

**THE IMPACT OF INSTRUCTIONAL LEADERSHIP ON STUDENTS'  
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF  
GERA WOREDA OF JIMMA ZONE**

**JIMMA UNIVERSITY  
OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP**

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**JANUARY, 2021**

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## DECLARATION

I, the undersigned, declare that this thesis is my original work, and has not been presented to any other university and that all sources of materials used for the thesis have been fully acknowledged.

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## Table of Contents

Declaration.....	i
Acknowledgements.....	ii
List of tables .....	vi
Abbreviations and acronyms .....	vii
Abstract .....	viii
CHAPTER ONE: Introduction.....	1
1.1. Background of the Study.....	1
1.2.Statement of the Problem.....	4
1.3. Objectives of the study.....	8
1.3. 1.General Objective of the Study: .....	8
1.3.2. Specific Objectives:.....	8
1.4. Significance of the study.....	8
1.5.Delimitation of the study.....	9
1.6 Limitation of the study.....	9
1.7.Operational Definitions of terms .....	9
1.8. Organization of the study.....	10
CHAPTER TWO : Review Of The Related Literature.....	11
2.1. Concept of Leadership and Instructional Leadership .....	11
2.1.1. Leadership .....	11
2.1.2. Instructional Leadership.....	12
2.2. Contribution of Leadership for Student Learning .....	13
2.3. Instructional Leadership and students Academic Achievement.....	13
2.4. The Impact of Effective Leaders on students Academic Achievement .....	15
2.5. The Role of School leaders .....	18
2.5.1.Establishing a vision for learning .....	18
2.5.2. Institutional Management.....	18
2.5.3.Principals as instructional leaders.....	19
2.5.4. Supporting teachers and students.....	20
2.5.5. The Academic Press.....	20

2.5.6. Conducive Schools .....	21
2.5.7. Trust-Based Culture.....	21
2.5.8. Student Achievement .....	22
2.6.The Principal’s Role in Student Achievement.....	22
2.7.The Teacher’s Role in Student Achievement .....	22
2.8 .Monitoring and Evaluation in Instructional Leadership.....	23
2.9. Barriers to Instructional Leadership Effectiveness .....	24
2.9.1. Lack of Skill and Training .....	24
2.9.2. Lack of Cooperation .....	25
2.9.3. Lack of Time .....	25
2.9.4. Lack of vision, will and courage .....	25
2.10. Instructional Leadership Professional Knowledge.....	26
2.11. School leadership in Ethiopian School.....	27
2.12. District or Zonal Educational Office Characteristics .....	28
CHAPTER THREE : Research Design and Methodology .....	29
3.1. Research Design .....	29
3.3. Sources of data .....	29
3.3.1. Primary Sources of Data .....	29
3.3.2. Secondary Data Sources.....	29
3.4. Target Population, Sample size and sampling techniques.....	29
3.5. Instruments (tools) of data collection .....	30
3.5.1. Questionnaire.....	31
3.5.2. Interview Guide .....	31
3.5.3. Document review .....	32
3.6. Reliability test .....	32
3.7. Procedures of Data Collection .....	33
3.8. Methods of Data Analysis .....	33
3.9. Ethical Consideration .....	34
CHAPTER FOUR: Data Analysis, Interpretation and Presentation.....	35
4.1 Introduction.....	35
4.2: Background information of the respondents.....	35

4.3. The status of the instructional leadership impact on students’ academic achievement .....	37
4.4. Efforts made by principals to improve student’s academic achievement .....	44
4.5. What types of strategies does the instructional leaders employing during monitoring, and evaluating instructional activities .....	52
CHAPTER FIVE : Summary, Conclusion and Recommendation .....	57
5.1. Summary .....	57
5.1.1.To what extent does the instructional leadership affect students’ academic achievement in secondary schools of Gera Woreda?.....	58
5.1.2. Efforts have been made by instructional leaders to improve students’ academic achievement .....	59
5.1. 3.What types of strategies does the instructional leaders employing during monitoring, and evaluating instructional activities in secondary schools .....	60
5.2. Conclusions.....	61
5.3. Recommendation.....	62
References .....	63
Appendices .....	66

## LIST OF TABLES

Table 3.1: Sample Size and Sampling Techniques .....	30
Table 3.2: Reliability Statistics .....	32
Table 3.3: Likert Scale, Coding, & Interpretation Scale .....	34
Table 4.1: Demographic characteristics of the respondents .....	36
Table 4.2: Respondents views on the impact of instructional leadership on students' academic achievement .....	38
Table 4.3: Independent Sample t-tests for the mean ratings of respondents regarding impact of instructional leadership on students' academic achievement in secondary schools .....	42
Table 4.4: Respondents views on efforts made by principals to improve student's academic achievement .....	45
Table 4.5: Independent Sample t-tests for the mean ratings of respondents regarding the efforts made by principals to improve students' academic achievement .....	49
Table 4.6: The respondents view on instructional leaders practice on monitoring and evaluation of instructional activities .....	52
Table 4.7: Independent Sample t-tests for the mean ratings of respondents' regarding instructional leaders practice on monitoring and evaluation of instructional activities .....	54



## **ABBREVIATIONS AND ACRONYMS**

**CPD:** Continuous Professional Development

**GSSLCE:** General Secondary School Leaving Certificate Examination

**OEB:**Oromia Education Bureau

**MoE:** Ministry of Education

**PTSA:** Parent Teachers Students' Association

**NASSP:** National Association of Secondary School Principals

**SIP:** School improvement program

## **ABSTRACT**

*The main objective of the study was to identify the Impact of Instructional leadership on Students' Academic Achievement in Jimma Zone Gera Woreda selected Secondary Schools. To attain this objective, the study was employed mixed (quantitative and qualitative) research approach. The study was conducted in 4 secondary schools of the selected Woreda. The respondents were 14 school leaders, and 30 sample teachers from total of 104 were selected using simple random sampling technique. 4 students' council leaders and 4 parent teacher student association chairmen were selected purposefully. Data collection instruments like Questionnaire, interview and document review were employed for the study. Frequencies, percentage, mean and T-test was used for data analysis and interpretation. The qualitative data were obtained through interview, and documents review was narrated in word. The analysis made on the bases of three factors: encouragement and development of instructional programs, resource allocation and development of learning climate, observation and evaluation. The findings showed that insufficient instructional leadership involvement was revealed and practiced occasionally (sometimes) by the school leaders. To conclude it was very difficult to meet the schools' mission, vision and goals because the school leaders didn't work collaboratively. Thus, the schools leaders' contribution lacked instructional capacity. There were factors that inhabited the performance of leaders; these were lack of training, these difficulties played negative impact on the school leaders' to improve students' academic achievement. On the basis of the above findings of the study, the researcher was recommended the following points: the Zone ,Woreda education office, and school leaders should give short term ,medium ,and long term training and create supportive supervision to realize the schools' mission, and vision. The school leaders should give due attention to solve financial problems and instructional material working collaboratively with NGOs and environmental communities.*

**Key words:** INSTRUCTIONAL LEADERSHIP, ACADEMIC ACHIEVEMENT, SECONDARY SCHOOL

# CHAPTER ONE

## INTRODUCTION

This section of the study deals with the background of the study, statement of the problem, research questions, objectives of the study (both general and specific), significance of the study, delimitations of the study, limitation, organization of the study, and definitions of key terms were presented.

### 1.1. Background of the Study

School leadership can be understood as a process of influence based on clear values and beliefs leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the standard of a better future for the school, its learners and stakeholders (Bush, 2007). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such responsibility is delegated to school leaders. The success of a school depends largely on the ability of the leaders and the quality of leadership makes a significant difference in school and student outcomes.

In many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers, if they are to provide the best possible education for their learners. Accordingly, Oakland, (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Siyoum (2014) also identified elements of effective leaders as: empowerment, change agents, creating an orderly conducive environment, being visionary and human resource development. Even though there are no single and a specific standard or element for measuring effectiveness but can be measured by goal achievement or by the successful accomplishment of certain intended plans or programs in an appropriate manner.

Principal as an instructional leader for the school facing a lot of challenges and obstacles achieve their vision and mission. According to Sharma, Sun and Kannan (2012), the principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution.

Instructional leaders define and communicate shared goals, monitor and provide feedback on the teaching and learning process, and promote school wide professional development (Alig-Mielcarek, J. 2003). In defining and communicating shared goals, instructional leaders ensure that all faculty and staff are aware of the goals of the institution and actively work toward attaining them. Goals are critical as they determine the focus and direction taken by the institution. If the institution has student achievement as a goal and teachers focus on student achievement, then instructional practices will be geared toward the achievement of students and the probability that learning occurs will increase (ibid).

In promoting school wide professional development, instructional leaders are never stationary; rather they move around the school, interact with students and teachers, and visit classrooms. They are, therefore, uniquely aware of the strengths and short comings of each staff member. Their observations and discussions with teachers help to determine the nature of professional development needed in the institution. Professional development is vital to improvement in quality of teaching and, therefore, indirectly leads to increased student achievement (Glanz, 2006).

In Ethiopia, efforts have been made to improve the nation's school system and raise of student achievement, MoE (2010). Measures were taken to revise curriculum, up grade school principals' and teachers' knowledge and skill, to improve active learning methods, continuous assessment, school improvement and other educational packages including leadership program. Despite all of these activities and attention, it seems that significant changes in students' achievement and school practices have not been made. As the national learning assessment report prepared by the MoE (2010) indicated, one factor that had considerable influence over teachers' effectiveness and teachers' role is influenced by the kind of leadership practices in schools. As a result, it is necessary to examine the contribution of instructional leadership and students' academic progress.

To ensure these expectations in schools, effective principals are the most responsible leaders of instructional program. They must, therefore be able leaders. Elicker(1968) states “ a principal must know how to utilize in the school community those personal assets and professional qualification he has to make the school an effective organization.”

The description of instructional leadership 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: resource provider, instructional resource, communicator, visible presence. As an instructional resource provider the principal ensures that teachers have material, facilities, and budget necessary to adequately perform their duties. As an instructional resource supports day to day instructional activities and programs by modeling desired behaviors, participating in service training and consistently concerns. As a communicator the principal has clear goals to faculty and staff. As a visible presence the principal engages in frequent class room observation and is highly accessible to faculty and staff.

Others have proposed slightly different lists of the characteristics on instructional leadership. For example in their reflection Growth (R.G ) Model, Blasé and Blasé (1999) instructional leadership in identifying the following characteristics of instructional leadership: encouraging and facilitating the study of teaching and learning, facilitating collaborating efforts among teachers, established launching relationships among teachers, using instructional research to make decision . When dealing with teachers, identify the following direct assistance to teachers in day to day activities: development of collaborative groups among staff, design and procurement of effective staff development activities, curriculum development and use of action research.

In the current context, the role educational leader is primarily characterized as coping with changes and complexities. Accordingly, the educational leaders need professional skills and are expected to be competent in various dimensions. For example they need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relation and communication experts, budget analysis, facility managers, special program administrators, as well as guardians of various legal, contractual and policy mandates and initiatives (Davis, 2005).

In addition they are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers and officials at various levels (Peterson, 2002).

Johnson and Snyder (1986) recommended that school leaders particularly principals are key factors in the school's attempt to alter achievement norms and strong instructional leadership is one of the most important determinants of all school activities associated with school effectiveness. Contemporary scholars such as Duke, (2006) have observed that the lack of effective leadership in schools lowers students' achievement because the absence of quality leadership often results in ill-adapted school organization and programs. It also leads to unstable and difficult staffing, students' negative attitudes to academic work and discipline, an unhealthy school system and climate, and non-cooperation of parents and community.

However, educational leaders, particularly at school level, face variety of challenges to accomplish their tasks due to the very nature of position they hold. Even though many efforts have been made to overcome the challenges that educational leadership faced in Ethiopia, still a lot remains to be done especially in the area of professionalizing principals (MOE, 1999). Having the knowledge of the problems face educational leaders our country, Ethiopia have been involved in the business of educational reforms placing particular emphasis up on improving the leadership capacity and capacity of school principals.

In Ethiopia, efforts have been made to improve the nation's school system and raise of student achievement, MoE (2010). Measures were taken to revise curriculum, up grade school principals' and teachers' knowledge and skill, to improve active learning methods, continuous assessment, school improvement and other educational packages including leadership program. Despite all of these activities and attention, it seems that significant changes in students' achievement and school practices have not been made

The problem of instructional leadership may be generally attributed to the leaders' limited skills and abilities in managing the instructional program; Of course, there may be some contextual factors which influence leadership functions. The main purpose of this study is, to explore the impact of instructional leadership on Students' academic achievement in the selected secondary schools of Gera Woreda.

## **1.2.Statement of the Problem**

Students' academic achievement can be influenced by many different factors. Some of which might be due to individual student characteristics such as family background, intellectual ability,

and motivation for learning (Coleman, 1998). He also stated that, there are factors related to the school environment account for a smaller percentage of the influence on students' achievements. The highest influence on students' achievements is attributed to leadership.

“Leadership has significant influences on students' learning' second only to the influences of quality curriculum and teachers instruction” (Leithwood&Riehl, 2003).

Hallinger and Heck as cited in Berhanu, (1998), suggested that school principals are the pillars of the development of educational system at the second stage of educational cycle. Therefore, the duty of the school principal is becoming more complicated and complex than in previous decades. The complexity has been generated by the ever increasing number of students, teachers, and related resources. It requires effective and visionary quality education. Here, effectiveness of school leadership has direct connection with increased learners' performance, improved quality of teaching learning processes and sustained healthy school environment (MoE, 2012).

The principal's day is filled with activities of management scheduling, reporting, and handling relations with parents and community, dealing with multiple crisis and special situations that are inevitable in schools (Fink &Resnick, 2001). Most principals spend relatively little time in classrooms and even less analyzing instruction with teachers. But they rarely provide intellectual leadership for growth in teaching skills. Principals as instructional leadership are still in the state of transition from administrative emphasis to more instructional, democratic and participatory leadership (Marks &Printy, 2003).

The pressure of globalization and social expectation is inducing principals take the lead in the instructional activities such as setting goals, leading academic programs, examining and evaluating teachers' performance. Sergiovani- (2001) also noted that one of the primary challenges confronted by school leader was the ever expanding number of duties that require a great investment of time and effort. MOE (2008) also explained that the appointments of secondary school leaders in Ethiopia is very much based on experience and only half of them have got professional development with educational management which shows that the sector is lacking qualified leaders.

