

PRACTICE AND PROBLEMS OF INSTRUCTIONAL LEADERSHIP IN
SECONDARY SCHOOLS OF JIMMA ZONE, OROMIA REGIONAL STATE.

BY

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MANAGEMENT

APRIL , 2021

JIMMA,ETHIOPIA

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A THESIS SUBMITTED TO JIMMA UNIVERSITY DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT COLLEGE OF
EDUCATION AND BEHAVIORAL SCIENCE IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SCHOOL LEADERSHIP

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APRIL , 2021

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DECLARATION

I, the undersigned, declare that this thesis titled, “ **Practice and Problems of Instructional Leadership in Secondary Schools Jimma Zone**” is my original work developed under the guidance of my advisors, Dr. Desalegn Beyene (Major Advisor) and Mr. DerejeDaksa (Co-advisor) and has never been submitted to any other university for an award of any Degree. All information from other sources has been duly acknowledged following appropriate scientific procedures.

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As members of Board of Examiners of the final MA thesis open defense, we certify that we have read and evaluated the thesis prepared by FekaduAyele titled, “**Practice and Problems of Instructional Leadership in Secondary Schools Jimma Zone**” and recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in School Leadership.

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Acknowledgements

First and for most, I want to express my sincere and deepest thanks to my main advisor, Dr. Desalegn Beyene and Mr. DerejeDaksafor their guidance, constructive comments and professional advice in the process of doing my thesis work. Without their professional and technical assistance, the successful completion of this paper would have been impossible. My sincere and profound gratitude also goes to all sample schools teachers, department heads, vice principals, principals, supervisors and many others for their support in giving me relevant data for my research. In addition, I would like to extend my gratitude to GemechuAyana and Efreem Jihad for their material and technical assistance.

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ACRONYMS

ANRSEB Amhara National Regional State Education Bureau

ESDP Education Sector Development Program

ETP Education and Training Policy

GEQIP General Education Quality Improvement Packages

MoE Ministry of Education

NAESP National Association of Elementary School Principal

NSDC National Staff Development Council

REB Regional Education Bureau

SBRR Scientifically Based Reading Research

WEO Woreda Education Office

ZEO Zone Education Office

Abstract

The major objective of this study was to assess practice and problems of instructional leadership and identify problems in secondary schools of Jimma zone. To realize the objective of the study, descriptive research design was employed. Both quantitative and qualitative methods were used. The total population of this study comprised of 800 teachers out of which 160 (110 male and 50 females) selected as samples. The sample constituted 92 teachers, 40 department heads, 8 vice principals, 8 principals, 5 cluster supervisors and 5 Woreda Education Office leaders. The data collected were analyzed using percentage, mean and standard deviation. Based on these and other findings of this study, it could, generally be concluded that there is poor instructional leadership practices in secondary schools of Jimma zone. Therefore, , in order for instructional leadership practices to be improved in secondary schools of Jimma zone, there is a need that all concerned bodies ensure the involvement of school instructional leaders in performing the five major functions of instructional leadership, it is also advisable that school instructional leaders be purposeful, visionary and develop value that focus on learning, it is advisable that instructional leaders act with the necessary commitment to realize the school vision which reflects the hopes, needs and interests of all who have stake in the school, it is advisable that instructional leaders properly and continuously communicate their schools' vision and missions and ensure are understood, instructional leaders are strongly advised to continuously supervise as well as monitor instructional activities face-to-face with the intention to improve instruction, not merely for the purpose of teachers' performance appraisal, the cluster-school supervisors and Woreda Education officials are advised to arrange the educational tours at cluster school level or to schools out of own cluster within a Woreda or to schools in other woredas to learn from the instructional leadership practices of those who relatively best performed and provide adequate, constructive and clear information to relevant stakeholders on school instructional leadership practices at the appropriate time.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

The practices of instructional leadership is expanding through the world as well as in the Ethiopia schools depend on leadership to shape their productive futures , (Senge et.al, 1999).When we say leadership, one need to distinguish between the traditional and modern view of the term. The traditional view of leadership emphasized on hierarchical and procedural notions and assumed that leadership is the sole responsibility of school principals. And it was also advocated that the major duties of principals were teachers“ evaluation, budgeting, scheduling and facility maintaining. Hallinger and Murphy (1985), for example, developed a framework consisting of three elements: a) defining the school mission, b) managing the instructional program, and c) creating a positive school climate. According to them, the instructional leaders are required to frame school goals, communicate, supervise and coordinate curriculum, monitor progress, and support the learning culture in order to make their schoolseffective.

