of data collection

To gather data from the samples the following instruments were employed:

a) Questionnaires

Collect data from department heads and teachers close ended and open ended questionnaires were used because it helps to gather data from large amount of samples The questionnaire was distributed for 110 respondents. Among these, 82 were teachers and 28 department heads. 47 Close ended questions and 6 open ended question total 53 questions were included to assess the

practice and challenges of instructional leadership. Close-ended questions were preferred as they are easy to respond to and analyze. Open-ended questions were prepared to gather additional data. The questionnaire has seven parts regarding background information of the respondents; developing school mission, vision and goal; promoting professional skill development; managing the school's curriculum and instruction; supervision of instruction; monitoring students' progress; and creating a conducive school environment.

b) Interview

In the study, interview was also used to collect information on the practice and implementation of instructional leadership in improving students' achievement and promoting school success. Thus, semi-structured interview questions were prepared and conducted for seven principals and seven vice principals not responded to the questionnaire. The purpose of the interview was to gather data that could not be easily secured by questionnaire. School principals and vice principals were selected for the interview purposively with the aim that they do have information regarding the practice and challenge of the school principals. Interview questions were prepared based on the related literature and basic questions.

3.6 Validity and Reliability of the Instrument

The issue of validity of the instrument was done by using expert's review in Gilgel Beles College of Teacher education. After expert review and discussion some irrelevant items were discarded and modified based on the comments given by experts. Instructional leaders and deputy instructional leaders and the samples used for pilot testing were excluded from the actual data collection. The reliability of the questionnaire was measured as 0.9135 with Cronbach Alpha.

3.7. Procedures of Data Collection

The data collection work was carried out by the student researcher. First, the researcher visited the zonal education and capacity building office and discussed the purpose of the research by showing the support letter from the university and asked the zonal education and capacity building office to write an official letter to Woreda Education Office. And also the researcher visited Woreda Education Office and discussed the purpose of the research showing the support

letter from zonal capacity building and education office and asked the Woreda Education Office to write letter to secondary and preparatory school.

Finally, the researcher visited the instructional leader and vice instructional leader and discussed the purpose of the research showing the letters from the university, Zonal Capacity Building and Education Office and the Woreda Education Office. Then the researcher distributed the questioner for respondents. Then the interview was held with instructional leaders and vice instructional leaders to investigate the practice of the instructional leadership. The above steps were repeated at all the six Woreda. Finally, the questionnaires collected back.

3.8. Methods of Data Analysis

The data was analyzed both quantitatively and qualitatively. The data collected from the respondents through a questionnaire was checked for completeness and coded and classified in the respective groups and schools. Consequently, the data of each group was arranged and organized in tables and problem areas. The analysis of the data was assisted by the SPSS to get percentage and frequency.

Percentage and frequency were used to analyze the characteristics of the respondents. Next the qualitative data that was collected through open ended items and interview were analyzed by using narration and treated in line with the quantitative data. The results were presented in the table based on their conceptual similarities the qualitative data gathered by using open ended questions.

3.9. Ethical Issues

The researcher must protect respondents from harm arising as consequence of their participation in research. Respondent's response should be voluntarily and as fully informed the value of their response that help to improve instructional process in secondary and preparatory schools. In doing so I have taken official letter to Woreda Education Office and sample secondary and preparatory schools by taking latter of attachment from educational planning and management department of Jimma University. The researcher explained the purpose of the study to WEO and instructional leaders to get permission to perform the task. Finally, the information obtained from the respondent was kept confidential.

CHAPTER FOUR

4. PRESENTATION ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, and interview. Thus, the quantitative as well as qualitative analysis of data was employed in to this chapter. The qualitative was supposed to be complementary to the quantitative analysis. The qualitative data was gathered through interviews.

The data was collected from a total of 110 respondents 82 teachers and 28 school department heads) using questionnaires the return rate of the questionnaires were 96.34% (79 teachers) and 96.42 (27 school department heads). Moreover, 7 school principals and 7 vice principals were interviewed.

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

4.1. Characteristics of Respondents

The two groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table 2 below.

Table 1: Characteristics of respondents in terms of sex, age, experience and level of education

No	Items		Respondents					
			Teachers		Dept. heads		Total	
			No	%	No	%	No	%
1	Sex	Male	65	82.3	24	88.9	89	83.96
		Female	14	17.7	3	11.1	17	16.00
		Total	79	100	27	100	106	100
2	Age	20-25	28	35.4	9	33.3	37	34.9
		26-30	17	21.5	5	18.5	22	20.8
		31-35	13	16.5	4	14.1	17	16.0
		36-40	7	8.9	3	11.1	10	9.4
		41 and above	14	17.7	6	22.2	20	18.9
		Total	79	100	27	100	106	100
3	Experience	1-5	28	35.4	9	33.3	37	34.9
		6-10	17	21.5	5	18.5	22	20.8
		11-15	13	16.5	4	14.1	17	16.0
		16-20	7	8.9	3	11.1	10	9.4
		21 and above	14	17.7	6	22.2	20	18.9
		Total	79	100	27	100	106	100
4	Educational level	Diploma	4	5.1	2	7.4	6	5.7
		1 st degree	72	91.1	24	88.8	96	90.6
		2 nd degree	3	3.8	1	3.7	4	3.7
		Total	79	100	27	100	106	100

In the table 2 item one shown that,65(82.3%) teachers and 24(88.8%) department heads are males. On the other side, 14(17.7%) teachers and 3(11.1%) department heads are females. The participation of respondents in both sexes are not proportional. Principals and vice – principal participated in the study were all male respondents. Form this; we can conclude that there were no any female teachers holding leadership position in the sample secondary schools and only 3 female, teachers are serving as department heads.

As shown in the table 2. Concerning age distribution majority of the respondents, 45(59.9% of teachers and 14(51.8%) department heads are found in the range of 20-30 age.

Concerning the age of interview participants, except only one principal whose age is less than 30 years , the rest 13 principals and vice were found between 30-40 years, which is believed to be their adult age. This may imply that they could be in better experience to help teachers in creating collaboration work with their staff members.

In table 2 items 3, concerning teachers experience shows 28(35.4%) of teacher respondents and 9(33.3%)of department head respondents had 1-5 years' experience. Whereas, 17(21.5%)of teachers and 5(18.5%) of department head respondents had 6-10 years' experience. The remaining 34(43.1%)of teachers respondents and 13(47.4%) of department head respondents had above 10 years of experience. This implies that the majority of teachers and department heads are experienced.