Mulugeta (2005) in his study also pointed out that the current situation in Ethiopia indicates that, schools in addition to shortage of teachers, lack quality leadership and management.

Ethiopian schools are being run by subject specialists selected from among the teachers rather than by professionally trained and qualified education managers. Most educational managers, supervisors and school principals who are assigned at the position do not have any training in the area of educational management and leadership.

There have been studies conducted in similar areas of educational leadership in different regions and Zones of Ethiopia. Adugna (2014), in his research indicated that less effectiveness, lack of skills and sense of instructional leadership was the major problems. Teshale (2007), in his study revealed that most school leaders were not doing well on the school vision and goal for the students' academic achievement. Similarly, according to the experiences of the researcher of this study, most of the schools' principals in secondary schools of Gera Woreda are not qualified in the area of leadership and management.( 80% are first degree holders, but 20% of them are Msc/MA,sources from Gera Woreda Education Office ). As the national learning assessment report prepared by the MoE (2010) indicated, one factor that had considerable influence over teachers' effectiveness and teachers' role is influenced by the kind of leadership practices in schools. As a result, it is necessary to examine the impact of instructional leadership and students' academic progress.

It is unquestionable that unless the principals able, skillful, and wise enough to create conducive situation in the school environment, it is impossible to achieve the instructional objectives. A demand for greater accountability, especially appeals for the use of more outcome based evaluation requires the principal to be instruction oriented. The focus on result (on student achievement and students learning at high levels), can only happen if teaching and learning become the central focus of the principal (Blankstein, Zolo; Bulach, Lunenburg & Potter 2008). However, many scholars indicated that instructional leadership capacity of school principals has been weakened in most countries of the world (Lock Head &Verspoon, 1991). In addition Weller (1999) contends that evaluating becomes difficult when principal do not feel confident about their own knowledge of instruction.

Current trends appear to indicate that there is a quality challenge still left unsolved in secondary education of the Woreda ,not only in the form of weakening of student achievement but also in the form of decline in the quality of teacher and school instructional leadership professional performance. The major cause of failures for educational organizations are ineffective



leadership, particularly the kind and quality of educational leadership provide at school level is crucial as schools are the place where educational programs are implemented. McEwan (2003) has concluded the lack of skills and training teachers' cooperation, vision and good will and shortage of time are common impediments to educational leadership effectiveness. These cases commonly exist in Gera Woreda at school levels. Strengthening the above idea, Gorton (1983) state that if the principals do not possess the appropriate personal qualities needed the absence of these characteristics can be constraints in carrying out leadership responsibilities properly. Weakness in the latter critical input in the school instructional leadership is usually manifested in poor leadership process in the school system which in turn were negatively affect the effectiveness of students' academic achievement. As students' roster of EGSSLCE (2016 - 2018),in Gera Woreda Secondary school shows that in 2016 from the total , Joined 11<sup>th</sup> grade (59.8%), ,in 2017 from the total ,Joined 11<sup>th</sup> (22.02%) and ,in 2018 from the total Joined to 11<sup>th</sup> (46.4%) .Averagely the three years promotion rate to preparatory was (42.7%) . it seems that significant changes in students' achievement and school practices have not been made.

Thus, the above indicators have a negative impact on principals themselves, the school and other communities. The researcher believes that this study has more benefits to identify the gaps of instructional leadership such as, lack of knowledge, responsibility and skill gap of the instructional leadership in selected secondary schools of Gera Woreda .

### **The study attempts to answer the following research question**

1. To what extent does the instructional leadership affect students' academic achievement in secondary schools of Gera Woreda?
2. What efforts have been made by instructional leaders to improve students' academic achievement in the secondary schools of Gera Woreda?
3. What types of strategies does the instructional leaders employing during monitoring, and evaluating instructional activities in secondary schools of Gera Woreda?

### **1.3. Objectives of the study**

#### **1.3.1. General Objective of the Study:**

The general objective of this study was to explore the impact of instructional leadership on students' academic achievement in the secondary schools of Gera Woreda.

#### **1.3.2. Specific Objectives:**

- To examine the extent to which the instructional leadership impact on students' academic achievement in secondary schools of Gera Woreda.
- Analyze the efforts made by instructional leaders to improve students' academic achievement in the selected secondary schools of Gera Woreda.
- To explore what types of strategies to which principals are performing the functions of instructional leaders carry out during monitoring, and evaluating instructional leadership activities in secondary schools of Gera Woreda.

### **1.4. Significance of the study**

The finding of the study may have a pivotal role for different people. First, the crucial role of this finding may be relation to facilitating teaching-learning process. In addition to the teaching learning process, the findings are very important for narrowing skill gap of instructional leaders, supervisors etc. The results of the current study also provides learners with quality education, opportunities, and minimizing education wastage in terms of students drop out and repeating rate in the secondary schools.

Moreover, the finding may give insight for educational policy makers, syllabus designers, and for planner on how to improve academic achievement of the students in GSSSLCE. The study may initiate students, teachers and school leaders of low passing rate scorer schools to assess their school problems as well as school leaders' problem and take remedial actions on their work. This study will also contribute to the improvement of quality education by initiating school leader's contribution to student's academic achievement. Finally, the current study may help other researchers those who need to conduct the study using different data collection instruments, design and so on

### **1.5. Delimitation of the study**

The study was conducted in Oromia regional state in Jimma Zone in Gera Woreda Governmental selected secondary schools. The scope of the study was limited to explore the impact of instructional leadership on students' academic achievement. The participants of the study were school leaders, selected teachers, parent teacher association and grade 9\_10 students at Gera selected secondary Schools. The current study also was delimited to survey research design. In order to make the study more manageable, the study was delimited to selected secondary schools.

### **1.6 Limitation of the study**

According to the literature review indicated that limitation means the potential weakness of the research. The major limitations encountered the researcher were: time constraints to distribute questionnaire and collect data, some respondents were not returned the questionnaire on time. The other limitation was that some school leaders were not found in school and it was a problem to get PTSA chairmen easily for an interview. Especially, some of the teachers were not come to school continuously. In order to solve the problem, the researcher visits their homes and attempted to complete the study as much as possible. Also, interview took more time and effort because, it was held in each school. However, the researcher committed personally with principals of each school to collect the real data in order to draw conclusion.

### **1.7. Operational Definitions of terms**

The following terms defined in the context of the study for more accurate understanding

**Instructional:** is serving to instruct or enlighten or inform something in the school

**Instructional Leadership:** in this context is delegated group of people in the school, principals, vice- principals, department heads and supervisor that are directly related to the teaching process

**Impact:** in this context, is negatively affecting the effectiveness of instruction.

**Academic Achievement:** is a measure of actual student's performance in exam results.

**Secondary School:-** Refers to school teaching grades (9th -10th) according to Ministry of Education (MoE, 2002) .

### **1.8. Organization of the study**

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

## CHAPTER TWO

### Review of the Related Literature

This section presents some important points, which are related to impact of instructional leadership practices in enhancing quality education.; overview of leadership, Instructional leadership, role of instructional leadership, practice of instructional leadership on students learning, successful instructional leadership, capabilities of instructional leadership, barriers of instructional leadership for effectiveness, strategies and polices on instructional leadership practices were also presented here.

#### 2.1. Concept of Leadership and Instructional Leadership

Leader-ship is considered to be the most essential to the successful functioning of many aspects of school. Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students.

##### 2.1.1. Leadership

Leadership can be understood as a process of influence based on clear values and beliefs and leading to ‘‘a vision’’ for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). Sergiovanni (cited in Bush, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others.

Leadership influences the interpretation of events for followers, the choice of objectives for the group or organization, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the recruitment of support and cooperation from people outside the group or organization. Questions about leadership have long been a subject of theory, but scientific research on leadership did not begin until the twentieth century (Yukl, 2008). Leadership history did not substantiated by scientific research until the twentieth century. Therefore, leadership has existed for as long as people have interacted, and present in all cultures no matter what their economic or social makeup.

### **2.1.2. Instructional Leadership**

Instructional leadership refers to all functions that contribute to strengthening teaching and student learning like managerial behavior, professional development, data-driven decision making and accountability (Murphy, 2007). Van Deventer and Kruger (2003) opine that instructional leadership is composed of five major components namely: defining the school mission, managing the curriculum and instruction, organizing teaching, monitoring learners' progress and promotion of instructional climate. Okumbe (1987) postulates that instructional leadership entails helping teachers develop syllabi, curriculum guides, purposeful units of instructions and lesson plans in order to improve schools academic performance.

The definition of instructional leadership has been expanded to wards deeper involvement in the case business of schooling which is teaching and learning. Attention has shifted from teaching to learning, some have proposed the term “learning leader “over” instructional leader” (Richard DuFour, 2002) One of the main reasons is the extensive number of definitions for this term (Trottier et al., 2008). Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill and Coons (cited in Yukl, 2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision.

Hallinger& Murphy (1985) defined instructional leadership as the attitude of a principal that involves eleven functions of the instructional leadership, that are, (i) outlining school goals (ii) defining the school goals (iii) evaluating and monitoring teaching (iv) Coordinating curriculum (v) monitoring student's progress (vi) protecting instructional time (vii) supporting teaching activities (viii) providing incentives for teachers (ix) promoting professional development (x) Enforcement of academic foundation and (xi) Providing incentives for students. Sheppard (1996) put forward that the instructional leadership was a disparate entity from the routine matters of the administration in schools but it was also closely related to the treatment in the supervisory duties of the teacher in the classroom and the observation of the students' progress

Generally, leadership is a process of influencing others depending on their vision, inspiring, motivating to have cooperative and support from the community. But, instructional leadership has been expanded to wards deeper involvement in the case business of schooling which is teaching and learning.

## **2.2. Contribution of Leadership for Student Learning**

In the world of the school, several activities take place at the same time. Some of these activities are focused on learning specific subjects while others are based on student and staff involvement in extracurricular activities. Instructional leadership positively influences classroom instruction Blasé (cited in Teshale, 1999). The school community is centered on teachers on student who, throughout the school day, are thrown together in the practical word of teaching and learning. The leaders rarely specify how these characteristics and actions interact and how they shape, enable and sustain high performance of teachers and students. Most of what we know empirically about leaders' effects on student learning concerns school leaders (Togneri, 2003).

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. On the other hand, leadership effectiveness is believed to be crucial for overall success of any organizations Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Leading school towards a goal among others requires focusing on the issue of classroom instruction.

In summary, the literature on the links between leadership and student outcomes suggests that the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes. It is perhaps this focus, sustained over arrange of different leadership practices that best characterizes what has come to be known as instructional leadership. Inquiry about leadership source, interactions and effects liked to government policies and improvement strategies were a major contribution of the study.

## **2.3. Instructional Leadership and students Academic Achievement**

The skill in instructional leadership is the major characteristics of effective and successful educational manager. Therefore, to be effective secondary school principals should also be effective instructional leaders who can look outside the school for exemplary practices or new approaches, and use outside experts to build instructional capacity inside the school.

According to Cotton (2003), effective instructional leaders exhibit the following: Effective school leaders encourage shared decision making with the school community including staff,

students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction. Katz (in Wossenu, 2006) asserted that quality school leaders understand teaching and respect by their staff and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Moreover, effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

Generally, effective instructional leaders allocate regular blocks of time for instructional managerial and political matters. Moreover, they should facilitate development programs for trainers and they involve in all research and teaching learning activities of the college (Brewster & Klump, 2005). However, the problem continues to exist due to the failure of education officers to monitor schools effectively.

According to Hallinger (2005) defines leadership as the art of getting people to do what they might not otherwise do and like. Leadership has also been defined using the traits or attributes of leadership or the leaders themselves. Spillane (2000) contends that leaders should be honest, forward looking, competent and inspiring. Bennis and Thomas (2002) state that great leaders possess four essential skills: an ability to engage others in a shared meaning, a distinct and compelling voice, a sense of integrity and an adoptive capacity.

Leadership is also crucial for the success of schools, McGuffin (2011) observed that schools which perform well are led by principals and subject teachers who have the ability to set pace, lead and motivate staff and students to perform to their highest potential. Schools require good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved (Lydia & Nasongo, 2009). Thakur & Thakur (2004) posit that leadership is a major determining factor of the quality of education and school performance. The quality of education depends on the nature of leadership provided by the school principal, his/her ability to control, direct and guide teachers and students. Recent policy discussions in the USA and elsewhere suggest that there is broad support for expanding teachers' participation in leadership and decision-making tasks besides the principals (Huber, 2004).

Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Studies on leadership and academic



performance have tended to focus on principals with only little attention on classroom teachers despite the fact that they play a key role as instructional leaders. Their responsibilities include ensuring educational strategies are in place that support effective learning for all students (Wango, 2009). They serve as a facilitator, guide and provider of instruction (Bakhda, 2006). Good subject teachers understand that quality instruction is essential for improving students' academic achievement. Literature reveals students taught by teachers with excellent instructional leadership abilities tend to perform better in their academic work (Matthews & Sammons, 2005).

Instructional leadership accentuates the behavioral traits of teachers that influence students' performance. Loeb (2010) asserted that school leaders must have or develop the competence to become knowledgeable in instructional strategies and effective methods of content delivery. They noted that the supervision of teachers should be viewed as instructional leadership's efforts to improve classroom management.

The principal serves as the team leader who assesses and evaluates improvements in instruction and the quality of student learning. Leithwood (1994) and Loeb (2010) contended that school leadership comprises not only formal authority but also expert knowledge of instruction, teaching, management, and safety within schools. Supervising teaching staff and managing schools require knowledge, application, and the development of methods in instructional leadership to enhance commitment, morale, and motivation. Instructional leadership entails being responsible for developing teachers' capabilities and paying attention to administrative matters such as budgeting, building maintenance, and school nutritional programs. This level of administrative support allows principals to focus their energy and time on academic performance.

#### **2.4. The Impact of Effective Leaders on students Academic Achievement**

Sashkin and Sashkin (2003) described effective leadership as one that is more of motivating followers to achieve goals. Hence, good leadership commits to doing less and being more. In addition, they viewed good performance in any secondary school as one that not only considered academic rigour, but should also focus on other domains of education such as the affective and psychomotor domains. Educational leadership and management have now extended to include instructional leadership. He argued that the issue of instructional leadership emerged as a paradigm in the 1980s for school leadership and management in the United States. The theories

in instructional leadership were that the principal was critical to an effective educational institution. A group of researchers elaborated that change in school management and leadership is that of effectively managing all the resources, which includes the teaching-learning process and not merely the being consumed with administrative responsibility at the expense of improving the students' learning.