In Ethiopia, although an attempt has been made to make the instructional leadership decentralized and professional, still a lot remains to be done in training and professionalizing principal ship. Owing to this fact, principals failed to play their pivotal instructional leadership role (MoE, 2013).

With regard to jimma Zone, a substantial expansion of primary schools took place under ESDP II & III. Nevertheless, quality of primary education in the zone is yet requiring much to be done.

Thus, to improve this, school principals need to be well competent and effective in performing instructional leadership activities. Consequently, the preceding attempts would indicate that the conditions of secondary schools invite for appropriate instructional leadership which in turn calls for scientific study of major problems of secondary schools principals in instructional leadership.

Therefore, the study attempts to measure instructional leadership practices and problems of Secondary schools of Jimma zone related to three dimensions of instructional leadership described in Hallinger and Murphy models of instructional leadership: defining the mission, managing instructional program, and promoting school climate.

Instructional leadership has a particular importance in educational administration because of its far reaching effects on the accomplishment of school programs, objectives, and educational goals (MoE, 1994). In light of this, secondary school principals are expected to perform well with instructional leadership activities (MoE, 1994). However, in implementing the instructional leadership to bringing changes in the school systems as effective as possible, school principals may face many challenges; the divergent challenges and needs that evolved from discontinuous environmental changes including globalization introduce new trends of instruction in schools. This in turn, will create challenging burden upon the effectiveness of school leaders, teachers, and students. To strengthen this idea, Morphet (1982) stated that principals in secondary schools face many challenges due to their position; their position is vulnerable to many types of challenges. For example, pressure from their super ordinates to meet the goals of the organization, from the teachers to meet their personal needs, and from the environments both internal and external.

Similarly, McEwan (2003) also described five challenges affecting the effectiveness of instructional leadership. These are: lack of skill and training for principals, lack of teachers' cooperation, lack of time to perform instructional activities, lack of support from superintendents, and lack of vision, will or courage from principals toward instructional activities.

As study conducted by (UNESCO, 2006) majority of school principals in Ethiopia, were trained in subject area, they have not been trained in professional disciplines that make principals in secondary schools face many challenges in performing instructional leadership activities as expected of them. For example, pressure from their super ordinates to meet the goals of the organization on the one hand and from the teachers to meet their personal need on the other

Similarly, most of the primary school principals did not have the required qualification for secondary school principal ship and they did not get educational leadership training which make them adequate in instructional leadership practice (Feseha, 2005). Further, Fekadu (2009), in his study indicated that principals were challenged by internal challenges such as lack of cooperation of teachers, shortage of instructional resources, lack of principals experiences in principal ship, and heavy work load, and external challenges like interference in principals' decision making process by superintendents, and lack of technical support from the superintendent in performing instructional leadership practices.

Therefore, the local studies shown that there are many factors that affect the practices of instructional leadership for instance, lack of competence to develop leadership practice within and outside the school, less participation of students and teacher in decision making, less participation of community in educational activities, lack of commitment of stakeholders during implementation, practice and problems of school climate and students background are the prominent ones. To alleviate such kind of problems, school leaders have a great role in communication, organizing a variety of activities throughout the school learning. As practical gap, Jimma zone is not free from lack of effective and efficient instructional leadership in secondary schools. So, this study was attempted to assess the main challenges in the practice of instructional leadership in Jimma zone secondary schools. Thus, based on the above prevailing problems and importance of the issue, the researcher was initiated to study on this area in detail.

1.2. Statement of the Problem

School leaders are responsible persons to provide effective and efficient education in schools. They should have to pay a great attention and effort to promote effective instruction in teaching and learning process. Instructional leadership is actively and visibly involved in the planning and implementing of change. As a result, it encourages collaboration and working in teams. In instructional leadership, a principal is responsible for improving instructional and developing will be accomplished through evaluation of teachers by principals using a standard of teaching (German, 1993)

Instructional leadership is characterized as a feature of responsive schools where engaging the broad participation of we can say. All stakeholders of school and faculties ensuring that the changes for improvement in response to the adaptive challenge it face (Helfte, 1994). Evidence also indicates that potential applicants for instructional leadership positions are deteriorated by the heavy work load of principals and the fact that the Job does not seem to be adequately supported (Hopking et al. 2008).