Concerning the educational level, 72(91.1%) of teachers respondents and 24 (88.9%) of department respondents have first degree ;4(5.1%) teachers respondents have diploma and 3(3.8) teaches teachers respondents and 1(3.7%) department head respondents had 2nd degree.

4.2 Presentation and Analysis of Data Pertaining to Instructional Leadership

Table 2: Explaining school mission, vision and goals

No	Items	Respondents	SA		A		UD		DA		SD		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Instructional leaders explain school vision, mission and goals.	Teachers	8	10.1	55	69.6	1	1.3	8	10.1	7	8.4	79	100
		Dep. Heads	1	3.7	20	74.1	1	3.7	3	11.1	2	7.4	27	100
2	Instructional leaders explain objectives and goals.	Teachers	9	11.4	45	57.4	2	2.5	19	24.7	4	5.1	79	100
		Dep. Heads	4	14.8	18	66.7	–	0	4	14.8	1	3.7	27	100
3	Instructional leaders prioritize school academic goals through student assemblies, notice boards, newsletters and circulation.	Teachers	8	10.1	11	13.9	–	–	50	63.3	10	12.7	79	100
		Dep. Heads	4	14	3	11.1	1	3.7	17	63	2	7.4	27	100
4	Principals (Instructional leaders) conduct school programs to achieve academic goals.	Teachers	5	6.3	10	12.7	1	1.3	54	68.4	9	11.4	79	100
		Dep. Heads	4	14.8	7	25.9	0	16	16	59.3	–	–	27	100
5	Principals (Instructional leaders) explain school curriculum programs at the beginning of academic year and the end of first semester.	Teachers	3	3.8	15	19.0	2	2.5	51	64.6	8	10.1	79	100
		Dep. Heads	2	7.4	7	25.9	0	0	18	66.7	–	–	27	100
6	Principals work to achieve the school's vision	Teachers	8	10.1	17	21.5	0	0	45	57.0	9	11.1	79	100
		Dep. Heads	3	11.1	5	18.5	0	0	17	63.0	2	7.4	27	100

Regarding the extent to which instructional leaders share/ communicate school vision, mission and goals, majority of the teacher respondents 63(79.7%) agreed that the principal communicates share/ the school vision, mission, and goals effectively. With regard to department heads, similarly, 21(77.8%) of agreed that vision, mission and goals are explained well. However, 15(18.6%) and 5(18.5%) teachers and department head respectively didn't agree. This implies that the communication of school vision, mission and goals is good yet it needs effect to get all the school community fully aware of the school vision, mission and goals. Regarding this Hughes(1997) noted that, the vision of effective teaching is essential for the improvements of teaching and teacher development.

Concerning the extent to which instructional leaders communicate instructional objectives and goals teacher respondents 54(68.4%) agreed that the principals communicate or share the school objective and goals. With regard to department heads, similarly 22(81.5%) agreed that objectives and goals explained well. However, 23(29%)and 5(18.5%)of teachers and department heads respectively did not agree. This implies that the communication of school objectives and goals is good yet needs effort to get all the teachers and department heads fully aware of the school objectives and goals.

Concerning prioritizing academic goals through assemblies notice, newsletters and circular, 60(76%) teachers and 19(70.4%) department heads disagreed. Whereas, the rest 19(24%) teachers and 7(25.9%) agreed. This shows that, instructional leaders were not prioritizing academic goals through notice, newsletters and circulars.

With regard to the extent to which instructional leaders conduct school programs to achieve academic goals 63(79.%) of teachers disagreed that principals could not communicate the school programs to achieve academic goals. With regard to department heads, similarly 16(59.3%) disagreed that school programs could not explained well. However, 15(19%) and 11(30.7%) of teacher and department heads respectively did agree. It implies that instructional leaders were not able to communicate school programs to stake holders.

The respondents were asked whether or not the instructional leaders were explaining the school's curriculum at the beginning of the academic year and at the end of first semester. Consequently, 59(74.7%) teachers and 18(66.7%) department heads disagreed. However, 18(22.8%) teachers

and 9(33.3%) department heads agreed. This implies that, the effort of the instructional leaders in explaining the curriculum of the school not to the required level.

Regarding working to achieve the school mission, 54(68.4%) of teachers and 19(70.4%) of department heads indicated their disagreement. The rest, 25(31.6%) teachers and 8(29.6%) department heads showed their agreement. This indicates that, instructional leaders were not explaining the school mission for all teachers. The interviewees were asked whether, They explain the school mission, vision and gals the school principals and vice principals indicated that they explain school mission vision and goals whereas prioritizing school goals, conducting school programs and having mutual curriculum understanding to achieve the school goals were low.

Regarding open ended questions ,the respondents indicated that, some of the challenges that instructional leader face in this area were lack of commitment awareness, shortage of time, ability to attract teachers to work collaboratively, were deficiencies form the leader side. On the other hand form the teacher and stockholders lack of commitment, dislike teamwork together, carelessness for the school was the main challenges.

In general explaining the school mission, vision and goals by instructional leaders of the school under the study, they provide the school mission and vision to the majority of the school society, however, prioritizing the school goals, explaining the curriculum, conducting school programs to achieve academic goals of the school under the study is low. It implies that principals explaining the school mission, vision and goals were unsatisfactory.

Table 3: Professional skill development

No	Items	Respondents	S. A	A	UN	D.A	S.A	Total
1	Instructional leaders are role models in implementing professional development.	Teachers	7(8.9)	9(11.4)	0	44(55.7)	19(24.1)	79(100)
		Dep. Heads	1(3.7)	3(11.1)	1(3.7)	15(55.1)	7(25.9)	27(100)
2	Instructional leaders are actively participating in teachers' professional development.	Teachers	8(10.1)	10(12.7)	0	47(59.5)	14(17.7)	79(100)
		Dep. Heads	2(7.4)	4(14.8)	0	17(63.0)	4(14.8)	27(100)
3	Instructional leaders are encouraging teachers to participate in CPD	Teachers	11(13.9)	17(21.5)	0	41(51.9)	10(12.7)	79(100)
		Dep. Heads	5(18.5)	7(25.9)	0	15(55.6)	0	27(100)
4	Instructional leaders organize workshops and internal training to meet the training need of teachers.	Teachers	3(3.8)	10(12.7)	0	47(59.5)	19(24.1)	79(100)
		Dep. Heads	1(3.7)	5(18.5)	0	20(74.1)	1(3.7)	27(100)
5	Provides adequate time for professional skill development.	Teachers	10(12.6)	17(21.5)	0	44(55.7)	8(10.1)	79(100)
		Dep. Heads	10(12.7)	8(29.6)	0	14(51.9)	0	27(100)
6	. Encourage teachers to evaluate their own performance.	Teachers	7(8.9)	13(16.5)	0	42(53.2)	17(21.5)	79(100)
		Dep. Heads	3(11.1)	5(18.5)	0	16(59.3)	3(11.1)	27(100)
7	Encourage teachers to work collaboratively	Teachers	3(11.1)	18(22.8)	0	41(51.9)	10(12.7)	79(100)
		Dep. Heads	10(12.7)	4(14.8)	0	16(59.3)	4(14.8)	27(100)
8	Principals are encouraging' heads of departments in carrying out their duty to improve the quality and performance of teachers instruction	Teachers	15(19.8)	30(38.0)	0	20(25.3)	14(17.7)	79(100)
		Dep. Heads	8(29.6)	14(51.9)	0	5(18.5)	0	27(100)