There is wide recognition that school leaders exert a powerful, if indirect, influence on teaching quality and students' learning. In a review of literature for the American Educational Research Association, Leithwood and Riehl(2003) concluded that school leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction. Case studies of exceptional schools indicate that school leaders influence learning primarily by galvanizing effort around ambitious goals and by establishing conditions that support teachers and that help students succeed.

Indeed, research has repeatedly shown that principals play key roles in instructional change in their schools. Their level of involvement often dictates whether attempts to change instruction succeed. For example, studies have shown that school leaders, especially within low-performing schools, are typically ineffective in providing support and mentoring to improve instruction, and providing direction and resources for teacher learning and professional development within and outside the school. This pattern continues despite a great deal of research that identifies the importance of the principal's role as instructional leader.

Consequently, the National Association of Secondary School Principals (NASSP) insists that the principal should provide leadership in the school community by building and maintaining a vision, direction, and focus for student learning. But the association argues that the principal should never act alone. Rather, according to NASSP, all schools should establish a governing council that includes students, parents, and staff members in key decisions to promote student learning and an atmosphere of participation, responsibility, and ownership. In addition, York-Barr and Duke (2004) that teachers have verbalized that evaluation processes have become meaningless rituals. These teachers are of the view that the evaluation reports are redundant and often do not provide adequate suggestions for improvement. One is cognizant of the fact that the principal has a multiplicity of roles to perform, but if she truly wishes to attain academic success among the students, then she has to learn the art of delegating some of her responsibilities to the

vice- principals or heads of department. Donaldson (2010) endorsed the view that the current evaluation practices which exist in schools manifest various inadequacies, identified was the absence of high quality feedback to teachers by those conducting this process. Feedback from this process is quite beneficial as it allows the teacher to reassess her strategies in an effort to garner academic success. Hence, the principal who deems him/herself as an instructional leader will consistently seek to review the evaluation and supervision process in her school.

In addition, Cotton (2003) has asserted that the following types of behaviors by principals have a significant impact on students' achievements: establishment of a clear focus on student learning by having a clear vision, clear learning goals and high expectations for all students.

1. Providing instructional leadership by observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time.
2. Developing a school culture conducive to teaching and learning through shared leadership and decision making and risk taking leading to continuous improvements.

Gurr. (2006) reinforced the idea that extensive studies demonstrate that particular leadership styles of school leaders, especially instructional leadership could have positive impacts on teaching and learning environments and processes leading to improvements in students' performance and academic achievements. Edmonds (1979) refuted this point as he believed school leadership behavior is critical in determining the quality of education. Further, on the basis of his research on instructionally effective schools in Detroit and a review of previous studies involving effective schools in New York, California, and Michigan; He has concluded that school factors have predominantly contributed towards the creation of instructionally effective schools. These factors are: strong administrative leadership, high levels of expectations in students' achievements, an orderly but not oppressive school climate and a conducive atmosphere to instructional processes.

Researchers from North like Purkey & Smith (1983) and Leithwood et al., 2004 have identified the leadership of a principal is crucial in ensuring the academic success of a school. Studies done by two prominent researchers from the North, Mortimore (1993) and Edmonds (1979), has given rise to the concept of an effective schools which improve overall students' academic achievement. Studies by Southworth (2002), found out that the leader of a school has

successfully shown instructional leadership approach by using three strategies that are, being models to teachers, supervising the school activities and conducting regular professional dialogue sessions with teachers and staffs

Finally, Bossart (1982) summarized the results of the recent studies of effective principals and successful schools into four areas of principal leadership: Goals and production emphasis, Power and decision making, Organization, coordination, and HumanRelation.

## **2.5. The Role of School leaders**

The principal's primary function as the leader in the school is to provide direction and exercise influence (Louis et al, 2010). Through setting direction, developing people, redesigning the organization, and managing the instruction program (Green, 2010). Next is a discussion on establishing a vision for learning, institutional management, principals as instructional leaders, and the academic press.

### **1.5.1. Establishing a vision for learning**

Principals are responsible to provide instructional leadership that establishes a vision for learning. Such vision must be clear to all members of the institution, faculty as well as students and all must be involved in its implementation. It must include the creation of a community of learners who collaborate to achieve goals (Green, 2010; Louis, 2010).

This vision must also include facilitating a school culture that insists on high expectations from teachers, students and community stakeholders. It must be conducive to both student learning and professional growth of staff, and it must lead to school improvement in a way that addresses the needs of the students and engages the community in activities geared towards collaboration for student success. The use of data from multiple sources to foster instructional leadership is also critical to the vision created. (Green, 2010).

### **1.5.2. Institutional Management**

Principals are responsible to manage their institutions effectively. They are expected to plan for the improvement of their institutions. In so doing they are expected to coordinate people, programs and activities. Leaders are expected to manage in such a way that the human resources are adequate for the tasks at hand and that there is sufficient support for the completion of the tasks (Green, 2010). Effective budgeting is a major part of managing institutions of learning.

Proper budgets ensure that resources are being used to maximize school improvement. Funds are usually limited and care must be taken to ensure that the finances are managed effectively.

School leaders are also expected to be good directors. Their direction is necessary to ensure that organizational tasks are completed in an effective and efficient manner. As directing managers, they have a responsibility to recruit, train, and place quality staff members. Their duties also include completing reports that demonstrate accountability and that resources are being effectively managed. As managers, schools leaders must organize their institutions in such a manner that teaching and learning is maximized (Green, 2010).

### **1.5.3. Principals as instructional leaders**

In their study investigating the links between leadership and learning, Louis, (2010), determined that for improved instruction, principals should adopt certain practices. They should ensure that their schools are focused on goals and expectation of student achievement. Principals should keep track of the professional development of the teachers, including prescribing as well as managing the attendance of the teachers. They should also create structures and opportunities for collaboration among teachers, to the extent of scheduling meeting times (Alig-Mielcarek, 2003; Green, 2010).

Other practices that were perceived to be important were monitoring the work of teachers in the classroom, providing mentors to new teacher, being easily accessible, providing backup with discipline and parents and supporting parental involvement in the learning of students (Green, 2010). This study also found that there exists a perception among teachers and principals that instructional leaders are responsible for establishment of the instructional climate and actions.

Instructional climate is established as a result of a vision that students can all perform at high standards. One means of establishing this vision is through the adoption of value of research-based strategies. Another is through a personal vision of the principals to break cycles of poverty that exists in their communities (Louis , 2010).

Instructional action involves providing instructional support to teachers. Principals should be cognizant of the teaching and learning that occurs in their institutions. They should directly be involved with teachers ensuring that formative assessments are conducted (Louis , 2010).

#### **2.5.4. Supporting teachers and students**

There are various ways by which the principal supports teachers and students so that they realize the goal of teaching and learning. According to Duke (1987: 198), strong support the principal can give to teachers and students is the establishment of an atmosphere of orderliness throughout the school so that effective teaching and learning can occur at school. In the same vein, Dubin (1991: 39) maintains that the principal provides support to teachers and students by reducing class disruptions so that teaching and learning can smoothly take place at school. In other words, the principal supports teachers and students by putting in place the conditions that favors and enhance teaching and learning at school.

Foriska (1994: 33) asserts that principals, in effective schools, support teachers and students by providing themwith resources needed for teaching and learning. The instructional resources that the principal should pay attention to may include, amongst other things, the textbooks, study guides, syllabuses, previous examination question papers, teachers' reference books, and sufficient instructional time as well as time-on-task. The instructional time, according to Anderson (1991: 177) is the amount of time teachers spend teaching and providing learning experiences to students, while time-on-task is the time students spend being actively engaged in the learning process by doing the tasks that teachers have assigned to them.

To support teachers through the use of school time, the principal can put in place school policies aimed at eliminating disruptions of the teaching process, while to support student through the use of school time, the principal can design a time-table for supervised after school study periods. After giving support of various kinds to teachers and students, the principal needs to evaluate and monitor the academic progress of both the educators and the learners

#### **2.5.5. The Academic Press**

According to Jana Alig-Mielcarek (2003), academic press is a way of conceptualizing learning climate of a school that influences the behavior of the administrators, teachers and students. Academic press is the extent to which the mission, vision and goals of learning institutions are geared towards academic excellence. The administrators ensure that the atmosphere is conducive to learning and provides opportunities for the teachers to foster quality teaching. The teachers believe in the academic abilities of the students and work carefully with them to ensure their

success. The students seek opportunities to learn and become better students and they respect their peers who perform well in academic endeavors.

#### **2.5.6. Conducive Schools**

According to Hoy and Tarter (1997) healthy schools are able to fulfill their mission of being places where learning occurs. Schools with a healthy climate have faculty who emphasize academic achievement and set high standards for teaching and learning. Teachers and administrators have positive collegial relationships with each other as well as with the students.

There is a heavy emphasis on fulfilling the mission of the schools in these institutions and measures are put in place to ensure that negative influences from the community are not allowed to infiltrate and affect the positive atmosphere.

The principal of healthy schools is a dynamic instructional leader. This leader ensures that instructional tasks are accomplished along with the building of relationships. A serious learning environment is also cultivated by the leader. Another characteristic is that the leader is able to influence decision making by the governing boards as they trust his/ her judgments. This is critical to securing resources for teachers.

Enthusiastic teachers are also vital to the cultivation of healthy schools. These teachers demand high standards from students by setting high but achievable goals. Teachers believe in the abilities of the students and they in turn believe in their abilities. Teachers believe in the mission of the school and genuinely strive for positive relationships with colleagues (Hoy & Tarter, 1997 Louis , 2010).

#### **2.5.7. Trust-Based Culture**

Research has established that trust is vital to positive school culture. It is important that the decision-making of the institution's leaders is trusted by the participants (Louis, 2010). Trust has been shown to be essential in determining whether or not educators have confidence in institutional leaders in carrying out transformational leadership tasks. It is important that in the learning environment of schools, leadership is distributed to maximize efficiency. Thus, it is critical for teachers to be empowered to the point of being certain that they are trusted to take the lead in certain aspects of the running of the institution where they teach. Efficiency in the

running of the institution leads to greater effectiveness in the operations of the institutions and greater emphasis on the teaching and learning process (Hoy & Tarter, 1997; Louis, 2010).

### **2.5.8. Student Achievement**

Student achievement and the principal's role will be discussed in this section. The role of the principals and teachers in the achievement of students is described. Studies of the influence of instructional leadership on student achievement complete the section.

#### **1.6. The Principal's Role in Student Achievement**

Instructional leaders are charged with ensuring that the mission and goals of the institutions they lead are realized (Alig-Mielcarek, 2003). They are also charged with ensuring that their institution is a professional learning community and that there is a focus on instruction. The teachers at the institution are to ensure that they form these learning communities to facilitate interaction in teaching and learning and that advice networks are formed (Sirenides, 2009). This concept is critical to the learning of students. Principals rarely teach the students, but it is their responsibility to ensure that they create the atmosphere at the institution that fosters learning (Alig-Mielcarek, 2003).

#### **2.7. The Teacher's Role in Student Achievement**

The most critical influence on student's success, apart from the home environment is the teacher (Eggen & Kauchak, 2001). Teachers are responsible to motivate students to want to learn. This means that the teachers themselves need to be motivated. The leader is responsible to ensure that the teachers feel that the work they produce is worthwhile work. When teachers believe that they are appreciated, they are likely to perform at peak proficiency (Blanchard & Bowles, 2001). Students achieve when teachers are effective. In her dissertation on effective teaching, Taylor (2009) outlined 10 things teachers should know and should be able to do. These principles were adopted from the Interstate New Teacher Assessment and Support Consortium (INTASC).

To summarize these principles, teachers need to understand concepts in inquiry and discipline to create learning and to ensure that subject matter is delivered in a manner meaningful to the students. Teachers need to understand how children learn and develop and that students differ in their approaches to learning. It is also important that teachers understand individual and group motivation to create a positive learning environment. It is also important that they use media



available to them to foster learning. Teachers must plan effectively and foster positive relationships with colleagues and the wider community to facilitate the learning process.

## **2.8 .Monitoring and Evaluation in Instructional Leadership**

Supervision, or instruction of supervision, has often been coupled with the evaluation of teachers. Though supervision and evaluation are certainly associated processes, they do not share the same intents (Glanz, 2000) writing about the differences between supervision and evaluation stated: One of the most persistent problems in supervision is the dilemma between (1) evaluating a teacher in order to make decisions about retention, promotion, and tenure, and (2) working with the teacher as a friendly critic or colleague to help develop skills the teacher wants to use and to expand the repertoire of strategies that can be employed. (p. 209).Instructional supervision is an ongoing formative process with the improvement of a teacher's instructional practices as its intent.

Evaluation, on the other hand, is summative and results in a rating or judgment of the teacher's professional performance. The intents of instructional supervision are bundled under the construct of teacher development, and Zepeda (2003), reported the work of many in her synthesis of the intents of instructional supervision. In short, the intents of instructional supervision according to her are to promote: Face-to-face interaction and relationship building between the teacher and the supervisor; Ongoing learning; Improvement of students, learning through improvement of the teachers instruction; Data-based decision making; Capacity building of individuals and the organization; Trust in the process, each other, and the environment; Change those results in a better developmental life for teachers and students and their learning.

Talking about the nature of and discrepancy between supervision and evaluation, Zepeda (2003) contend that instructional supervision is an ongoing formative process with the improvement of a teacher's instructional practices as its intent, whereas, evaluation is summative and results in a rating or judgment of the teacher's professional performance. These some authors believed that supervision could be the heart of a good evaluation system. However, according to Sullivan and Glanz (2000), most teachers fail to reap the benefits of instructional supervision since it is often replaced with evaluation.

The most important task of instructional leadership is teachers' supervision and evaluation. Instructional leadership means very little unless leaders are willing and able to observe teachers, offer advice about problems, and make formative evaluations that support and pinpoint areas to improve. Supervisors must have the knowledge of curriculum and instruction to know what to look for. According to Gardner, "To help others believe in themselves is one of a leader's highest duties". Following are some tips that are effective for supervision. Classroom observations will be used to observe what is actually going on in the class rooms. What is the performance of the teacher and how are the students performing. Meets with teachers after each visit to discuss what was observed. Encourages teacher to express feelings and opinions about observational data and class activities; Offers teacher alternatives teaching techniques and explanations of class room events; Give praise for specific development of teacher's skill if observed; Recommends resources and training programs in areas in which teacher need to improve.