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

In instructional leadership, there are higher roles with in school districts require people with leadership skills. These roles must be filled with competent, confident people that understand true effectiveness of being a clear, not just a warm body filling a supervisory position. In this time as a professional educator, Green (2000) has had the opportunity to work under a few effective leaders. He has outlined for us what he believes to be the five most important characteristics of leadership in education. Those understanding self, understanding Human nature, communication, clear , focused judgment and believe in people. In addition to these, there are also another five characteristics as follows. These are understanding democracy, understanding the impact of technology, understanding working in fraternity , collectivism and globalization , understanding values of civic and ethical education , and understanding the impacts of domains of the school improvement (SIP –OREB: 20-21)

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

Recently, as most studies recognized that the instructional leadership practice in secondary schools of Jimma Zone was the main problem of leadership for his/ her practice because of the following conditions. Most of the schools had not competent and trained personnel or leadership, lack of making instructional decision on the basis of leaders needs interests, abilities, talents and styles of learners' needs, interests, abilities, talents and styles of learning, low levels of awareness of what we're happening in the school. Unwillingness to take risks and responsibilities in the school, in adequate managing and improving works in instructional programs are also some of the inhibitions were here in the area (Prior ODaneil, 2009).

Earlier, studies was conducted by Tesfaye .L(2001) on the instructional leadership in Adam some selected schools and judged that as there are internal and external factors that affecting the instructional leadership . In addition, Gemechu(2003) also conducted study on the problems of instructional leadership at Shashemene some selected schools and

stated that as the training , lack of awareness , bad culture towards the instructional leadership .

Therefore, the local studies shown that there are many factors that affect the practices of educational leadership for instance, lack of competence to develop leadership practice within and outside the school, less participation of students and teacher in decision making, less participation of community in educational activities, lack of commitment of stakeholders during implementation, practice and problems of school climate and students background are the prominent ones. To alleviate such kind of problems, school leaders have a great role in communication, organizing a variety of activities throughout the school learning. So, this study was attempted to assess the main problems in the practice of educational leadership in secondary schools of Jimma Zone.

This study, therefore, was initiated to assess such problems and find out solutions in improving the instructional leadership practices and problems in secondary schools of Jimma Zone. Though those hindering factors affecting school leadership roles are demanding that need detailed investigation however, studies had not fully addressed the issue. Thus, based on the above prevailing problems and importance of the issue, the researcher is initiated to study on this area in detail. Accordingly the following basic questions were raised in the course of the study.

1.3 Basic Research Questions

1. What are the challenges instructional leaders are facing to implement the instructional leadership in secondary schools of Jimma Zone?
2. What domains of instructional leadership are practiced by stakeholders in secondary schools of Jimma Zone?
3. To what extent the principals are going to solve the problems of instructional leadership in secondary schools of Jimma Zone ?

1.4. Objectives of the Study

1.4.1. General Objectives

The main aim of this study was to assess the practice and problems of instructional leadership in secondary schools of Jimma zone.

1.4.2. Specific Objectives

Specifically, the objectives of this study were to:

1. To identify the challenges instructional leaders are facing to implement the instructional leadership in secondary schools of Jimma Zone
2. To assess the domains of instructional leadership are practiced by stakeholders in secondary schools of Jimma Zone
3. To examine the extent the principals are going to solve the problems of instructional leadership in secondary schools of Jimma Zone

1.5. Significance of the study

The results of this study may help to create awareness among the secondary schools instructional leaders by revealing what sort of instructional leadership competences do they lack while they were leading their schools and how should they fill these gaps in order to bring changes in their respective primary schools. Therefore, the researcher strongly believes that the findings of this study report and recommendations may have the following contributions:

It may help to create awareness on the part of the school leaders about the different roles of instructional leaders and the challenges they will face in their real world.

It may also serve as information source for educational officials at different levels of the education hierarchy to identify the gaps existed in relation to the instructional leadership and address the problems in the future.

It may serve as stepping-stone for those who want to carry out in-depth research on the topic in the study area.

It may also provide valuable information to the schools about how do they practice instructional leadership roles and enable them to take corrective actions for the major challenges they faced.