Regarding whether or not instructional leaders were models in implementing professional skill development, 63(79.7%) of teachers and 22(81.5%) of department heads disagreed. However, 16(20.3%) of teachers and 4(14.8%) of department heads agreed. This indicates instructional leaders were not models in implementing professional skill development.

Concerning active participation of instructional leaders in teachers' professional skill development, 61(77.2%) of teachers and 21(77.8%) department heads indicated their disagreement. The rest 18(22.8%) teachers and 6(22.2%) department heads showed their agreement. This implies that, instructional leaders were not actively participating in teachers' professional skill development.

When the respondents were asked whether or not the instructional leaders were encouraging teachers to participate in CPD 51(64.6%) teachers and 15(55.5%) department heads indicated their disagreement. This finding is not in line with Wallace. e-t al.(1990).that teachers who attended staff professional development program are able to improve students: performance and achievement. . This shows that, instructional leaders were not able encouraging all teachers to participate in CPD.

Regarding organizing workshops and training teachers by instructional leaders, 66(83.6%) teachers and 21(77.8%) department heads disagreed. However, 13(16.5%) teachers and 6(22.2%) department heads showed their agreement. This implies, that instructional leaders were not organizing workshops and training for teachers to develop their skills.

The respondents were asked whether or not the instructional leaders were providing adequate time for professional skill development. As a result, 52 (65.8%) teachers and 14(51.2%) department heads disagreed. The rest 27(34.2%) of teachers and 14(51.9%) department heads agreed. This implies, instructional leaders were not giving adequate time for professional skill development.

Regarding encouraging teachers to evaluate their own performance, 59(74.7%) teachers and 19(70.4%) department heads showed their disagreement. However, 20(25.4%) teachers and 8(29.6%) department heads agreed. This shows instructional leaders were not encouraging teaches to update and increase their performance.

With regard to encouraging teachers to work collaboratively 51(64.6%) teachers and 20(74.1%) department heads indicated their disagreement. However, 28(35.5%) teachers and 7(25.9%) department heads agreed. This implies that instructional leaders were not encouraging teachers to work collaboratively as required.

The respondents were asked whether or not principals were encouraging heads of departments in carrying out their duty to improve the quality and performance of teachers instruction. In this case, 45(57.8%) teachers and 22(81.5%) department heads agreed. However, 34(43%) teachers and 5(18.5%) department head disagreed. This implies that principals were encouraging heads of departments to carry out their duty to improve the quality and performance of teachers' instruction.

Respondents of principles and vice-principals in their interview time indicated that, instructional leaders could not promote teachers professional development. Because teachers ask allowance to take seminars.

The majority of the teachers and department heads in open ended questions noted that, their instructional leaders are not encouraging teachers to follow course to improve their professionalism. The teacher and departments also said that instructional leader have less commitment on planning workshops and internal school training programs to meet teachers need. The above mentioned two issues were serious problem that hinder professional skill development of school level.

In general the above findings shows that, principals active role in facilitating teachers professional development providing workshops and staff framings on how to teach and create team spirit is low. so we can conclude that the role of instructional leaders in professional skill development at the school under the study is low.

Table 4: Managing curriculum and instruction

No	Items	Respondent	SA	A	UN	DA	S.A	Total
			No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
1	Instructional leaders ensure that teachers uses optimal teaching time on instruction.	Teachers	10(12.7)	15(19.0)	0	45(57.0)	9(11.4)	79(100)
		Dep. Heads	7(25.9)	5(18.5)	0	13(48.1)	2 (7.4)	27(100)
2	Check and evaluate the school annual plan regularly.	Teachers	1(1.3)	8(10.1)	0	54(68.4)	16(20.3)	79(100)
		Dep. Heads	0	3(11.1)	0	20(74.1)	4(14.8)	27(100)
3	Principals urge teachers to comment and improve the curriculum	Teachers	10(12.7)	17(21.5)	0	46(58.2)	6(7.6)	79(100)
		Dep. Heads	0	10.(37)	0	10(37)	7(25.9)	27(100)
4	Instructional leaders update teachers with the latest educational developments pertinent to curriculum and instruction	Teachers	11(13.9)	16(20.3)	0	33(41.8)	19(24.1)	79(100)
		Dep. Heads	4(14.8)	6(22.2)		14(51.9)	3(11.1)	27(100)
5	Instructional leaders ensures that instructional resources in the class room are adequate for students and teachers	Teachers	14(17.7)	35 (45.6)	0	17(21.5)	12 (15.2)	79(100)
		Dep. Heads	7(25.9)	11(40.7)	0	6(22.2)	3(11.1)	27(100)
6	Instructional leaders give more attention and supervision to teachers are facing problems in teaching	Teachers	3(3.8)	10(12.7)	0	57(72.2)	9(11.4)	79(100)
		Dep. Heads	1(3.7)	3(11.1)		20(74.3)	3(11.1)	27(100)
7	Prepare the class schedule to benefit of student than teachers	Teachers	17(21.5)	41(51.9)	0	(11(13.9)	10(12.7)	79(100)
		Dep. Heads	9(33.3)	13(48.13)		3(11.1)	2(7.4)	27(100)
8	Instructional leaders involve teachers in planning and implementing the annual plans	Teachers	18(22.8)	43(54.4)	0	(13(16.5)	5(6.3)	79(100)
		Dep. Heads	8(29.6)	13(48.1)		4(14.8)	2(7.4)	27(100)
9	Instructional leaders are willing to accept creative ideas of teaching techniques and suggestions from the staff	Teachers	7(8.9)	18(22.8)	1(1.3)	34(43.0)	19(24.1)	79(100)
		Dep. Heads	3(11.1)	7(25.9)	0	13(48.1)	4(14.8)	27(100)

Concerning the extent to which instructional leaders ensures that teachers uses optimal teaching time on instructions, 54(68.4%) of teachers disagreed that the principals are not ensures that teachers uses optimal teaching time on instruction. With regard to department heads, similarly 15(55.5%) disagreed that teachers are not using optimal time to instruction. However, 25(31.7%) and 12(44.4%) teaches and department heads respectively agreed. This implies that majority of teachers did not use optimal time to instruction.