## **2.9. Barriers to Instructional Leadership Effectiveness**

Many contextual factors positively affect school performance. However, the type as well as of the problem is not the same in every school. Shortage of high educated work force is found as critical problem for these economically advanced counties, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nation in the world (Bush & Bell, 2007). The frustration and discouragement of some principal grading the perceived lack of support from those round them is clearly barrier to becoming an effective instructional leader (McEwan, 2003.) There is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or predictable challenge.

### **2.9.1. Lack of Skill and Training**

A leader's communication must move people to work towards the goal the leader has chosen; Lack of knowledge, skill, and ability of instructional leadership, what (sergiovonni, 2001) calls technical, human and educational forces are essential properties that instructional leaders have to possess. Because, Leader without adequate skill and training in educational leadership and teachers without continuous professional development/CPD/ contribution little or no for improvement of learning (MoE, 2007).

### **2.9.2. Lack of Cooperation**

Teachers' cooperation is mandatory for the effective instructional leadership practice because the cooperation of all school communities namely: teachers, students, and parents could be available in school climate where the leaders exercise demographic leadership. Often, principals seem too busy with all the day- to- day responsibilities of running their schools that they do not seem to have enough time to practice instructional leadership as expected. Many situation and environmental factors other than human, materials or financial assets, can affect the operation of instructional leadership practice of any school. Yet, cooperation of teachers primarily needs servants' leadership (Harris & Muiji, 2005).

### **2.9.3. Lack of Time**

Principals have multiple roles they play, information over loaded, paper work too many reports, many non-academic demands and work over load consume much of principals' time. Hence, only principal's committed to instructional improvement can choose and use their time for the enhancement of class room instruction and teachers' development (Chang, 2007) One major difference among principals is how they choose to use the time they do available (McEwan, 2003), further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, their decisions must inevitably be super filial, un informed, and often inconsistent .

### **2.9.4. Lack of vision, will and courage**

McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. Successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on difficulty and ambiguity, to enable other to empower themselves to be willing to work long and hard duties. A leader has a vision. Leaders see a problem that need to be fixed or goal that needs to be achieved. Instructional leaders have to spend more time on improving the teaching, learning initiating changes and encouraging others to achieve educational goals. However lack of vision, will and courage could hinder effectiveness of leaders' performance (Sergiovanni, 2001).

In summary, Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Barriers or factors that hinder the effective leadership

practice in the school, efforts made by principals and concerned bodies to improve instructional leadership contribution, Lack of vision, lack time and cooperation with others hinder leadership practices. the researcher reviewed that factors affecting leadership effectiveness such as; participating school communities and secondary school principal collaboration on instructional matters and student result progress, to enhance the quality education were considered.

### **2.10. Instructional Leadership Professional Knowledge**

Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. Leaders working in cultures so unfriendly to valuing working relationships face a major challenge simply to make the relationships among teachers and between teachers, students, and parents a priority Goleman cited in (Adugna 2002). 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 we call ‘contestable values dualities’, or ethical dilemmas. ‘The key challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions (Duigna, 2006).

In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a considerable lack of knowledge in other domains, with an over reliance and intuition Walker and Dim mock, (2000). Inherent in the concept of an instructional leader is the notion that learning should be given top priority while everything else revolves around the enhancement of learning which definitely is characteristic of any educational effort.

A teaching principal strengthens the belief that the sole purpose of the school is to serve the educational needs of students. Whitaker (1997) identified four skills essential for instructional leadership: first, they need to be a resource provider. It is not enough for principals to know the strengths and weaknesses of their faculty but also recognize that teachers desire to be acknowledged and appreciated for a job well done, secondly, they need to be an instructional resource. Instructional leaders are tuned-in to issues relating to curriculum effective pedagogical strategies and assessment and thirdly, they need to be good communicators. In response to the

changing role of leaders, Cadwell(2004) believes that training professional development of the school leaders are significant in contributing to the quality of schooling.

Generally, principals did not see themselves as instructional leaders and many of them belief that anything that had to do with teaching and learning was best assigned to teachers. In some cases, principals feel inadequate to initiate and develop instructional programs given the range of subject areas thought with each having its own pedagogical uniqueness. For example, teaching reading is different from teaching science and would it be fair to expect the principal to be knowledgeable about instructional strategies for each of the subject areas. Despite these apprehensions, proponents of the idea that the principal should be an instructional leader, is gaining serious attention. If that was the case then the principal needs to have up-to-date knowledge on three areas of education, namely curriculum, instruction and assessment.

### **2.11. School leadership in Ethiopian School**

Effective school leaders build capacity for improvement within their school. They generate and create the climate for improvement to initiated and sustained. Effective leaders orchestrate rather than dictate improvement create learning communities within this school. The role of school leadership in school improvement is primarily to act as a catalyst in creation a learning environment for both teachers and students.(Haris,2005:15) it is a form of leadership that is about learning together instructing teaching and knowledge collectively and collaboratively.

Ethiopian educational leadership organized from minister of education up to school the main responsibility and role of minister of education focuses on police issue. Educational standards professional and technical support to region the region focus on preparation of elementary text books, technical support and training elementary schools teachers. Similarly Zone support Town and town support schools.

The responsibility and roles of each leadership (minister of education up to schools) are stated in the directive of educational of leadership, organizational community participation and finance improved edition for use of Oromia region OEB February, 1998 E.C.

The leadership in school is structured as Town Education Board, Keble Education Board ,parent and teachers association and school director, vice principal each those parts has its own roles and

responsibility to play their task and do responsibilities the principal has mainly coordinating roles in schools .

There are also different committees which help the implementation of quality education package programs; continues professional development (CPD), School improvement program (SIP) ,ethical and civic education, information communication technology, curriculum improvement, and school leadership. In schools again the principal is the one who have the responsible to coordinate all these committee. The school leadership to implement curriculum as scheduled to facilitate the learning teaching process, to help leader's conduct different training in the school so that they can implement the education quality education package program and make parent and community as whole participate in school improvement program and other issues so that they can bring quality education in schools.

#### **2.12. District or Zonal Educational Office Characteristics**

District or zonal educational office is one of the factors that influence the leadership activities of the school. It is the basic administrative unit in the education hierarchy, which starts at federal level and works its way to the state and then to local level (Luneburg and Ornstein, 1991). Hallinger and Murphy (cited in Temesgen, 1998) pointed out that the expectation set by the administration of higher offices can influence the principal's role. Bossert and Others (1982) also indicated that, in addition to district or zonal education desk, administrative elements like rules, and regulations and policies, financial and supply delivery problems, numerous reporting requirements, untimely teacher transfer and delay in employment of teachers suggested as constraining elements in principals instructional leadership process.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1. Research Design**

To conduct this research the researcher employed mixed (quantitative and qualitative) research approach both for data gathering analysis .This is because as Creswell (2013) indicated ,the combination of quantitative and qualitative approaches provide a more complete understanding of the given research problem than either approach by itself.

#### **3.2 Research Method**

This study adopted both quantitative and qualitative method to asses' instructional leadership practice and its relationship with perception, opinions and attitudes about a current issue of the study.

#### **3.3. Sources of data**

The major data sources for this study were both primary and secondary data.

##### **3.3.1. Primary Sources of Data**

The primary sources of the data were the key informants such as principals and vice principals, department heads, school supervisor, student councils and teachers who have direct and indirect involvement in leadership task. All of them would be taken as data sources to explore their contribution for school leadership effectiveness on students' academic achievement.

##### **3.3.2. Secondary Data Sources**

Secondary data were gathered from schools' documents, and minutes (a general overview of the past three years grade 10 GSSLCE results of students , instructional performance reports ,instructional leaders tasks and action research delivered in the schools ) concerning issues were discussed and decided by leadership in the school in relation to students' academic achievement.

#### **3.4. Target Population, Sample size and sampling techniques**

There were 5 (five) governmental Secondary schools in Gera Woreda. From these Secondary schools data were collected from 4 schools. Accordingly, 30 teachers were sampled from total population of 104 by simple random sampling techniques. This was because in simple random sampling, every member of a population has an equal and independent chance of selections

as sample and it was also appropriate to quantitative research design. Hence, the selection of four (4) Schools were not affect the selection of the other during application of simple random sampling technique in order to give equal chance to all respondents.

**Table 3.1: Sample Size and Sampling Techniques**

Name of schools	Teachers		Principals	Vice – principal	Department heads	Supervisor	PTA leader	Student councils	Experts	Total
	Population	Samples								
Firi-Gamta	54	16	1	1	4	1	1	1		25
Kersa	19	5	1	-	4		1	1		12
Dustaa	13	4	1	-	4		1	1		11
Sedi-Loya	18	5	1	-	4		1	1		12
Edu.Office	-	-	-	-	-	-	-	-	2	2
Total	104	30	4	1	16	1	4	4	2	62
Sample techniques	Random sample size		Available	Availa ble	Availabl e	Avai lable	Avail able	Available		

In the case of number size of school leaders, purposive sampling technique were used .Because in each four (4) schools there was only one school director. Then which availability sampling technique was the best alternative one supervisor include in this sampling technique. In other way, 4 PTA chairmen and 4 students council chairmen and two (2) the Gera Woreda education office experts were sampled by purposive sampling techniques. From each sample schools two ((2) teachers were taken for interview, from those who were not participated in responding the questionnaire. Therefore, the total sample of study was 66 respondents were selected as sources of data.

### 3.5. Instruments (tools) of data collection

This study were focused on the effectiveness of instructional leadership in Secondary Schools of Gera Woreda , in this study the research were used by questionnaires and interview.



### **3.5.1. Questionnaire**

Questionnaire was used as a major instrument to collect primary data from the selected sample groups leaders (Principals, Vice- Principals, Supervisor and department heads) and teachers of Gera Woreda secondary schools. The questionnaires were prepared in English for 30 teachers and school leaders (4principals, 1vice-principal, 1 supervisor and 16 department heads). This instrument was selected by the researcher to collect information from large sample with minimum cost and in short time

The researcher was designed the questionnaire that consisted of close-ended and open-ended items. The researcher adequately gave orientation to respondents on how to fill the questionnaire and the respondents were informed to read the instruction carefully to answer all questions and to give their authentic responses. Five points Likert and rating scales were applied for opinion. The scales were interpreted as 5= do this all the time (Always), 4 =Usually, 3=Sometimes, 2=Rarely, 1=Never . In the scales, always and usually represent the effective implementation of each item in the dimension. Similarly sometimes and rarely represent low and very low level implementation dimension as whole.

### **3.5.2. Interview Guide**

Interviews were conducted by the researcher in order to get supplementary information to validate the information obtained from the questionnaire. The researcher used semi structured interview question because of their flexibility and to make clear any time when there was ambiguity (Cohn and Manian, 1995). Therefore, the researcher took some ideas from the questionnaire and prepared semi- structured interviews to obtain data from 4 leaders, 2experts, 8 teachers, 4 PTAs chairmen, 2 experts and 4 students' council chairmen from 4 sample schools from those who not participated in responding the questionnaire. To analyze the given interviewee opinion from each selected schools a cod used. The interview questions were prepared in English language and translated in to Afan Oromo version by the researcher when interview was conducted

### 3.5.3. Document review

Document review employed used to collect students' result from grade 10 General Secondary School Leaving Certificate Examination (GSSLCE) of 2016 to 2018 of sample schools of Gera Woreda. Document review was one of the data collection tools used to validate or identify the consistency of the questionnaire responses with the respondents included in the study. It was focused on minutes that showed the school strategic plan, students' assessment result, written predetermined task descriptions, job specification, CPD, action research of the school and regular checklists of the school leadership used to influence the achievement of students.

### 3.6. Reliability test

Pilot-test was conducted to test the validity and reliability of the content. It was done with the objective of checking whether or not the items included in the instruments could enable the researcher to obtain relevant information and to identify and eliminate problems in collecting data from the target population. Before the actual data collection, Questionnaire was tested with 25 teachers, 4 department heads, and 1 principal of one secondary school that were out of sample schools, to check internal reliability of items

One of the methods to estimate the reliability of the scores on a test or measurements was Cornbach's coefficients alpha method. Hence, Cornbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. Hence, as explored by Field (2009), if Alpha Coefficients were above 0.70, consistency and suitability were considered high. Accordingly, the reliability measures of each of the major variables are presented in the following table to ease the process of the data analysis.

**Table 3.2: Reliability Statistics**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Number of items</b>
Impact of instructional leadership on students' academic achievement	.927	13
Efforts have been made by instructional leaders to improve students' academic achievement	.933	13
Instructional leaders practice on monitoring and evaluation of instructional activities	.910	7

Thus, as shown in table 2 the reliability of the scores was evident by strong Cronbach's alpha coefficients for all variables, which used as independent and dependent variables of the study. The Cronbach's alpha ranged from 0.910 to 0.933, indicating that the items were highly reliable to measure the variables they were expected to measure

### **3.7. Procedures of Data Collection**

The data were collected from 4 sample secondary schools in Gera Woreda. Before questionnaire was distributed to respondents, all respondents were informed about the objective of the study and orientation was given to them for more clarification of the questionnaire by the researcher and school principals in sample schools. The questionnaire was administered to the respondents by the help of school principals and vice principals of the sample schools. In each school, a minimum of 3 days were used to distribute the questionnaires, to make interviews and to collect additional information. The questionnaires were collected after 3 days from each school by the researcher and school principals.

### **3.8. Methods of Data Analysis**

In this study, relevant statistical techniques which include tables and descriptive techniques were used to present the data. Quantitative data was collected, coded, tabulated, analyzed, described and interpreted. The responses of leaders and teachers from questionnaires were interpreted and analyzed by using descriptive statistical tools such as frequency; which tell us the number of cases in each category, percentage to use the proportion of cases contained within each frequency and mean score to compute variable dialog and the standard deviation, which indicates the spread of a set of scores around the mean that is, whether the scores are relatively close together and clustered around the mean or widely spread out around the mean were used to interpret quantitative data and inferential statistics were (the t- test) used to determine whether the scores of two groups are significantly different from one another and independent sample test were used to see difference between leaders and teachers responses to identify the impact of instructional leaders on student's academic achievement with the help of SPSS computer software (version 23).