1.6. Delimitation of the study

This study is delimited to the practice and problems of school leadership in secondary schools of Jimma Zone. Because of the following reasons: firstly, to make it manageable for the student researcher on account of resource and time constraints secondly, to investigate the

problems exhaustively and it becomes less problematic to gather relevant and adequate data that lead the research finding to be more reliable and valid. Thirdly, the student researcher is more familiar in secondary schools of Jimma Zone and has experiences about school leadership roles or activities. Fourthly, school leadership role is the activity given less attention in secondary schools of Jimma Zone.

1.7. Limitation of the study

As the first challenges, it was difficult to develop a reliable research instrument and to construct research framework. The other limitation in the study while conducting the research work due to insufficient time also lacks the incorporation of interviews of officials that could enable gathering much valuable data. Time frame of six months along with preparing research proposal and other courses to study was quite short to gather more detailed data to make the study more interesting that has directly related with Covid-19 epidemic disease. Therefore, the researcher managed the limitation by limited numbers of the participants by focused on those who are nearer and more concerned to instructional leadership this research result is based on the assumption that the data collected is correct.

1.8. Operational definition of terms

Competencies: refer to requirements for the practice of school instructional leadership for which school leaders are accountable for throughout their careers.

Principal: refers to trained person who is responsible to lead the school in all area of administrative and supportive functions.

School leader: refers to a principal, vs. principal or other concerned/ assigned body subject to the responsibilities assigned to the designation by the school/ woreda authority.

Instructional leadership: is a leadership style in making suggestions, giving feedback, modeling effective instructions. Soliciting opinions supporting collaborations providing professional development opportunities and giving praise for effective teaching.

1.9. Organization of the study

This research is encompasses five chapters. The first chapter is about introduction, statement of the problem, basic research questions, significance of the study, delimitation, and operational words, the second chapter is about review literature, and the third chapter is about research design and methodology that constituted, design of the study, sources of data, sampling technique and sample size, data procedures, validity and reliability, methods

of data analysis and ethical consideration of the study .Chapter four is about data analysis, presentation and interpretation. The last chapter is about major finding, conclusion, and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Instructional Leadership

There are many claims that there is no agreed definition up on the concept of leadership (Ciancioleetal, 2004). Indeed, the leadership literature contains literally hundreds of at least slightly different conception of leadership. One way often used to clearly the meaning of leadership is to compare it to the concept of management. Some of these comparisons seem largely unhelpful, as in Benin's and Nanos' (1985) Claim that management is 'doing things right' and leadership doing the right things" more helpful, we think, is a distinction, Cotter (1990). According to Cotter, management is about producing order and consistency whereas leadership is about generating constructive change adopting this perspective, the primary effect of organizational leadership would be significant change in a direction valued by the organization.

In practice, of course, distinguishing between leader ship and management behaviors can be extremely difficult. This is because the distinction rests not on the nature of the behavior but it is effects. If behavior produces order and consistency then it must be management, it produces change in a valued direction it must be leadership. Most conception of leadership do associate it with productive change. And at the core of most of these conceptions are two functions generally considered indispensable to its meaning.

Direction setting: helping members of the organization establish a widely agreed on direction or set of purposes considered valuable for the organization, and. Influence: encouraging organizational members to act in ways that seem helpful in moving toward the agreed on directions or proposes. Each of these functions can be carried out in different ways such differences distinguishing many "Models" of leadership from one another. As Yukl (1994) notes, leadership influences: the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activates to accomplish objectives, the maintenance of cooperative relationships and team work, and the enlistment of support and cooperation from people outside the group or organization instructional leadership, especially, is actively and visibly involved in the planning and implementation of change, but encourages collaboration and working in teams, in instructional leadership, a principal is responsible for improving instructional leadership instructional leadership willbe

accomplished through evaluation of teaching (Gertman,1993) . In fact, though there are many definition of leadership, it often deals with change, inspiration motivation and influence and demanding effectiveness of roles played by all stake holders at all levels (Lunenburg and Allan, 2000). Research has shown that school leaders can make a difference in school and student performance if they are granted autonomy alone does not automatically lead to improvements unless it is well supported. School leadership responsibilities therefore should be defined through an understanding of the practices most likely to improve teaching and learning (Hopkins etal., 2008).