Regarding the extent to which instructional leaders check and evaluate the school annual plan regularly, 70(88.7%) of teachers is disagreed that principals could not check and evaluate the school annual plan. With regard to department heads, similarly 24(88.9%)disagreed that principals could not check and evaluate the school annual plan regularly. However, 9(11.4%) and 3(11.1%) of teaches and department heads, respectively agreed that principals checks and evaluates school annual plan regularly. It implies that majority of principal's could not check and evaluate teachers annual plan regularly.

Concerning the extent to which principals urge teachers to comment and improve the curriculum 52(65.85) of teachers disagreed that principals could not encourage teachers to comment and improve the curriculum. with regard to department heads, 17(62.9%) disagreed that principals could not encourage teachers to comment and improve the curriculum. Whereas, 27 (34.2%) and 10(37%) of teachers and departments respectively agreed that principals could encourage teaches to comment and improve instruction. It implies that principals could not encourage teaches to comment and improve instruction.

Regarding the extent to which instructional leaders update teachers with the latest educational development pertinent to curriculum and instructions 52(65.8%) of teachers disagreed that instructional leaders could not update teachers. With regard to department heads, similarly, 17(63%) disagreed that instructional leaders could not update teaches with latest educational development pertinent to curriculum and instruction. This implies that instructional leaders could not update teachers with latest educational development.

Concerning instructional leaders ensures that resources in the class room are adequate for students and teachers, 49(63%) of teaches agreed that instructional leaders provide instructional resources in the class room are adequate for students and teachers. With regard departments

heads, 18(66.6%) agreed the issue on the other hand, 29(36.7%) and 9(33.3%) of teachers and department heads respectively. Disagreed that instructional leaders could not provide the necessary resources and instructional materials in the class rooms. It implies that instructional leaders could provide adequate resources in the class room.

Regarding the extent to which principals give more attention and supervision to teachers who are facing problems in teaching 66(83.6%) disagreed that instructional leaders did not give more attention to teachers who are facing problems in teaching, with regard department heads 23(85.4%) disagreed on the issue stated. It implies that majority of instructional leaders are not give attention to teachers who are facing problem in teaching.

Concerning the extent to which instructional leaders prepares the class schedule to benefit of student than teachers 58(73.4%) agreed that instruction leaders prepare the class schedule to benefit of students than teachers. With regard department heads, 21(77.7%) agreed that instructional leaders prepare the class schedule to benefit of students than teachers. It implies that instructional leaders prepare the class schedule to benefit of students than teachers.

Regarding instructional leaders involve teachers in planning and implementing the annual plans 61(77.2%) agreed that instructional leaders involve teacher in planning and implementing the annual plans. Which regard to department heads, 21(77.7%) agreed that instruction leaders involve teachers in planning and implementing the annual plans. It implies that majority of instruction leaders involve teachers in planning and implementing the annual plans.

Concerning to extent which instructional leaders are willing to accept creative ideas of teaching techniques and suggestions from teachers 53(67.1%) disagreed that instruction leaders are not willing to accept creative ideas of teaching techniques and suggestions from teachers. With regard to department heads, 17(62.9%) disagreed with the issue stated. However, 25(31.7%) and 10(37%) of teachers and department heads respectively agree that instructional leaders are willing to accept creative ideas of teaching techniques and suggestions from teachers. It implies instructional leaders are not willing accept ideas and suggestions from teachers.

Regarding managing curriculum and instruction interviewees indicated that, instructional leaders ensures that teachers user optimal teaching time, check and evaluate annual plans give affection for teachers who are facing problems in teaching. This implies that school principals conduct

learning teaching process properly. But on the researchers side based teacher and department respondents the instructional leaders in managing curriculum is not satisfactory.

Teachers and departments heads in open ended question revealed that, instructional leaders gives managing curriculum and instruction less attention for supervision and to teachers who are facing problems in teaching instructional leaders have no time to supervise teachers and give feedback. Lack of skill and knowledge to help teachers, Time constraint and give less attention to instructional activities were serious problems that affect teachers performance this in turn determines students' achievement in the school.

In general findings indicated that, in managing curriculum and instruction principals ensures instructional resources, involve teachers in planning annual plans and prepare the class schedule to benefit of students than teachers. Whereas, ensures that teachers uses optimal teaching time on instruction, in checking evaluating annual plans regularly, update teachers to increase teachers performance and willing to accept ideas and suggestions from teachers are very low. Thus, based on these results, it is safe to conclude that the role of instructional leaders in managing curriculum and instruction is unsatisfactory.

Table 5: Supervising instruction

No	Items	Respondent	SA	A	UN	DA	S.A	Total
			No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
1	Principals regularly evaluates the instructional methods.	Teachers	10(12.7)	17(21.5)	0	42(53.2)	10(12.7)	79(100)
		Dep. Heads	1(3.7)	2(7.4)	0	18(66.7)	6(22.2)	27(100)
2	Make class room visits for the purpose of improving instructional process.	Teachers	3(3.8)	15(19.0)	0	40(50.6)	21(26.6)	79(100)
		Dep. Heads	2(7.4)	7(25.9)	0	11(40.7)	7(25.9)	27(100)
3	Uses staff meetings to discuss curricular issues.	Teachers	18(22.8)	40(50.6)	0	18(22.8)	3(3.8)	79(100)
		Dep. Heads	7(25.9)	13(48.1)	0	3(11.1)	4(14.8)	27(100)
4	Motivate teachers to use different types of instructional methods.	Teachers	10(19)	20(25.3)	0	33(41.8)	15(19)	79(100)
		Dep. Heads	5(18.5)	4(14.8)	0	10(37.0)	8(29.6)	27(100)
5	Make post conference after class room visit with teachers.	Teachers	19(24.1)	31(39.2)	0	20(25.3)	9(11.4)	79(100)
		Dep. Heads	5(18.5)	10(37.0)	0	8(29.6)	4(14.8)	27(100)
6	Prepare check lists with department heads to support teachers.	Teachers	17(21.5)	32(40.5)	0	19(24.1)	11(13.9)	79(100)
		Dep. Heads	8(29.6)	8(29.6)	0	5(18.5)	6(22.2)	27(100)
7	Checks teachers lesson plans and support when it is necessary.	Teachers	15(19.0)	15(19.0)	0	30(38.0)	19(24.1)	79(100)
		Dep. Heads	8(29.6)	5(18.5)	0	8(29.6)	6(22.2)	27(100)
8	Assist teacher to create appropriate instructional materials.	Teachers	9(11.4)	16(20.3)	0	41(51.9)	13(16.5)	79(100)
		Dep. Heads	5(18.5)	7(25.9)	0	10(37.0)	5(18.5)	27(100)
9	Principals are providing feedbacks to solve instructional problems.	Teachers	11(13.9)	14(17.7)	0	42(53.2)	12(15.2)	79(100)
		Dep. Heads	4(14.8)	7(25.9)	0	10(37)	6(22.2)	27(100)