Qualitative data was gathered from PTA, , teachers, experts and student Council in every selected 4 secondary schools of Gera Woreda. The data obtained opinions and view they had impact on school instructional leaders to student's academic achievement. The qualitative data

drawn from interview were quoted and narrated in schools to support and triangulate data gathered through questionnaire. The contents of interview had similar ideas of the questionnaire. Also data gathered from document related to instructional leadership practices and student's achievement were summarized and narrated in schools. Finally, the results were discussed, interpreted, summarized and recommendation were made for each questions

**Table 3.3: Likert Scale, Coding, & Interpretation Scale**

Coding& Interpretation Scale	Coding	Mean	Interpretation
Never	1	1.00-1.49	Totally not performed (never)
Rarely	2	1.50-2.49	Perform this task infrequently (rarely)
Some times	3	2.50-3.49	Perform this task occasionally (sometimes)
Usually	4	3.50-4.49	Perform this task commonly (usually)
Always	5	4.50-5.00	Perform this task all the time (always)

### **3.9. Ethical Consideration**

The study was conducted considering of all the ethical issues of the research .First, the researcher got the recommendation letter from the department of educational planning and management on the title the impacts of instructional leadership on students' academic achievement in Gera Woreda secondary schools. The researcher also explains the purpose of the study, emphasizing its importance and significance to the respondents. In addition to this, the researcher explains what were asked in the questionnaire and informs the respondents about the nature of the study. The respondents were assured that issues relating to personal privacy and confidentiality would strictly observe. They were also assured that any information or data collected were used only for the research purpose. Then, the agreements were made with the participants who gave positive response to the current study.

## **CHAPTER FOUR**

### **Data Analysis, Interpretation and Presentation**

#### **4.1 Introduction**

This section of the thesis was mainly focus on the analysis and interpretation of this study based on the data collected from teachers and school leaders to explore the impact of instructional leadership on students' academic achievement in the secondary schools of Gera Woreda. The data was collected through survey questionnaire. The survey questionnaires were distributed to a randomly selected 30 teachers and 14 school leaders. All the questionnaires were returned and analysed the data on 44 responses of teachers and leaders. Hence, the data gathered were organized and analysed in a manner that enables to answer the basic research questions raised at the beginning of the study by using SPSS version23.

#### **4.2: Background information of the respondents**

The demographic characteristic consists of sex, age, educational background, and experience of the respondents. This aspect of the analysis deals with the personal data which was briefly described through tables found below.

**Table 4.1: Demographic characteristics of the respondents**

No	Characteristics of the Respondents	Variable	Respondents					
			School leaders		Teachers		Total	
			F	%	F	%	F	%
1	Sex	M	18	81.8	21	70	39	75.0
		F	4	18.2	9	30	13	25
		Total	22	100	30	100	52	100
2	Age	20-25	0	0	9	30	9	20.4
		26-30	10	45.4	7	23.3	17	32.6
		31-35	9	40.9	11	25	20	38.4
		36-40	2	9.1	3	10	5	9.6
		41 and above	0	0	0	0	0	0
		Total	22	100	30	88	52	100
3	Level of education	Diploma	0	0	0	0	0	0
		Degree	21	95.4	27	90	48	92.3
		MA/MSC	1	4.5	3	10	4	7.6
		Total	22	100	30	100	52	100
4	Work experience	1-5 years	7	31.8	11	36.6	18	34.6
		6-10	11	50	11	36.6	22	42.3
		11 and above	4	18.2	8	26.6	12	23.1
		Total	22	100	30	99.8	52	100

Key: M =Male F= Female Msc =Masters of Science MA = Masters of Art

Table 4. Shows that 22(100%) of the school leaders and 30(30%) of teachers were selected as a respondents from target sample of school leaders and teachers. From the total respondents that participate in answering the question of the study 13(25%) were females and 39(75%) were males. The results indicated that the number of female was less than the number of males in case of both teachers and leaders in the schools. But for the study both have the same role.

With regards to age, 9(17.3%) of the respondents were 20-25 years old; 17(32.7%) of the respondents were between 25-30 years old; 20(38.5%) of them were also between 31-35 years old, and 5(9%) of respondents had an age of 36-40 years old. When the researcher observed the age of the respondents, the distribution of majority of respondents were between 31 and 35 years accordingly.

The qualification distribution of respondents revealed that the majority of school leaders (94.5%) were first degree holders and 4.5% were Msc /MA degree holders. Again 90 % of teachers were first degree holders, 10% of teachers were Msc/MA degree holders. This result clearly indicates that there was much variation in qualifications between school leaders and teachers. But the qualification of the respondents was good enough for the researcher study to read and understand the questionnaire to give a genuine response.

When the researcher saw the work experience of respondents, 18 (34.6%) of the total respondents had an experience of 1-5 years; 22 (42.3%) of the respondents had an experience of 6-10 years, 12(23.1%) of school leaders and teachers had work experience of 11 and above years. Totally, 22 (42.3%) of the respondents were school leaders (principals, vice principals, supervisors and department heads), and 30(57.7%) of the respondents were teachers of sample secondary schools of Gera Woreda. The work experiences of the respondents were used for the study to get relevant response from the respondent by comparing the activities done in the school yearly.

#### **4.3. The status of the instructional leadership impact on students' academic achievement**

To what extents affect instructional leadership on students' academic achievement was measured using a set of 10 statements questionnaire. The responses were gathered using five rating scales

of “A”; the task performed commonly, “Usually” (U) is the task performed occasionally or “Sometimes”(S); the task performed infrequently or “Rarely”(R), and “Never” (N).

**Table 4.2: Respondents views on the impact of instructional leadership on students’ academic achievement**

No.	Item	Position	N (%)	R (%)	S (%)	U (%)	A (%)
1	The leadership communicate to all students the schools general concern for achievement	Teacher	1(3.3)	8(26.7)	12(40.0)	7(23.3)	2(6.7)
		Leaders		2(14.3)	7(50.0)	2(14.3)	3(21.4)
2	Encouraging teachers’ to participate in academic decision making	Teacher	1(3.3)	2(6.7)	10(33.3)	12(40.0)	5(16.7)
		Leaders		5(35.7)	5(35.7)	1(7.1)	3(21.4)
3	Establish high learning environment expectations in students’ performance	Teacher	1(3.3)	6(20.0)	13(43.3)	4(13.3)	6(20.0)
		Leaders		3(21.4)	3(21.4)	5(35.7)	3(21.4)
4	The leadership compiles reproductions, testimonials, and student work that represent the teacher’s professional growth necessary support personnel are made available to assist teachers.	Teacher	1(3.3)	8(26.7)	11(36.7)	3(10.0)	7(23.3)
		Leaders	2(14.3)	2(14.3)	4(28.6)	5(35.7)	1(7.1)
5	The leadership take steps to improve student discipline	Teacher	3(10.0)	6(20.0)	11(36.7)	6(20.0)	4(13.3)
		Leaders	0	4(28.6)	5(35.7)	3(21.4)	2(14.3)
6	coordinate experienced educator (mentor) to works with a novice or less experienced teachers teacher collaboratively	Teacher	1(3.3)	14(46)	5(16.7)	6(20.0)	4(13.3)
		Leaders	1(7.1)	3(21.4)	7(50.0)	2(14.3)	1(7.1)
7	The leadership allocate materials needed to accomplish instructional goals	Teacher	1(3.3)	5(16.7)	11(36.7)	6(20.0)	7(23.3)
		Leaders	1(7.1)	3(21.4)	4(28.6)	3(21.4)	3(21.4)
8	The leadership establish a school policy on student performance	Teacher	6(20.0)	4(13.3)	9(30.0)	6(20.0)	5(16.7)
		Leaders	4(28.6)	3(21.4)	1(7.1)	2(14.3)	4(28.6)
9	Solving administrative problems with staff to improve student’s academic progress	Teacher	6(20.0)	9(30.0)	3(10.0)	10(33.3)	2(6.7)
		Leaders	3(21.4)	2(14.3)	6(42.9)	1(7.1)	2(14.3)



10	The leadership communicate to parents the importance of basic skills instruction in the schools	Teacher	5(16.7)	9(30.0)	8(26.7)	3(10.0)	5(16.7)
		Leaders	7(50.0)	2(14.3)	1(7.1)	3(21.4)	1(7.1)

As depicted in item 1 from the table 5 above, the majority of teachers 12(40.0%) and leaders 7(50.0%) were responded that sometimes on the statement leadership communicate to all students the schools general concern for achievement and minimum of the respondents were respond commonly leadership communicate to all students the schools general concern for achievement.

With regard to item 2, from the table above, the majority of the respondents 12(40.0%) teachers and 5(35.7%) were agreed that leadership encouraging teachers' to participate in academic decision making at sometimes level and minority of the respondents were answered the question never for this statement.

As indicated in item 3 from the table 5, majority of respondents 13(43.3%) of teachers and 5(35.7%) leaders agreed that leadership establish high learning environment expectations in students' performance at some times and usually level, respectively. On the other hand, the minority of the respondents were respond never for this statement.

Similarly item 4 of the same table above shows that the majority of the respondents 11(36.7%) teachers and 5(35.7%) leaders agreed that the extent leadership compile reproductions, testimonials, and student work that represent the teacher's professional growth at sometimes level and minority of the respondents were responded that never for the question designed.

Similarly interviewee says:

*Some selected group of teachers visited our classroom once or twice semester and observed the activities of the teacher in the classroom. In addition to this checked our text books and exercise books as well as our attendance. (June 23, 2020)*

*The document of the supervision that was revised in most the schools showed moderate records held in each academic year. So, facilitating leadership practices in the classroom supervision was low.*

As depicted in item 5 from the table 5 above, the majority of teachers 11(36.7%) and leaders 5(35.7%) were respond sometimes on the statement leadership take steps to improve student discipline and minimum of the respondents were respond commonly statement leadership take steps to improve student.

As indicated in item 6 from the table 5, majority of respondents 14(46.7%) of teachers and 7(50.0%) leaders agreed that coordinate experienced educator (mentor) to works with a novice or less experienced teachers teacher collaboratively rarely and sometimes level, respectively. On the other hand minority of the respondents were respond never for this statement.

Similarly we can observed from item 7 of the same table above shows the majority of the respondents 11(36.7%) teachers and 4(28.6%) leaders agreed that the extent leadership allocate materials needed to accomplish instructional goals at sometimes level and minority of the respondents were respond never for this statement.

In supporting the above idea

*The teachers and leaders noted that school leadership was taking more time in striving to the development of academic climate, in taking steps to improve student discipline, and steps like developing a school climate to make conducive to learning (June 21, 2020)*

As indicated in item 8 of the same table, above majority of the respondents 9 (30.0%) of teachers and 4(28.6%) of leaders agreed that leadership establish a school policy on student performance at sometimes and commonly level, respectively. On the other hand minority of the respondents were respond never for this statement.

As can be observed from item 9 of the same table above the majority of the respondents 10(33.3%) teachers and of 6(42.9%) leaders agreed that the extent leadership Solving administrative problems with staff to improve student's academic progress at sometimes level and minority of the respondents were respond never for this statement.

With regarding item 10 of the same table, above shows majority of the respondents 9(30.0%) of teachers and 7(50.0%) of leaders agreed that leadership communicate to parents the importance of

basic skills instruction in the school sat sometimes level and minority of the respondents were respond never for this statement.

In supporting the above idea, the interviewee says;

*The school conducts discussion with staff twice or three times that is at the beginning and the end of the academic years*

*The situation cannot bring any change on students' academic progress it is simply for evaluation and report of some activities. Staff member's discussion minute observed revealed that, the discussion is not timely and regular. Issues of discussion focus on current agendas of the country rather than focusing on school mission and academic issues of schools. It can be inferred that, the school leaders' participation in staff discussion is low in achieving school's mission (.June20, 2020)*

On the other hand the mean and the standard deviation of each item was computed and independent sample t-tests were used to see difference between leaders and teachers responses in each items related to the impact of instructional leadership on students' academic achievement statements as summarized in Table 6.

**Table 4.3: Independent Sample t-tests for the mean ratings of respondents regarding impact of instructional leadership on students' academic achievement in secondary schools**

No.	Items	Position	N	Mean	Std.	T	sig.
1	The leadership communicate to all students the schools general concern for achievement	Teacher	30	3.03	.964	-1.24	.220
		Leader	14	3.42	1.016		
2	Encouraging teachers' to participate in academic decision making	Teacher	30	<b>3.60</b>	.968	1.366	.179
		Leader	14	3.14	1.167		
3	Establish high learning environment expectations in students' performance	Teacher	30	3.26	1.112	-.852	.399
		Leader	14	<b>3.57</b>	1.089		
4	The leadership compile reproductions, testimonials, and student work that represent the teacher's professional growth necessary support personnel	Teacher	30	3.23	1.194	.417	.678
		Leader	14	3.07	1.206		
5	The leadership take steps to improve student discipline	Teacher	30	3.06	1.172	-.401	.690
		Leader	14	3.21	1.050		
6	coordinate experienced educator (mentor) to works with a novice or less experienced teachers teacher collaboratively	Teacher	30	2.93	1.172	.013	.990
		Leader	14	2.92	.997		
7	The leadership allocate materials needed to accomplish instructional goals	Teacher	30	3.43	1.135	.387	.700
		Leader	14	3.28	1.265		
8	The leadership establish a school policy on student performance	Teacher	30	3.00	1.364	.150	.881
		Leader	14	2.92	1.685		
9	Solving administrative problems with stuff to improve student's academic progress	Teacher	30	<b>2.76</b>	1.304	-.045	.964
		Leader	14	2.78	1.311		
10	The leadership communicate to parents the importance of basic skills instruction in the schools	Teacher	30	2.80	1.323	1.318	.045*
		Leader	14	<b>2.21</b>	1.476		
<b>Overall mean</b>		Teacher	30	<b>3.11</b>	0.654	<b>3.23</b>	
		Leader	14	<b>3.05</b>	0.871		

*Mean value: <1.49 =Never, 1.50-2.49=rarely; 2.50-3.49= Sometimes; 3.50-4.49=usually; >4.50 = commonly \*=Significant difference*

Regarding the response of teachers the above table showed that the mean scores of the statements were between 2.76 (SD = 1.304) to 3.60 (SD = 0.968) whereas the overall mean was 3.11 (SD = 0.654) out of a maximum of 5. Some statements had low mean scores, an indication of instructional leadership have few impact on students' academic achievement. Among these were; leadership select instructional personnel fairly (M =2.76, SD= 1.304), leadership communicate to parents the importance of basic skills instruction in the schools (M =2.80, SD = 1.323) and leadership coordinate experienced educator (mentor) to works with a novice or less experienced teachers teacher collaboratively (M= 2.93, SD = 1.172). However, instructional leadership on students' academic achievement in secondary schools was rated as fair given that its overall mean was 3.11 (SD = 0.654) out of a maximum of 5.