Thus effective school leadership to day must combine the traditional school leadership duties school as teacher evaluation budgeting. Scheduling and facilities maintenance with a deep involvement with specific aspects of teaching and learning effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student as achievement (Eotton, 2003; King, 2002). Elmore (2000) confirms that scope of the school principal to involve other leaders as well. In supporting the above idea, In view of many scholars, the key players in instructional leadership include central office personnel (super intendment, curriculum coordinators,etc).Principals and assistant principals, and instructional coaches.Moreover,according to Leithwoodetal. (2005) the definition of school, leader includes any of the following participants (besides the above mentioned key players).Teachers who exercise leadership, for example department heads, unit leader, mentors and parentand community leaders(PTAS and KETBS), student leaders, external support organizations, teachers' union leaders, district or upper level leaders /office experts, other concerned individuals and groups who exercise influencing the daily practice in schools. Therefore, leadership is increasingly characterized as feature of responsive schools where engaging the broad participation of we can say, all stake holders and faculties ensuring that the changes for improvement in response to the adaptive challenges it faces (Helfte,1994).

2.2. Key Elements of Instructional Leadership

According to Kane et al, (2004), Leithwood and Levin (2005) cited in MESP (2009:35) some key elements of instructional leadership include the following:

Prioritization: teaching and learning must be at the top of the priority list on a consistent basis, leadership is balance of management and vision while leaders cannot neglect other

duties, teaching and learning should be the area where most of the leaders scheduled time is allocated.

Scientifically based reading research (SBRR): instructional leaders must be well informed of SBRR and effective reading instruction in order to assist in the selection and implementation of instructional materials and to monitor implementation. Leaders participation professional development sessions will help them remain informed and that goal is measured by standards-based assessments, the curriculum, instruction and assessments all must be aligned with the standards. If there is a disconnection among these elements, student achievement will not be evident: Alignment is an ongoing process as standards, curriculum and assessments cycle through improvements.

Data analysis: in their focus on improving Achievement, effective leaders use multiple sources of information to assess performance. Decisions at all levels must be based on pertinent data. Central office staff can use data to help principals become more effective instructional leader and to make decision regarding policy and curriculum. Principals can use data to help guide the instructions focus and professional development of teacher's coaches can use data to data to determine the effectiveness of instructional strategies. Coaches can also assist teachers in using data to establish student grouping arrangements and pinpoints specific student intervention needs (Talcottparsons, (1966)

Culture of continuous learning for adults: effective instruction is skill that can never be perfected. All teachers can benefit from additional time and support to indicates that effective principals have "view of instructional improvement as an ongoing process" (chase and kane,1983). Learning as a priority will provide released time for teachers to attend relevant training they will follow up by monitoring and providing the support that sustains the new learning the expectations set by the leaders regarding priorities, SBRR.Alignment, data use, and continued learning will Impact class room instruction and student achievement. The leaders at all levels of the system have a clear and important role in supporting those improvements

2.3. Leadership Models Developed In the Education

In their extensive review of research, many researchers such as Spillane et al,(2002) and Lunenburg et al (2004) developed five-fold classification of six leadership models reflected in the educational literature. In this section the researchers illustrate the range of ways in

which the successful or effective exercise of leadership has been conceptualized within and outside of education sector, these are alternative. Leadership models of theories. These are summarized along with related theory and research published since 1999.

Those models are given as: Instructional leadership: focuses on the behaviors of teachers as they engage in activities directly affecting the learning of pupils. The more fully developed models attention to broader sets of organizational variables, such as school culture or climate, thought to influence teachers' class room practices. Transformational leadership focus on the commitments and capacities of organizational members, as well as their willingness to engage in extra effort on behalf of their organizations while the evidence about approach to leadership has been collected in no school contexts educational researchers have recently begun to redress this imbalance (Nguni, 2004; Lunenburg, 2004).