Regarding regular evaluation of instructional methods teacher used, 52(65.9%) teachers and 24(88.9%) department heads disagreed. Whereas, 27(34.2%) teachers and 3(11.3%) department heads agreed. This shows that, instructional leaders were not interested to require evaluate instructional methods that the teachers used.

The respondents were asked whether or not the instructional leaders are observing classroom for improving instruction. Consequently, 61(77.2%) teachers and 18(66.6%) department heads indicated that their disagreement. This result also do not concurs with the option of Bevoise (1984) who noted that principals should monitor teaching and learning programs in order to improve student academic achievement. This implies, that instructional leaders were not monitor student progress and supervise instruction.

When the respondents were asked whether or not the instructional leaders were using staff meetings to discuss curricular issues , 58(73.4%) teachers and 20(74%) department heads indicated their agreement. On the other head, 21(26.6%) teachers and 7(25.9%) department heads disagreed. This indicates that, instructional leaders were using staff meetings to discuss with instructional issues.

Regarding motivating teachers to use different types of instructional methods, 49(60.8) teachers and 18(66.6%) department heads showed their disagreement. Whereas, 30(37.9) teachers and 9(33.3%) department heads indicated their agreement. This implies, that instructional leaders were not motivating teacher as required to use different instructional methods.

The respondents were asked whether or not instructional leaders were conducting post conference after classroom visit. In this case, 50(63.3%) teachers and 15(55.5) department heads indicated their agreement. The rest 29(36.7%) teachers and 12(44.4%) department heads indicated their disagreement. This implies that ,instructional leaders were conducting post conference with teachers after class visits.

Concerning preparing checklist with department heads to support teachers, 49(62%) teachers and 16(59.2%) department heads indicated their agreement. Whereas,30(38%) teachers and 11(40.7%) showed their disagreement. This implies that, instructional leaders were preparing checklist to support teachers.

Regarding checking the lesson plans of teacher's 49(62.1%) teachers and 14(51.8%) department heads indicated their disagreement. On the other hand, 30(38%) of teachers and 13(48.1%) of department heads indicated their agreement. These shows that, instructional leaders were not checking the lesson plans of teachers.

The respondents were asked whether or not the instructional leaders were assisting teachers to create appropriate instructional materials. Consequently, 54(68.4%) teachers and 15(55.5%) department heads showed their disagreement. Whereas, the rest 25(31.7%) of teachers and 12(44.4%) department heads indicated their agreement. This indicates that, instructional leaders were not assisting teachers to create appropriate instructional materials.

Regarding providing feedback for teachers to solve instructional problems 54(68.4%) teachers and 16(59.3%) department heads indicated their disagreement. However, 25(31.7%) teachers and 11(40.7%) department heads showed their agreement. This implies that, instructional leaders were not providing feedback for teachers to solve their instructional problems.

In open ended questions the respondents indicated that, instructional leaders in supervision of teaching learning as perceived by teachers instructional leaders have no good check list to evaluate, no plan when to evaluate, they do not give freedom to teachers to do the measuring techniques in accordance with instruction. In general they lack the knowledge to supervise and give less time to supervision was a challenge that hinders learning teaching improvement at school level.

In general findings indicated that, principals are uses staff meetings to discuss curricular issues and uses post conferences after class room visit, on the other hand teachers are not evaluated regularly, class room visits did not use to improve instruction, It implies that supervising instruction to help teachers is very low.

Table 6: Monitoring students' progress

No	Items	Respondent	SA	A	UN	DA	S.A	Total
			No (%)	No(%)	No (%)	No (%)	No(%)	No(%)
1	Collect and analysis students result regularly	Teachers	12(15.2)	13(16.5)	0	40(50.6)	14(17.7)	97(100)
		Dep. Heads	3(11.1)	4(14.8)	0	15(55.6)	5(18.5)	27(100)
2	Hold meetings with teachers and parents to discuss on students achievements	Teachers	14(17.7)	39(49.4)	0	16(20.3)	10(12.7)	97(100)
		Dep. Heads	7(25.9)	15(55.6)	0	3(11.1)	2(7.4)	27(100)
3	Use student scores to students' progress	Teachers	10(12.7)	15(19.0)	0	40(50.6)	14(17.7)	97(100)
		Dep. Heads	3(11.1)	4(14.8)	0	13(48.10)	7(25.9)	27(100)
4	Ensure that teachers give feedback to student in relation to their scores	Teachers	6(7.5)	4(5.4)	0	54(68.4)	15(19.0)	97(100)
		Dep. Heads	4(14.8)	3(11.1)	0	11(40.7)	9(33.3)	27(100)
5	Meet individually with teachers to discuss students; performance	Teachers	10(12.7)	12(15.2)	0	41(51.9)	16(20.3)	97(100)
		Dep. Heads	5(18.5)	6(22.2)	0	9(33.3)	7(25.9)	27(100)
6	Check students tests return back to the student finely	Teachers	11(13.9)	18(22.8)	0	35(44.3)	15(19)	97(100)
		Dep. Heads	3(11.1)	5(18.5)	0	10(37.0)	9(33.3)	27(100)
7	Identify students whose test results indicate a need for special instructional help	Teachers	8(10.1)	11(13.9)	0	40(50.6)	20(25.3)	97(100)
		Dep. Heads	5(18.5)	6(22.2)	0	7(25.9)	9(33.3)	27(100)
8	Provide facilities administrating tests	Teachers	20(25.3)	45(57)	0	9(11.4)	5(6.3)	97(100)
		Dep. Heads	7(25.9)	9(33.3)	0	5(18.5)	6(22.2)	27(100)

Regarding item 1 in table,7 the majority of teacher respondents 54(68.3%)disagreed and 20(74.1) of department heads disagreed that instructional leaders could not collect and analysis students result regularly. However, 25(31.7%) and 7(25.9%) teachers and department heads respectively agreed on the issue stated. It implies that, instructional leaders could not analyze students result.