On the other hand the response of the leaders showed that the mean scores of the statements were between 2.21 (SD = 1.476) to 3.57(SD = 1.089) whereas the overall mean was 3.05 (SD = 0.871) out of a maximum of 5. Some statements had low mean scores, an indication of instructional leadership have few impact on students' academic achievement. Among these were; leadership communicate to parents the importance of basic skills instruction in the schools (M =2.21, SD= 1.476), leadership select instructional personnel fairly (M =2.76, SD = 1.304) and leadership establish a school policy on student performance (M= 2.92, SD = 1.685). However, instructional leadership on students' academic achievement in secondary schools was rated as fair given that its overall mean was 3.05 (SD = 0.871) out of a maximum of 5.

From the 10 statements used to explain instructional leadership on students' academic achievement had an overall mean score of 3.23 indicating that respondents agreed on instructional leadership had an impact on students' academic achievement in secondary school of Gera Woreda. This implies that the instructional leadership was averagely rated by the respondents. Instructional leadership is concerned with organizational management for instruction and day-to- day teaching and learning (NAESP, 2001). This concurs with Farr, (2011); Spillane, (2005) and Townsend, (2010) that school leaders are action oriented and response centered can help teachers to be role models who embody values and success in teaching and learning. The instructional leadership accentuates the behavioral traits of teachers

that influence students' performance. This agrees with Loeb, Elfers, and Plecki (2010) that school leaders must have or develop the competence to become knowledgeable in instructional strategies and effective methods of content delivery.

The independent sample t-test was used to see the significant difference between teachers and leaders' response regarding the impact of instructional leadership on students' academic achievement in secondary schools of Gera Woreda. Ten questions were asked for school leaders and teachers regarding the impact of instructional leadership on students' academic achievement. The result for all items shows there is no statistically significant difference between the response of the teachers' and the school leaders,  $\text{sig} > 0.05$ , (CI=95), except item 10 which is related to leadership communicate to parents the importance of basic skills instruction in the schools with teachers response (M=2.80, SD=1.318) and leaders response (M=2.21, SD=1.476).

In general there is no a statistical significant different in the response of teachers and school leaders to describe the impact of instructional leadership on students' academic achievement. This indicates there was no much variation on the response of teachers and leaders regarding the impact of instructional leadership on students' academic achievement in secondary schools of Gera Woreda. Majority of semi structured interview respondents, the teachers and supervisor noted that school leadership was taking some times in striving to the development of academic climate, in taking steps to improve student discipline, and steps like developing a school climate to make conducive to learning especially with parents .

#### **4.4. Efforts made by principals to improve student's academic achievement**

Instructional leaders' performance on functions of instructional leadership activities was measured using a set of 13 statements questionnaire. The responses were gathered using five rating scales of "A"; the task performed commonly, "Usually" (U) is the task performed occasionally or "Sometimes"(S); the task performed infrequently or "Rarely"(R), and "Never" (N).

**Table 4.4: Respondents views on efforts made by principals to improve student’s academic achievement**

No.	Item	Position	N (%)	R (%)	S (%)	U (%)	A (%)
1	Communicate the instructional goals of the school	Teacher	1(3.3)	7(23.3)	9(30.0)	7(23.3)	6(20.0)
		Leader	2(14.3)	3(21.4)	4(28.6)	2(14.3)	3(21.4)
2	Highly committed to the school improvement	Teacher	2(6.7)	5(16.7)	14(46.7)	4(13.3)	5(16.7)
		Leader	2(14.3)	2(14.3)	5(35.7)	4(28.6)	1(7.1)
3	The leadership Schedule assemblies that have an instructional purpose	Teacher		5(16.7)	10(33.3)	8(26.7)	7(23.3)
		Leader		6(42.9)	4(28.6)	2(14.3)	2(14.3)
4	The leadership employs several phases, such as conference, observation by a supervisor, and post-conference.	Teacher	2(6.7)	9(30.0)	14(46.7)	3(10.0)	2(6.7)
		Leader	3(21.4)	4(28.6)	3(21.4)	2(14.3)	2(14.3)
5	The leadership encourage teachers to observe each other’s class	Teacher	2(6.7)	6(20.0)	14(46.7)	3(10.0)	5(16.7)
		Leader	1(7.1)	3(21.4)	6(42.9)	2(14.3)	2(14.3)
6	The leadership help teachers to develop appropriate instructional materials that are not commercially available	Teacher	3(10.0)	9(30.0)	12(40.0)	2(6.7)	4(13.3)
		Leader	2(14.3)	7(50.0)	3(21.4)	1(7.1)	1(7.1)
7	The leadership suggest alternative instructional methods for children who are failing consistently	Teacher	2(6.7)	11(36.7)	12(40.0)	3(10.0)	2(6.7)
		Leader	4(28.6)	5(35.7)	3(21.4)	2(14.3)	
8	The leadership initiate new programs that have an instructional emphasis	Teacher	5(16.7)	7(23.3)	8(26.7)	5(16.7)	5(16.7)
		Leader	4(28.6)	3(21.4)	6(42.9)		1(7.1)
9	The leadership develop the school’s annual instructional programs	Teacher	1(3.3)	9(30.0)	7(23.3)	5(16.7)	8(26.7)
		Leader	3(21.4)	5(35.7)	2(14.3)	1(7.1)	3(21.4)
10	The leadership secure additional	Teacher	19(63.3)	3(10.0)	3(10.0)	2(6.7)	3(10.0)

	funds for instructional purpose	Leader	9(64.3)		2(14.3)	1(7.1)	2(14.3)
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As indicated in item 1 from the table 7 above, the majority of teachers 9(30.0%) and leaders 4(28.60%) were revealed that on leadership sometimes communicate the instructional goals of the school and minimum of the respondents were responded never communicate the schools instructional goals.

With regard to item 2 table 7, majority of the respondents 14(46.7%) teachers and 5(35.7%) were agreed that leadership meets the individual professional needs at sometimes level and minority of the respondents were respond never for this statement. The school documents, like minutes review showed leaders tried to implemented and evaluate the performance of teachers on student's academic progress only when asked to report and it is moderately rated.

*The semi structured interview questions were also presented to verify the relevance of the instructional support at different levels (ranks). The in school supervision personnel's were questioned on permissiveness of the school policy to choose types of supervision in accordance with the needs of the supervisees and the communication they had with the teacher before, during, and after the visit.*

*The interviewee says; on how does the instructional leadership perform satisfactorily to improve the quality learning and why, and time spent for instructional supervision, inputs for instructions, process of class observation and feedback. Respondents noted that the school policy undoubtedly permits to choose types of supervision in accordance with the needs of the supervisees and to be used subsequently, and the instructional leadership in its role of supervision was not taking sufficient time for classroom observation and in providing collegial feedback for teachers at different experience level(June 19,2020)*

As indicated in item 3 of the same table above, majority of the respondents 14(46.7%) of teachers and 4(28.6%) of leaders agreed that sometimes leadership employs several phases, such as conference, observation by a supervisor, and post-conference and minority of the respondents were respond never for this statement.



Similarly item 4 from the table above, the majority of teachers 10 (33.3%) and leaders 5 (35.7%) were answered sometimes on the statement leadership organize staff development programs that relate to instruction and minimum of the respondents were indicated commonly statement leadership take steps to improve student. Similarly to support the above idea;

*Instructional time developed by principals like tutorial program and special makeup classes were developed, but some of the teachers do not implement in its schedule (June 21-24, 2020)*

*The schools' documents showed different programs were arranged to facilitate the academic progress of the students. But there was less participation of teachers and students with less follow up. So, it was possible to infer that, even if different programs and time tables are developed by school principals, some of the teachers do not participate regularly. And also, the document reviewed in the sample schools revealed CPD was only prepared in plan, but no implemented in most of the secondary schools.*

Item 5 from the table 7, the majority of respondents 14 (46.7%) of teachers and 6 (42.9%) leaders agreed that leadership encourage teachers to observe each other's class at rarely and sometimes level, respectively. On the other hand the minority of the respondents were responded never for this statement.

As can be observed from item 6 of the same table above the majority of the respondents 12 (40.0%) teachers and 7 (50.0%) leaders agreed that the extent leadership help teachers to develop appropriate instructional materials that were not commercially available at sometimes level and usually, respectively. On the other hand the minority of the respondents were responded never for this statement.

Likewise, item 7 of the same table, above majority of the respondents 12 (40.0%) of teachers and 5 (35.7%) of leaders agreed that leadership suggest alternative instructional methods for children who are failing consistently at sometimes and usually level, respectively. On the other hand minority of the respondents were respond never for this statement.

As indicated in item 8 from the table above, the majority of respondents 8 (26.7%) of teachers and 6 (42.9%) leaders agreed that leadership sometimes initiate new programs that have an

instructional emphasis. On the other hand the minority of the respondents were respond never for this statement.

Similarly, item 9 of the same table above, the majority of the respondents 9(30.0%) teachers and of 5(35.7%) leaders agreed that leadership develop the school's annual instructional programs at sometimes level and minority of the respondents were answered never for this statement.

*The school documents also showed that school plan was found in each school, which was prepared by principals and some leaders only. It is possible to infer that school plan document prepared by school leaders with less participation of school communities and concerned stakeholders.*

As indicated in item 10 of the same table above, the majority of the respondents 19(63.3%) of teachers and 9(64.3%) of leaders agreed that leadership never secure additional funds for instructional purpose and minority of the respondents were respond commonly for this statement. Similarly the interviewee says:

*Some school leaders commented that schools have no source of generating income and government budget (Block grant) budget is not flow timely and properly to the schools. Some teachers also commented that schools had shortage of chemicals in laboratory, reference books. The interviewee reported that; the schools have shortage of budget, instructional materials and school facilities which were not fulfilled for the schools. As school leaders we try to raise funds from students' parents and nearby community ones a year.(June 18,2020)*

On the other hand the mean and the standard deviation of each item was computed and independent sample t-testswereused to see difference between leaders and teachers responses in each items related to instructional leaders' performance on functions of instructional leadership activities statements as summarized in Table 8.

**Table 4.5: Independent Sample t-tests for the mean ratings of respondents regarding the efforts made by principals to improve students' academic achievement**

No.	Item	Position	N	Mean	Std.	T	sig.
1	Communicate the instructional goals of the school	Teacher	30	3.33	1.154	.658	.514
		Leader	14	3.07	1.384		
2	Highly committed to the school improvement	Teacher	30	3.16	1.116	.453	.653
		Leader	14	3.00	1.176		
3	The leadership Schedule assemblies that have an instructional purpose	Teacher	30	<b>3.56</b>	1.040	1.649	.017*
		Leader	14	3.00	1.109		
4	The leadership employs several phases, such as conference, observation by a supervisor, and post-conference.	Teacher	30	2.80	.961	.239	.812
		Leader	14	2.71	1.382		
5	The leadership encourage teachers to observe each other's class	Teacher	30	3.10	1.124	.078	.938
		Leader	14	3.07	1.141		
6	The leadership help teachers to develop appropriate instructional materials that are not commercially available	Teacher	30	2.83	1.147	1.107	.275
		Leader	14	2.42	1.089		
7	The leadership suggest alternative instructional methods for children who are failing consistently	Teacher	30	2.73	.980	1.299	.117
		Leader	14	2.21	1.050		
8	The leadership initiate new programs that have an instructional emphasis	Teacher	30	2.93	1.337	1.388	.172
		Leader	14	2.35	1.150		
9	The leadership develop the school's annual instructional programs	Teacher	30	3.33	1.268	1.626	.031*
		Leader	14	2.71	1.489		
10	The leadership secure additional funds for instructional purpose	Teacher	30	<b>1.90</b>	1.398	-.363	.719
		Leader	14	<b>2.07</b>	1.591		
<b>Overall Mean</b>		Teacher	30	<b>2.96</b>	<b>0.753</b>	<b>2.86</b>	
		Leader	14	<b>2.66</b>	<b>0.836</b>		

*Mean value: <1.49 =Never, 1.50-2.49=rarely; 2.50-3.49= Sometimes; 3.50-4.49=usually; >  
4.50 = commonly, \*=Significant difference*

Regarding the response of teachers the above table 8. Showed that the mean scores of the statements were between 1.90 (SD = 1.398) to 3.56 (SD = 1.040) whereas the overall mean was 2.96 (SD = 0.753) out of a maximum of 5. Some statements had low mean scores; an indication of instructional leaders' performance on functions of instructional leadership activities is low. Among these were; leadership secure additional funds for instructional purpose (M =1.90, SD= 1.398), leadership suggest alternative instructional methods for children who are failing consistently (M =2.73, SD=0.980) and leadership employs several phases, such as conference, observation by a supervisor, and post-conference (M= 2.71, SD = 1.382). However, instructional leaders' performance on functions of instructional leadership activities in secondary schools was rated as fair given that its overall mean was 2.96 (SD = - 0.753) out of a maximum of 5.

On the other hand the response of the leaders showed that the mean scores of the statements were between 2.66 (SD = 1.591) to 3.14 (SD = 1.027) whereas the overall mean was 2.66 (SD = 0.836) out of a maximum of 5. Some statements had low mean scores, an indication instructional leaders' performance on functions of instructional leadership activities is low. Among these were; leadership suggest alternative instructional methods for children who are failing consistently (M =2.21, SD= 1.050), leadership initiate new programs that have an instructional emphasis (M =2.35, SD =1.150) and leadership help teachers to develop appropriate instructional materials that are not commercially available (M= 2.42, SD = 1.089). However, based on the response of leaders instructional leaders' performance on functions of instructional leadership activities in secondary schools was rated as low given that its overall mean was 2.66 (SD = 0.836) out of a maximum of 5.

From the 10 statements used to explain the efforts made by principals to improve students' academic achievement in secondary schools had an overall mean score of 2.86 indicating that respondents agreed on the extent in which instructional leaders performing the functions of instructional leadership activities in secondary schools of Gera Woreda is moderate. This implies that the instructional leadership was averagely rated by the respondents. Instructional leadership is concerned with organizational management for instruction and day-to- day teaching and learning (NAESP, 2001).

The independent sample t-test was used to see the significant difference between teachers and leaders' response regarding instructional leaders' performance on functions of instructional leadership activities in secondary schools of Gera Woreda. Thirteen questions were asked for school leaders and teachers regarding the efforts made by principals to improve students' academic achievement.