Concerning item 2 in the same table the majority of teacher respondents 53(67.1%) and 22(81.5%)of department heads agreed that, instructional leaders hold meetings with teachers and parents to discuss on students achievements. However on the other hand, some significant number of teacher respondents 26(33%)and 5(18.5%) teachers and department heads respectively disagree. It implies that, instructional leaders held meetings with teachers and parents to discuss on student achievements.

Regarding item 3 in the same table, the majority of teacher respondents 54(68.3%) and 20(74%) of department heads disagreed that instructional leaders do not use student scores to evaluate students' progress. Whereas, 25(31.7%) of teacher respondents and 7(25.9%) department heads agreed that, instructional leaders use student scores to evaluate students' progress. It implies that instructional leaders of the school under study do not use student scores to evaluate students progress.

Concerning item 4 in the same table, the majority of teacher respondents 69(87.4%) (and 20(74%)of department heads disagreed with the issue that instructional leaders did not ensures teachers give feedback to students in relation to their scores. However, yet significant number of teacher respondents 10(12.9%)and 7(25.9%) of department heads agreed that instructional leaders ensures that teacher give feedback to students in relation to their scores. We can conclude that instructional leader did not ensures teacher give feedback in relation to students' scores.

With regard to item 5 in the same table, the majority of teacher respondents 57(72.2%)and16(59.2%) of department heads disagreed with the issue that instructional leaders could not met individually with teachers to discuss students' performance. On the other hand, 22(27.9%) and 11(40.7%) of teachers and department heads respectively agreed with the issues that instruction leaders meet individually with teachers to discuss students' performance.

However, the majority of teachers and department heads respondents with all interviewees indicate that there is no an individual meet with teachers to discuss students' performance.

With regard to item 6 in the same table, 50(63%)of teacher respondents, and 19(70.3%)of department heads disagreed that instructional leaders did not check students tests and return back to the students finally. However, 29(36.7%)8(29.6 %)of teachers and department heads respectively agreed that instruction leaders check students test and return back to the student finally. This implies that instructional leaders did not use student tests to give feed back to teachers finally.

Concerning item 7in table 7,respondents were asked instructional leaders select students whose test result indicate a need for instructional help or not? Thus, 70(75.9)of teachers and 16(59.2%)of department heads disagreed. Whereas,19(24%) of teachers and 11(40.7%)of department heads agree on the issue stated. It implies that instructional leaders could not identify and help students, whose result indicate a need for instructional help.

Regarding item 8 in table7, the majority of teacher respondents 65(82.3%) and 16(59.2 %) of department head agreed with the issue that instruction leaders provide facilities administrating tests. On the other hand 14(17.9%) and 11(40.7%)of teachers and department heads, respectively % (18.5% and 22.2%) disagreed. With the issue that instructional leaders provide facilities administrating tests. It implies that instructional leaders provide the necessary materials to administer tests.

Teachers and department heads in open ended questions responded that, instructional leaders did not give attentions to identify students who excel academically and awards, prizes or certificates to motivate them. Instructional leaders did not uses assemble to motivate students. In this study instructional leaders due emphasis to monitor students' progress and identifies their problem is very low in most schools under the study.

In general in monitoring students' progress findings indicated that, principals could not identifying outstanding students to give incentives, the study also found that they are less focused on the role to meet with individual students who encountered problems. This implies that instructional leaders are not able to help students to increase their performance and increasing students' progress were very low.

Table 7: Fostering teaching learning climate

No	Items	Respondent	SA	A	UN	DA	S.A	Total
			No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
1	Principal maintain close contact with stake holders in instructional process	Teachers	15((19)	19(24)		29(36.7)	16(20.3)	79(100)
		Dep. Heads	3(11.1)	4(14.8)		12(44.4)	8(29.6)	27(100)
2	Establish collaborative work with teachers, and parents in relation to instruction	Teachers	10(12.0)	34(43.0)		20(25.3)	15(19.0)	79(100)
		Dep. Heads	6(22.2)	14(51.9)		3(11.1)	4(14.8)	27(100)
3	Develop school level policies to interact parents with students achievement.	Teachers	11(13.9)	10((12.7)		34(43.0)	24(30.4)	79(100)
		Dep. Heads	2(7.4)	3(11.1)		18(66.7)	4(14.8)	27(100)
4	There is a culture of trust between instructional leaders with teachers	Teachers	10(12.7)	15(19)		41(51.9)	13(16.5)	79(100)
		Dep. Heads	5(18.5)	4(14.8)		14(51.9)	4(14.8)	27(100)
5	Teachers feel free to ask and get assistance from their leaders	Teachers	10(12.7)	19(24.1)		37(46.8)	13(16.5)	79(100)
		Dep. Heads	7(25.9)	6(22.2)		8(29.6)	6(22.2)	27(100)
6	Parents, teachers and students have mutual understand their instructional process.	Teachers	11(13.9)	15(19)		41(51.9)	12(15.2)	79(100)
		Dep. Heads	5(18.5)	5(18.5)		9(33.3)	8(29.6)	27(100)

Regarding the extent to which instructional leaders maintain. Close contact with stake holders in instructional process majority of the teacher respondents 45(57%) disagreed that principals did not maintain close contact with stake holders in instruction process. With regard to department heads, similarly 18(74.2%) disagreed that on the issue stated. However, 34(43%) and 7(25.9%) teacher and department heads respectively agreed on the issue stated. It implies that instruction leaders did not maintain close contact with stockholders in instruction process.

Concerning creating collaborative work with teachers and parents in relation to instruction 44(55%)of teachers and 20(74.1%) of department heads agreed that instruction leaders work collaboratively with students families. This finding support that the notion of Thandi (1979),that conducive school climate is able to enhance learning and performance as well as serve as a value-laden in school. It implies that instructional leaders create collaborative work with student's families in relation to instruction.

In table 8 item 3 shows that majority of teacher respondents 58(53.4%) and 22(81.5%) of department head respondents disagreed that instruction leaders could not development school policies to interact with parents on students achievement. It implies that instruction leaders did not develop school policies to interact with parents and teachers to support students.

Regarding creating cultural trust between instructional leaders with teachers, 54(68.4%) and 18(66.7%) of teachers and department heads respectively disagreed that instructional leaders could not create culture of trust between teachers and instructional leaders. However, 25(31.7%) of teachers and 9(33.3%) of department heads agreed on the issue stated. This indicates that instructional leaders did not create cultural trust between teaches.

Concerning item 5 in table 8 respondents were asked whether teachers feel free to ask and get assistance from their leaders or not 50(63.3%) of teachers respondents and 14(51.8%) of department heads disagreed that teachers are not feel free to ask and get assistant from instruction leaders. Whereas 29(36.8%) and 13(47.2%) of teachers and department heads agreed that teachers feel free to ask and get assistance form instruction leaders. It indicates that teachers are not free to get assistance from their instructional leaders.

Regarding the extent to which parents teachers and students have mutual understanding to their instructional process 53(67.1%) of teachers and 17(62.9%) of department heads, disagreed that

parents, teachers and students did not have mutual understanding about instruction process. However, 26(32%) and 10(37%) of teachers and department heads respectively agreed on the issue stated. It implies that there, were no mutual understandings in the instructional process.

The respondents in open ended questions noted that, instructional leaders role in fostering teaching and learning climate shows that were low because leaders emphasis on collaborations and the morale of the team work was unsatisfactory instructional leaders willing to accept ideas or suggestions from teachers and students were very low. So we can conclude that instructional leader's competencies in creating conducive school climate schools under the study was very low.

In general , the information obtained from teacher, and department heads in enhancing teaching and learning climate principals were not work to emphasize collaboration and team work. This implies that instructional leaders were not able to create collaborative work in school.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter deals with the summary of the major findings, the conclusion data from the findings and recommendations.

5.1 Summary of Major Findings

The main purpose of the study was to assess the practice of instructional leaders and challenges that hinder instructional leader in accomplishing their tasks. In order to attain the objectives of the study, the following basic research questions were stated and answered. The basic research questions were:-

1. To what extent school principals play their role as instructional leader in explaining school mission, vision and goals?
2. To what extent do school principals as instructional leaders promote professional skill development?
3. To what extent do instructional leaders manage school curriculum and instructional?
4. To what extent do school principals as instructional leader supervise instructional?
5. To what extent do school principals as instructional leader monitor and evaluate student progress?
6. To what extent do school principals foster teaching learning school climate as instructional leaders?
7. What challenges do instructional leaders are facing?

The main method employed was descriptive survey with both qualitative and quantitative questions. The related literature was reviewed and documented. The subjects of the study were 124 respondents in which 7 principals, and 7 vice principals, and 28 department heads were selected using purposive sampling technique and 82(35%) of teachers were ducted from seven secondary and preparatory schools using simple random sampling technique. This study employed a combination of tools as data gathering instruments questionnaires with teachers and department heads and semi-structured interviews with principals and vice -principals were conducted. The return rate of the questionnaires was 96.34% from teachers 96.42% from department heads respectively.

In this study, analysis tools that the researcher through relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistics such as frequency and percentage. Therefore based on the analysis made, the following are major findings of the study in relation to research questions.

- 1 The findings of the study revealed that ,instructional leaders were explaining schools mission, vision goals & objectives
- 2 The findings of the study showed that, instructional leaders were not:
 - Prioritizing school's academic goals through students' assemblies, notice board & news letters
 - Conducting school programs to achieve academic goals
 - Explaining school curriculum programs at the beginning of academic year & the end of first semester
- 3 The study revealed that ,instructional leaders were encouraging department heads in carrying out their duty to improve the quality & performance of teachers' instruction
4. The findings of the study indicated that, instructional leaders were not: -
 - role models in implanting professional development
 - Actively participating in professional development
 - Encouraging teachers to participate in CPD
 - Organize workshops and internal training to meet the training need of teachers.
 - Provide adequate time for professional skill development
 - Encourage teachers to evaluate their own performance
 - Encourage teachers to work collaboratively
5. The study revealed that, instructional leaders were not:
 - ensuring teachers' uses optimal teaching time on instruction
 - Checking and evaluating the school annual plan regularly
 - Urging teachers to comment and improve the curriculum
 - Updating teachers with the latest educational developments pertinent to curriculum and instruction
 - Giving more attention and supervision for teachers facing problems in teaching.

- Willing to accept creative ideas of teaching technique and suggestions from the staff
6. The study showed that, instructional leaders were ensuring whether or not resources in the classroom were adequate for students and teachers; preparing the class schedule for benefits of students than teachers; and involving teachers in planning and implementing the annual plans.
 7. The findings of the study indicated that, instructional leaders were not regularly evaluating instructional methods; making classroom issues; motivating teachers to use different instructional methods; checking teachers lesson plans and supporting when necessary; assisting teachers to create appropriate instructional materials; and providing feedbacks to solve instructional problems
 8. The study revealed that, instructional leaders were using staff meetings to discuss curricular issues, and prepare checklists with department heads to support teachers.
 9. The findings of the study showed that, instructional leaders were holding meetings with teachers and parents to discuss on students' achievement and providing facilities to administer tests.
 10. The findings of the study revealed that, instructional leaders were not-
collecting and analyzing student's result regularly.
 - Using students' scores to evaluate students' progress
 - Ensuring that teachers' give feedback for students based on their results
 - Meeting individually with teachers to discuss students performance
 - Checking students' tests returned back to students
 - Identifying students whose test scores indicate special instructional support
 11. The findings of the study indicated that, instructional leaders were establishing collaborative worked with teacher and parents in relation to instruction.

12. The findings of the study revealed that, instructional leaders were not:

- Developing school level policies and regulations to interact with parents and students.
- Developing a culture of trust with teachers
- Developing a mutual understanding with parents, teachers and students.

13. The findings of the study showed that instructional leaders, lack awareness and support from WEO; lack professional training; lack time to support teachers; and lack communication with teachers.

5.2. Conclusions

1. Based on the findings of the study, it is possible to conclude that instructional leaders in Metekel zone were not explaining school's mission, vision and goals for students and teachers.
2. The findings of the study allow us to conclude that the instructional leader in Metekel zone were not promoting teachers 'professional skills development.
3. It is possible to conclude that, instructional leaders in Metekel zone were not managing school curriculum and instruction.
4. Based on the findings of the study, one can conclude that instructional leaders in Metekel zone were supervising instruction.
5. The findings of the study allow us to conclude that the instruction leaders in Metekel zone were not monitoring and evaluating students progress.
6. It is possible to conclude that, instructional leaders in Metekel zone were not fostering teaching and learning school climate and culture.
7. Based on the findings of the study, it is possible to say that instructional in Metekel zone faced many challenges and these impeded their performance.