The result for all items shows there is no statistically significant difference between the response of the teachers' and the school leaders,  $\text{Sig} > 0.05$ , (CI=95), except item 4 and 12 which is related to leadership schedule assemblies that have an instructional purpose with teachers response ( $M=3.56$ ,  $SD=1.040$ ) and leaders response ( $M=3.00$ ,  $SD=1.109$ ) and leadership develop the school's annual instructional programs with teachers response ( $M=3.33$ ,  $SD=1.268$ ) and leaders response ( $M=2.71$ ,  $SD=1.489$ ). In general there is no a statistical significant different in the response of teachers and school leaders to describe the instructional leaders' performance on functions of instructional leadership activities. This indicates there was no much variation on the response of teachers and leaders regarding instructional leaders' performance on functions of instructional leadership activities in secondary schools of Gera Woreda.

*The school documents also showed that school plan is found in each school, which was prepared by principals and some leaders only. It is possible to infer that school plan document prepared by school leaders with less participation of school communities and concerned stakeholders*

In general, the overall mean for all indicators related to the efforts made by the principals to improve students' academic achievement in secondary schools was 2.86 which indicate that principals improve the students' academic achievement in some extents in secondary schools with individual overall mean score of 3.01 for teachers and 2.71 for leaders. So, we can conclude from the findings that principals try to improve students' academic achievement by initiating new programs for students, by developing the school's annual instructional programs, by encourage teachers to observe each other's in class, and by employs several phases, such as conference, observation by a supervisor, and post-conference in secondary schools o Gera Woreda.

#### 4.5. What types of strategies does the instructional leaders employing during monitoring, and evaluating instructional activities

Instructional leaders practice on supporting of teachers at different experience level on instructional activities was measured using a set of 7 statements questionnaire. The responses were gathered using five rating scales of “A”; the task performed commonly, “Usually” (U) is the task performed occasionally or “Sometimes”(S); the task performed infrequently or “Rarely”(R), and “Never” (N).

**Table 4.6: The respondents view on instructional leaders practice on monitoring and evaluation of instructional activities**

No.	Item	Position	N (%)	R (%)	S (%)	U (%)	A (%)
1	The leadership simplify the instructional responsibilities of each professional role	Teachers	1(3.3)	8(26.7)	11(36.7)	8(26.7)	2(6.7)
		Leaders	1(7.1)	5(35.7)	6(42.9)	1(7.1)	1(7.1)
2	The leadership evaluate teachers	Teachers		4(13.3)	13(43.3)	6(20.0)	7(23.3)
		Leaders	1(7.1)	4(28.6)	4(28.6)	3(21.4)	2(14.3)
3	The leadership observe teachers in their classrooms	Teachers	2(6.7)	9(30.0)	9(30.0)	5(16.7)	5(16.7)
		Leaders	1(7.1)	4(28.6)	5(35.7)	2(14.3)	2(14.3)
4	The leadership give teachers feedback on their weekly lesson plans	Teachers	1(3.3)	6(20.0)	14(46.7)	5(16.7)	4(13.3)
		Leaders		4(28.6)	5(35.7)	3(21.4)	2(14.3)
5	Analyze students test scores to identify general instructional strengths and weaknesses	Teachers	7(23.3)	6(20.0)	8(26.7)	6(20.0)	3(10.0)
		Leaders	5(35.7)	1(7.1)	4(28.6)	4(28.6)	
6	The leadership help teachers to evaluate instructional materials	Teachers	6(20.0)	9(30.0)	7(23.3)	5(16.7)	3(10.0)
		Leaders	1(7.1)	6(42.9)	2(14.3)	4(28.6)	1(7.1)
7	The leadership give teachers non-evaluative feedback about their teaching	Teachers	11(36.7)	5(16.7)	6(20.0)	5(16.7)	3(10.0)
		Leaders	10(71.4)	2(14.3)		1(7.1)	1(7.1)

As indicated in item 1 of table 9, above majority of the respondents 11 (36.7%) of teachers and 5(35.7%) of leaders agreed that sometimes leader simplify the instructional responsibilities of each professional role and minority of the respondents were respond never for this statement.

Similarly, item 2 from the same table above, the majority of teachers 13 (43.3%) and leaders 4 (28.6%) were respond leadership evaluate teachers sometimes.

Table 9 item 3, also shows the majority of the respondents 9 (30.0%) teachers and 5 (35.7%) were agreed that leadership sometimes observe teachers in their classroom and minority of the respondents were respond never for this statement.

Likewise, indicated in item 4 from the table, majority of respondents 14 (46.7%) of teachers and 5 (35.7%) leaders agreed that sometime leadership give teachers feedback on their weekly lesson plans. On the other hand minority of the respondents were respond never for this statement.

As can be observed from item 5 of the same table above the majority of the respondents 8 (26.7%) teachers and 4 (28.6%) leaders agreed that sometimes leaders analyze students test scores to identify general instructional strengths and weaknesses extent leadership allocate materials needed to accomplish instructional goals and minority of the respondents were respond never for this statement.

The document review from 2016 - 2018 GSSLCE of sample schools of Gera Woreda revealed that:

*Students those joined preparatory schools were, in 2016, total = 59.8%.. In 2017 total = 22.02%. And 2018, total = 42.7%. This analysis showed the percentage of promotion to preparatory schools is declined in generally. Some teachers reported that leaders evaluate students result for the purpose of report, but planning to improve the result timely is not the main purpose since they occupied by different work burden other than academic purposes.*

On the other hand item 6 of the same table, above majority of the respondents 9 (30.0%) of teachers and 6 (42.9%) of leaders agreed that rarely leadership help teachers to evaluate instructional materials and minority of the respondents were respond commonly for this statement.

As indicated in item 7 from the table, majority of respondents 11 (36.7%) of teachers and 10 (71.4%) leaders agreed that leadership never give teachers non-evaluative feedback about their

teaching. On the other hand minority of the respondents were respond commonly for this statement.

On the other hand the mean and the standard deviation of each item was computed and independent sample t-tests were used to see difference between leaders and teachers responses in each items related to instructional leaders practice on monitoring and evaluation of instructional activities statements as summarized in Table 10.

**Table 4.7: Independent Sample t-tests for the mean ratings of respondents' regarding instructional leaders practice on monitoring and evaluation of instructional activities**

No.	Item	Position	N	Mean	Std.	T	sig.
1	The leadership simplify the instructional responsibilities of each professional role	Teacher	30	3.06	.980	1.106	.275
		Leader	14	2.71	.994		
2	The leadership evaluate teachers	Teacher	30	<b>3.53</b>	1.008	1.329	.191
		Leader	14	3.07	1.206		
3	The leadership observe teachers in their classrooms	Teacher	30	3.06	1.201	.173	.864
		Leader	14	3.00	1.176		
4	The leadership give teachers feedback on their weekly lesson plans	Teacher	30	3.16	1.019	-.143	.887
		Leader	14	<b>3.21</b>	1.050		
5	Analyze students test scores to identify general instructional strengths and weaknesses	Teacher	30	2.73	1.311	.553	.583
		Leader	14	2.50	1.286		
6	The leadership help teachers to evaluate instructional materials	Teacher	30	2.66	1.268	-.475	.637
		Leader	14	2.85	1.167		
7	The leadership give teachers non-evaluative feedback about their teaching	Teacher	30	2.46	1.407	1.860	.030*
		Leader	14	1.64	1.277		
Overall mean		Teacher	30	2.95	0.769	2.83	
		Leader	14	2.71	0.831		

*Mean value: <1.49 =Never, 1.50-2.49=rarely; 2.50-3.49= Sometimes; 3.50-4.49=usually; >*

*4.50 = commonly, \*=Significant difference*

Regarding the response of teachers the above table showed that the mean scores of the statements were between 2.46 (SD = 1.407) to 3.53 (SD = 1.008) whereas the overall mean was 2.95 (SD = 0.769) out of a maximum of 5. Some statements had low mean scores, an indication



of low instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda. Among these were; leadership give teachers non-evaluative feedback about their teaching ( $M = 2.46$ ,  $SD = 1.407$ ), analyze students test scores to identify general instructional strengths and weaknesses ( $M = 2.73$ ,  $SD = 1.311$ ) and leadership help teachers to evaluate instructional materials ( $M = 2.66$ ,  $SD = 1.268$ ). However, based on the response of teachers instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda was rated as fair given that its overall mean was  $2.95$  ( $SD = 0.769$ ) out of a maximum of 5.

On the other hand the response of the leaders showed that the mean scores of the statements were between  $1.64$  ( $SD = 1.050$ ) to  $3.32$  ( $SD = 1.277$ ) whereas the overall mean was  $2.71$  ( $SD = 0.831$ ) out of a maximum of 5. Some statements had low mean scores, an indication of low instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda. Among these were; leadership give teachers non-evaluative feedback about their teaching ( $M = 1.64$ ,  $SD = 1.050$ ), analyze students test scores to identify general instructional strengths and weaknesses ( $M = 2.50$ ,  $SD = 1.286$ ) and leadership help teachers to evaluate instructional materials ( $M = 2.85$ ,  $SD = 1.167$ ). However, based on the response of leader instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda was rated as fair given that its overall mean was  $2.71$  ( $SD = 0.831$ ) out of a maximum of 5.

From the 7 statements used to explain instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda. The overall mean score of  $2.83$  indicating that respondents agreed on the extent to which principals are performing the functions of instructional leaders carry out monitoring and evaluating instructional leadership activities in secondary schools of Gera Woreda is moderate.

The independent sample t-test was used to see the significant difference between teachers and leaders' response regarding instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda. Seven questions were asked for school leaders and teachers regarding instructional leaders monitoring and evaluating instructional activities.

The result for all items shows there is no statistically significant difference between the response of the teachers' and the school leaders,  $sig > 0.05$ , ( $CI = 95$ ), except item 7 which is related to

leadership give teachers non-evaluative feedback about their teaching in which teachers with teachers response (M=2.46, SD=1.407) and leaders response (M=1.64, SD=1.277). In general there is no a statistical significant different in the response of teachers and school leaders to describe the instructional leaders monitoring and evaluating instructional activities. These indicate there was no much variation on the response instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda.

*The school documents also showed that school plan is found in each school, which was prepared by principals and some leaders only. It is possible to infer that school plan document prepared by school leaders with less participation of school communities and concerned stakeholders.*

In general, the overall mean for all indicators related to the efforts made by the principals to improve students' academic achievement in secondary schools was 2.86 which indicate that principals improve the students' academic achievement in some extents in secondary schools with individual overall mean score of 3.01 for teachers and 2.71 for leaders. So, we can conclude from the findings that principals try to improve students' academic achievement by initiating new programs for students, by developing the school's annual instructional programs, by encourage teachers to observe each other's in class, and by employs several phases, such as conference, observation by a supervisor, and post-conference in secondary schools o Gera Woreda.

## **CHAPTER FIVE**

### **Summary, Conclusion and Recommendation**

This section deals with the summary of major findings, conclusions and recommendation based on the results obtained from the data analyzed and interpreted in section four

#### **5.1. Summary**

As indicated earlier, the objectives of this study was to explore the impact of instructional leadership on students' academic achievement in the secondary schools of Gera Woreda. Hence, based on the identified problems, possible solutions were forwarded. The researcher started the study by formulating the following basic questions.

1. To what extent does the instructional leadership affect students' academic achievement in secondary schools of Gera Woreda?
2. What efforts have been made by instructional leaders to improve students' academic achievement in the secondary schools of Gera Woreda?
3. What types of strategies does the instructional leaders employing during monitoring, and evaluating instructional activities in secondary schools of Gera Woreda?

A mixed (quantitative and qualitative)research method was employed due to the fact that it is more appropriate to explore the impact of instructional leadership on students' academic achievement in the secondary schools of Gera Woreda. To collect the data 30 teachers and 14 leaders were selected using simple random sampling technique. This study employed a combination of tools as data collection instruments. Questionnaire and interview were used to gather the relevant data from the respondents.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistic such as percentage, frequency, mean, and standard deviation. Therefore based on the analysis made, to

demonstrate results summarized below have addressed the above research questions, the findings are summarized along to reflect the specific objectives of the study. Depending on these themes, the following are the major findings of the study in relation to research questions.

#### **5.1.1. To what extent does the instructional leadership affect students' academic achievement in secondary schools of Gera Woreda?**

The data obtain from teachers respondents reveal that the overall mean score of teachers' response regarding instructional leadership on students' academic achievement in secondary schools for the ten items is 3.11 with a standard deviation of 0.654. Regarding the response of teachers showed that the mean scores of the statements were between 2.76 (SD = 1.304) to 3.60 (SD = 0.968) whereas the overall mean was 3.11 (SD = 0.654). On the other hand the response of the leaders showed that the mean scores of the statements were between 2.21 (SD = 1.476) to 3.57 (SD = 1.089) whereas the overall mean was 3.05 (SD = 0.871). The impact of instructional leadership on students' academic achievement in secondary schools was rated as fair given that its overall mean was 3.05 (SD = 0.871). The overall mean of teachers' and leaders response towards impact of instructional leadership on students' academic achievement for the ten items can be estimated 3.23. This indicate that respondents agreed on instructional leadership had an impact on students' academic achievement in secondary school of Gera Woreda.

The independent sample t- test shows there is no a statistical significant different in the response of teachers and school leaders to describe the impact of instructional leadership on students' academic achievement. The instructional leadership accentuates the behavioral traits of teachers that influence students' performance. This agrees with Loeb, Elfers, and Plecki (2010) that school leaders must have or develop the competence to become knowledgeable in instructional strategies and effective methods of content delivery.

In general, the overall mean for all indicators related to impact of instructional leadership on students' academic achievement in secondary schools were 3.23 which indicates that instructional leadership has a moderate impact on students' academic achievement in secondary schools with individual overall mean score of 3.11 for teachers and 3.05 for leaders. So, one may conclude from the findings that lack of good leadership communication to all students, lack of encouraging teachers' to participate in academic decision making, establishing poor learning environment, less allocation of materials to accomplish instructional goals, solving

administrative problems with staff, and lack of good communication between parents and students are the impact of instructional leadership on students' academic achievement in secondary schools of Gera Woreda.

They noted that such teachers have strong affective traits and cognitive analytical skills. Also it concurs with Nasongo (2009) that in order to improve academic achievement teachers must provide instructional leadership so as to manage and control their lessons well. This is because leadership is a social influence which the achievement of the desired goals.