5.3. Recommendations

Based on the findings of the study, the following recommendations were drawn:

1. The Benishagul Gumuz Region Education Bureaus is recommended to arrange professional training for secondary school principals to build their capacity on the instructional leadership.
2. Benishagul Gumuz Regional Education Bureau, Zone Education Desk, Woreda Education Office are advised to arrange short term training for secondary school principals.
3. Benishagul Gumuz Regional Education Bureau, Zone Education Desk, Woreda Education Office are recommended to arrange experience sharing for secondary school principals.
4. The Benishagul Gumuz Regional Education Bureau is recommended to give adequate time for secondary school principals to enable them to play an expected instruction role.
5. It is also recommended to conduct further investigation on the challenges that affect school principals not to play instructional role.

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APPENDIXES
APPENDIX-A
Jimma University

Institute of Education and Professional Development Studies
Department of Educational Planning and Management

A Questionnaire to be filled by teachers and department heads

The main purpose of the questionnaire is to gather information on the practice and challenges of instructional leadership. Therefore; you are kindly requested to fill the questionnaires. The information gathered through this questionnaire will be used by the researcher only for academic purpose. Your careful and honest response determines the success of the study. Thus, you are kindly requested to complete the questioner carefully and honestly. Your response will be kept confidential.

Thank you in advance for your kind cooperation!

Directions: please put a tick (√) in the box provided for each question and write your answer in the space provided for short answer.

Section I: Background information

1. Name of the school: ----- Woreda-----

2. Sex: - Male Female

3. Qualification: - Diploma First Degree Second Degree Others

Specify-----

4. Field of study-----

5. Work experience 1-5 years 6-10 years 11-15 years

16-20 years 21 and above years

6. School level: - 9-10 11 -12 9-12

Section II: In this section there are six liker scale tables that enable you to rate the instructional leadership of your respective schools. Read each statement carefully and encircle your ratings.

SA = strongly agree UD=undecided, DA =strongly disagree

Table I: the school mission, vision and goals

No	Items	SA	A	UD	DA	SD
		5	4	3	2	1
1	Instructional leaders explain school vision, mission and goals.					
2	Instructional leaders explain objectives and goals.					
3	Instructional leaders prioritize school academic goals through student assemblies, notice boards, newsletters and circulation.					
4	Principals (Instructional leaders) conduct school programs to achieve academic goals.					
5	Principals (Instructional leaders) explain school curriculum programs at the beginning of academic year and the end of first semester.					
6	Principals implement the vision through strategic planning.					

8. What are the challenges that affect in setting school mission, vision and goals in your school--

Table II: Promoting professional skill development

no	Items	SA	A	UD	DA	SD
		5	4	3	2	1
1	Instructional leaders are role models in implementing professional development.					
2	Instructional leaders are actively participating in teachers professional development.					
3	Instructional leaders are encouraging teachers to participate in CPD.					
4	Instructional leaders organize workshops and internal training to meet the training need of teachers.					
5	Provides adequate time for professional skill development.					
6	Encourage teachers to evaluate their own performance.					
7	Encourage teachers to work collaboratively					
8	Principals are motivating heads of departments in carrying out their duty to improve the quality and performance of teachers' instruction.					

9. What do you think are the challenges of instructional leaders in supporting teachers develop? Professionally? What do you suggest that the instructional leaders should do in this regards?

Table III: Managing curriculum and instruction

no	Items	SA	A	UD	DA	SD
		5	4	3	2	1
1	Instructional leaders ensure that teachers uses optimal teaching time on instruction.					
2	Check and evaluate the school annual plan regularly.					
3	Principals urge teachers to comment and improve the curriculum					
4	Instructional leaders update teachers with the latest educational developments pertinent to curriculum and instruction					
5	Instructional leaders ensures that instructional resources in the class room are adequate for students and teachers					
6	Instructional leaders give more attention and supervision to teachers are facing problems in teaching					
7	Prepare the class schedule to benefit of student than teachers					
8	Instructional leaders involve teachers in planning and implementing the annual plans					
9	Instructional leaders are willing to accept active ideals of teaching techniques and suppositions from the staff					

10. What challenges affected instructional leaders to implement the school curriculum?

TABLE IV:supervising instruction

No	Items	SA	A	UD	DA	SD
		5	4	3	2	1
1	Regularly evaluates the instructional methods used and provide support to improve instruction.					
2	Make class room visits for the purpose of improving instructional process.					
3	Uses staff meetings to discuss curricular issues.					
4	Motivate teachers to use different types of instructional methods.					
5	Make post conference after class room visit with teachers.					
6	Prepare check lists with department heads to evaluate teachers.					
7	Checks teachers lesson plans and support when it is necessary.					
8	Assist teacher to create appropriate instructional materials.					
9	Principals are providing feedbacks to solve instructional problems.					

10. What are the challenges that hinder to evaluate teachers and give feedback?

TABLE V:Monitoring student progress

No	Item	SA	A	UD	DA	SD
		5	4	3	2	1
1	Collect and analysis students result regularly.					
2	Hold meetings with teachers and parents to discuss on students achievements.					
3	Use student scores to students’ progress.					
4	Ensure that teachers give feedback to student in relation to their scores.					
5	Meet individually with teachers to discuss students’ performance.					
6	Check students tests return back to the student finely					
7	Identify students whose test results indicate a need for special instructional help.					
8	Provide facilities administrating test.					

9. What problem affects to monitor students’ progress?

TABLE VI: creating conducive school climate

No	Item	5	4	3	2	1
1	Maintain close contact principals with stake holders in instructional process					
2	Establish collaborative work with teachers, and parents in relation to instruction					
3	Develop school level policies to inter act parents with school					
4	There is a culture of trust between instructional leaders with teachers					
5	Teachers feel free to ask and get assistance from their leaders					
6	Parents, teachers and students have mutual understand to their school					

7. What are the challenges that the instructional leaders in your school face in creating of Conducive environment?

APPENDIX-B

JIMMAUNIVERSITY

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview question for school principals and vice principles

The main purpose of this interview is to gather information on the practice and challenges of instructional leadership there you kindly request to give necessary information on the instructional leadership practice the success of this study directly depend up on your honest will be collected from the responses to this interview that will be collected only for the purpose of the study.

Your response will be kept confidential and used for academic purpose.

Thank you in advance for your cooperation.

1. What was your major field study and educational qualification?
2. How many years' experience study has working as principals and assistant principals?
3. How do you plan your school mission, vision and goal?
4. How do you handle class instructional supervision?
5. How do you promote shared decision making?
6. Are you always in the school at school time where the teacher needs assistance from you?
7. What professional development activities promoted in your school?
8. How do explain student progress to their parents?
9. What challenges do you face in promotion your school activities?
10. How do you manage school curriculum and instruction?
11. What method do you use to make school climate conductive?