### **5.1.2. Efforts have been made by instructional leaders to improve students' academic achievement**

The data obtain from teachers respondents reveal that the overall mean score of teachers' response regarding efforts have been made by instructional leaders to improve students' academic achievement in secondary schools for ten items is 2.96 with a standard deviation of 0.654. Regarding the response of teachers showed that the mean scores of the statements were between 1.90 (SD = 1.398) to 3.56 (SD = 1.040) whereas the overall mean was 2.96 (SD = 0.753) out of a maximum of 5. Some statements had low mean scores; an indication of instructional leaders performance on functions of instructional leadership activities is low. Among these were; leadership secure additional funds for instructional purpose (M =1.90, SD= 1.398), leadership suggest alternative instructional methods for children who are failing consistently (M =2.73, SD=0.980) and leadership employs several phases, such as conference, observation by a supervisor, and post-conference (M= 2.71, SD = 1.382).

On the other hand the response of the leaders showed that the mean scores of the statements were between 2.66 (SD = 1.591) to 3.14 (SD = 1.027) whereas the overall mean was 2.66 (SD = 0.836). Some statements had low mean scores, an indication instructional leaders' performance on functions of instructional leadership activities is low. Based on the response of leaders instructional leaders' performance on functions of instructional leadership activities in secondary schools was rated as low given that its overall mean was 2.66 (SD = 0.836). From the 10 statements used to explain instructional leaders' performance on functions of instructional leadership activities in secondary schools had an overall mean score of 2.86 indicating that respondents agreed on the extent in which instructional leaders performing the functions of instructional leadership activities in secondary schools of Gera Woreda is moderate. This implies

that the instructional leadership was averagely rated by the respondents. Instructional leadership is concerned with organizational management for instruction and day-to-day teaching and learning (NAESP, 2001).

In general, the overall mean for all indicators related to the efforts made by the principals to improve students' academic achievement in secondary schools was 2.86 which indicate that principals improve the students' academic achievement in some extents in secondary schools with individual overall mean score of 2.96 for teachers and 2.66 for leaders. So, we can conclude from the findings that principals try to improve students' academic achievement by initiating new programs for students, by developing the school's annual instructional programs, by encourage teachers to observe each other's in class, and by employs several phases, such as conference, observation by a supervisor, and post-conference in secondary schoolsof GeraWoreda.

### **5.1. 3.What types of strategies does the instructional leaders employing during monitoring, and evaluating instructional activities in secondary schools**

The data obtain from teachers respondents reveal that the overall mean score of teachers' response regarding instructional leaders monitoring and evaluating instructional activities in secondary schools for the 10 items is 2.95 with a standard deviation of 0.769. Regarding the response of teachers the above table showed that the mean scores of the statements were between 2.46 (SD = 1.407) to 3.53 (SD = 1.008) whereas the overall mean was 2.95 (SD = 0.769). On the other hand the response of the leaders showed that the mean scores of the statements were between 1.64 (SD = 1.050) to 3.32 (SD = 1.277) whereas the overall mean was 2.71(SD = 0.831). Based on the response of leader instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda was rated as fair given that its overall mean was 2.71(SD = 0.831).

From the 7 statements used to explain instructional leaders monitoring and evaluating instructional activities in secondary schools of Gera Woreda was had an overall mean score of 2.83 indicating that respondents agreed on the extent to which principals are performing the functions of instructional leaders carry out monitoring and evaluating instructional leadership activities in secondary schools of Gera Woreda is moderate.

In general, the overall mean for all items related to instructional leaders monitoring and evaluating instructional activities in secondary schools was 2.83 which indicate that instructional leaders monitoring and evaluating instructional activities in secondary schools 3.95 for teachers and 2.72 for leaders. So, we can conclude from the findings that instructional leaders monitoring and evaluating instructional activities such as simplifying the instructional responsibilities of each professional role, evaluating teachers, observing teachers in their classrooms, giving teachers feedback on their weekly lesson plans, analyzing students test scores to identify general instructional strengths and weaknesses, evaluating instructional materials, and giving teachers non-evaluative feedback about their teaching in secondary schools of Gera Woreda

## **5.2. Conclusions**

The results of the study showed that a major impact exist between the instructional leadership and students' academic achievement. The students taught by teachers with high instructional leadership abilities tend to perform better in their academic work. A strong association existed between instructional leadership and students' academic achievement and that an outstanding leadership was a key characteristic of schools that perform well in examinations. This indicates instructional leadership affects students' academic achievement in secondary schools. School leaders did not contribute as required to their responsibilities. There is lack of collaboration to create shared responsibilities and to bring deliberate change among instructional leaders. In addition, providing continues support and giving constructive feedback that improves teachers' performance in teaching were low. To conclude these, most secondary schools are not in dynamic change in working towards their vision and mission.

It can be concluded from these findings that effective instructional leadership practices lead to high attainment of students in examinations. Schools principals need to promote positive school environment by communicate school goals or visions in accordance with different stake holders, creating collaborative problem solving environment, motivate teachers and etc. The instructional leadership is critical for curriculum implementation, evaluation and supervision aspects that lead to higher students' academic performances. In order to improve learning and students' achievement, focus should be on the development of qualified and experienced teachers with strong instructional leadership abilities.

### **5.3. Recommendation**

- From the results of the study the researcher recommends that instructional leadership should be improved by introducing instructional leadership training sessions in schools. The teachers can also be encouraged and provided with financial support to attend instructional leadership workshops, seminars and conferences. School administration should also create an environment conducive for the growth of instructional leadership. Teachers should be encouraged to continuously acquire instructional leadership skills within and outside school systems through training, workshops and seminars.
- The researcher also recommended that, the Zone, Woredas' education office and school leaders should give short term training and supportive supervision to realize the schools' mission and vision. The supervisors and principals should minimize the wastage of the instructional time.
- The school leaders recommended giving attention to community participation and collaboration with NGOs to solve financial problems of schools.
- It is also recommended that head teachers be properly trained and in-serviced in order to practice balanced instructional practices. This will enhance proper utilization of all resources (human and material), so as to realize good performance in examinations for their schools.



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## **APPENDICES**

### **JIMMA UNIVERSITY**

Department of Educational Planning and Management

### **APPENDIX-I**

Questionnaire to be filled by Gera Woreda Four Governmental secondary School Teachers, Principals and Supervisors.

Dear respondents: this is MA thesis research questionnaire; the purpose of this questionnaire is to collect relevant data to be entitled “The impact of instructional leadership on Students’ Academic Achievement in Secondary Schools of Gera Woreda, Jimma Zone”, your participation is critical for the success of study. Be sure that your responses will not be used for other purpose rather than academic purpose to collect data on how teachers, head teachers, principals and assigned supervisor, in secondary schools apply and practicing supervision of instruction leadership. Thank you for agreeing to help us by completing this survey questionnaire.

**PART ONE: PERSONAL INFORMATION**

**Directions:** Please put a tick mark (✓) inside the box or circle the number of your choice. You do not need to write names.

1. Sex: Male  Female
  
2. Age: Under 20-25 years old  26-30 years old  31-35 Years old  36-40   
years old  40 and above years old
  
3. Work title/ Job Classification (career level ) Beginner  proper teacher  Lead  
Teacher  Principal  Cluster Supervisor  .If any other please Specify \_\_\_\_\_
  
4. Academic Rank: TTI certificate  College Diploma  Degree  MA/MSc
  
5. Total years of experience: 1-5 years  6-10  and above years of experience
  
6. Additional responsibility: Home room teacher  Dept leader  Dept  No   
additional responsibility  If any other please -----
  
7. Staffs involved in supervisory role of your school for instructional leadership :   
The Principal  Dept. Heads  Homeroom Teachers  Principals & Dep. Heads  
All are involved

**PART TWO: BASIC DATA**

The following questions are about the instructional leadership practices and challenges in your school. The items in the questionnaire are open and closed ended. Your alternate chooses in the academic year are “we do this all the time”, which is represented by “A” (5); the task performed commonly or “Usually” (U) the value is (4); 3 is for the task performed occasionally or “Sometimes”(S); 2 is for the task performed infrequently or “Rarely”, and 1 is “Never” (N). Please put a tick (✓) mark inside the box that indicate your level of agreement for each of the following statements.

**1. Respondents view to the impact of instructional leadership on students’ academic achievement**

No.	Statements/Items	N	R	S	U	A
1	The leadership communicate to all students the schools general concern for achievement					
2	Encouraging teachers' to participate in academic decision making					
3	Establish high learning environment expectations in students' performance					
4	The leadership compiles reproductions, testimonials, and student work that represent the teacher's professional growth necessary support personnel are made available to assist teachers.					
5	The leadership take steps to improve student discipline					
6	coordinate experienced educator (mentor) to works with a novice or less experienced teachers teacher collaboratively					
7	The leadership allocate materials needed to accomplish instructional goals					
8	The leadership establish a school policy on student performance					
9	Solving administrative problems with stuff to improve student's academic progress					
10	The leadership communicate to parents the importance of basic skills instruction in the schools					

**Open ended**

14. Do you think the support rendered by supervision have helped in improving the performance as a teacher? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, state how your performance is improved-----

-----15. What do you think about the challenges involved in the supervisory role of instructional leadership of the school? -----

**2. Efforts made by principals to improve students’ academic achievement,**

No	Statements /Items	N	R	S	U	A
1	Communicate the instructional goals of the school					
2	Highly committed to the school improvement					
3	The leadership Schedule assemblies that have an instructional purpose					
4	The leadership employs several phases, such as conference, observation by a supervisor, and post-conference.					
5	The leadership encourage teachers to observe each other’s class					
6	The leadership help teachers to develop appropriate instructional materials that are not commercially available					
7	The leadership suggest alternative instructional methods for children who are failing consistently					
8	The leadership initiate new programs that have an instructional emphasis					
9	The leadership develop the school’s annual instructional programs					
10	The leadership secure additional funds for instructional purpose					

**Open ended**

14. What do you think about the supervision provided in your school on how relevant are the instructional support for teachers at different levels? -----

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### 3. Instructional leaders practice on monitoring and evaluation of instructional activities

No	Statements /Items	N	R	S	U	A
1	The leadership simplify the instructional responsibilities of each professional role					
2	The leadership evaluate teachers					
3	The leadership observe teachers in their classrooms					
4	The leadership give teachers feedback on their weekly lesson plans					
5	Analyze students test scores to identify general instructional strengths and weaknesses					
6	The leadership help teachers to evaluate instructional materials					
7	The leadership give teachers non-evaluative feedback about their teaching					

**Open ended**

**8. If you have any other ideas -----**

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## Appendix –II

### Interview Questions for Instructional leadership, Experts & Teachers

#### I. Interview questions for the principals, Head teachers , cluster supervisor and experts:

1. How often do you visit classrooms?
2. What communication did you have with the teacher before, during, and after the visit?
3. Would you please tell us about the recent supervision visit of a classroom? When and what was the purpose of the visit? Describe what you were looking for.
4. Does the school policy allow choosing types of supervision in accordance to the needs of the supervisees?
5. How do you determine the time you spend during the week or which of the following are taking more time in your instructional leadership tasks of the week? And why? Observe and Evaluate; Allocate Instructional Resources; Develop academic Climate; Encourage Concern for Achievement; Coordinate the Instructional Program
6. How do you know that changes are being made in instruction?



## **II. Interview questions for the teachers:**

1. How often do the supervisors observe or visit your classroom?
2. What kinds of feedback or suggestions do the supervisors give to help you improve your instruction?
3. What role does your principal and other supervisors play in guiding and supporting your work in the classroom?
4. How do you recognize the importance of supervision in instructional leadership for student learning?
5. How appropriate it is the way leaders allocate instructional resource?
6. What is your observation about the coordination of instructional programs in the school?
7. Does the instructional leadership (supervision) provide in your school satisfactory to improve student learning result & the quality learning? And why?(time spent for instructional supervision, inputs for instructions, process of class observation, feedback

## **Appendix –III**

### **Interview with PTA chairperson and students' council chairman**

This interview is designed for gathering data required to evaluate the contribution of school leadership in relation to school and students progress. Your genuine response will have significant contribution for success of this study. The response that you give will be used only for the purposes of the current study. So you are kindly requested to give your response.

Part I- personal data

School Name \_\_\_\_\_

Back ground information

1. Sex A. Male \_\_\_\_ B. Female \_\_\_\_      2. Age \_\_\_\_\_

Your position in school \_\_\_\_\_

Total serves in this area \_\_\_\_\_

**Part II –Interview leading Questions**

1. Have you participated in preparing your school plan as stakeholder? How much it is Participatory?
2. Are there adequate resources allocated for academic progress of students in your school? How school finance system is managed?
3. How often do your school principals discuss about instructional issues with stakeholders? And how they protect a learning time and compensate loosed time?
4. How do you evaluate your school principals’ instructional contribution for students’ academic achievement?
5. What major problems and deficiencies of the school have you observed on improving academic achievement of the students?
6. What is your role in the academic progress of your school?
7. In your opinion what measures should be taken by stakeholders (teachers, principals and government) to enhance the quality of teaching learning on the implementation of instructional leadership?

Government \_\_\_\_\_

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

## Appendix- IV

A Guide for Document review

Documents to be analyzed here includes: student roster of EGSSLCE (2016 - 2018).

Woreda \_\_\_\_\_

Name of the school \_\_\_\_\_

No	Items Yes , no	Yes	No				
1	Does your school manage its budget in financial system?						
2	Does your school have strategic plan to influence student success?						
3	Does the plan prepared by following the right procedure of developing school improvement plan?						
4	Are there documents that show classroom observation made by the school leadership and feedback given for teachers on academic issues of the students result						
5	Do the schools have written predetermined task description and job specification for each leaders and other post at each level?						
6	Do the school record and rate students' academic progress in using regular check list in each class?						
7	Do the schools have minutes on the regular base concerning different academic issue?						
8	Is there a progress of students' achievement on national examination in last two years?						
9	Do school leaders give CPD training to the teachers continuously?						
10	Is there action research conducted in the school to enhance learning teaching?						
11	Is there continuous discussion with staff and students to improve students' academic achievement?						
12	Result of students on national Exam From the school roster	Year	Sat exam	for	≥ 2:00	Joined 11 <sup>th</sup> grade	<2:00
		2016	M				
			F				
		2017	M				
			F				
		2018	M				
F							

## Appendix- V

The result of documents reviewed

		Frequency	Percent	Cumulative Percent Valid
<i>Valid</i>	Yes	16	36.36	
	No	28	63.63	
	Total	44	99.99	

## Appendix-VI

Result of students on national Exam from the school roster in secondary schools of Gera Woreda

Result of students on national Exam From the school roster	Year	Sat for exam		$\geq 2:00$	Joined 11 <sup>th</sup> grade	$<2:00$
	2016	M	278		205	184
F		195		144	99	51
2017	M	519		133	116	386
	F	380		94	82	286
2018	M	587		324	282	263
	F	397		226	175	171