Moral leadership is concerned with the ethics and values of those exercising leadership. Specially, it aims to clarify the nature of the values used by leaders in their decision making and how Conflicts among values are best adjudicated. A stand with in this approach to leadership specifically, aims to promote democratic values and the empowerment of a large proportion of organizational members, Johansson, (2003). Participative leadership: shines a spot light on group decision making processes educational research inquiring about this approach on as a strong foundation of research in other sectors dating back to seminal studies in the early 1930's about increases in organizational effectiveness associated with greater participation of employees in meaningful decisions about their work. The extensive body of research on teacher participation in decision making reasonably can be viewed as part of the body of evidence about this model of leadership rapidly growing literature on both "teacher leadership", (York Barraetal., 2002) and" distributed leadership (Spillane, recent evaluation of this approach. Managerial and strategic leadership: encompass range of tasks or function found in the classical management literature including tasks such as coordination, planning, monitoring and distribution of resource also addressed much more extensively in the literature is the entrepreneurial, creative and change oriented " strategic" leadership sometimes thought to be the exclusive purview of those occupying senior levels of the organizational hierarchy (Yukl and Lebsinger, 2004)

Contingent leadership: emphasizes the need for leaders to be responsive to the unique demands of their organizations and the contexts in which those organizations fraction while this approach is quiet mature in both education and non- education sectors, its original

conception was limited to a very small number of dimensions along which leadership styles could vary in response to context (primary the initiation a structure demonstration of consideration for employees). Current leadership research continues to call for more sensitivity to the context in which leaders work and greater flexibility on the part of leaders across a much larger number of dimensions (Yukl, 1999)

2.4. Domains of Instructional Leadership.

The instructional leadership framework (Hollinger and Murphy, 1985) consists of three main components: a, defining the school mission b, managing the instructional program and c, creating positive school climate within these components, the instructional leader frames school goals, communicates, supervises and coordinates curriculum. Monitors progress and supports the learning culture through visibility protecting instructional time, and providing professional development opportunities for teachers.

The research study conducted by Hopkins et al., (2008:2) also identifies four major domains of responsibility as key for school leadership to improve student outcomes: supporting, evaluating and developing teacher quality, goal setting assessment and accountability strategic financial and human resource management, and collaborating with other school. The term instructional leadership characterizes.

The collegial practice of working together to improve the quality of teaching and learning. Day et al.(2007) identified that setting directions. Developing people, engaging in collaboration, and using data and research as indicators of the effectiveness of teaching and learning are primary components of instructional leadership components were encouraging the use of data and research and aligning resources to support working with data in addition a large component of instructional leadership is modeling, monitoring, and monitoring and assumes that the principal can model effective instruction, recognize effective instruction when it occurs, and understand the outputs of effective instruction (Southworth, 2009). Moreover, monitoring (of student performance data) is required for an informal leader to maintain awareness of student's learning progress and achievements.

As Southworth(2009) pointed out, "data are not an additional part of the work, as if they were an appendage to the teaching process to be consulted when there is time, they are integral part of leadership and teaching in supporting a variety of school improvement, initiatives suggest

that in line with the work of Hollinger the focus of instructional leadership needs to be on three domains in particular (Hopkins, 2001).

2.4.1. Defining the Values and Purpose of the School

Instructional leadership needs to be purposeful, inclusive and values driven (national college for school leadership (NCSL, 2001). Purposeful in so far as there is clarity as to the goals of education schooling inclusive to ensure that these aims are widely owned within and outside the school community, and value driven because it is only an insistent focus on learning and empowerment that will ensure success in the knowledge society although clarity of purpose and ownership are necessary conditions for effective leadership it is the underpinning value and beliefs.

That gives leadership its power. According to scholars' views stated in Southworth, (2009) the values and belief that infuse successful leadership focus on learning and empowerment. This implies broader and deeper view of learning. It is broader because within instructional perspective learning refers not just to the progress of students, but also to the learning of teachers and leaders, and organizational learning on the school. It is deeper because learning reflects not just end action in to knowledge but the acquisition of a range of learning skills that allow the learner may be the student or teacher to take more control of their world. Becoming more skillful and competent is the basis of empowerment. It is clear that effective leadership is infused by commitment to clearly articulated values and beliefs. Although some indication of the types of values that infused instructional leadership have been, it is inappropriate to be perspective about what should be. The important point is that each school and school system. Should articulate their own values position appropriate with in which they operate, and the falls on student learning and Achievement.

2.4.2. Managing the Teaching and Curriculum Program

The effective pattern of teaching that results in higher levels of student learning is promising (Biography and Good, 1986). According to the above mentioned scholars, the evidence that teaching and curriculum and their impact on student learning under effective instructional leadership have been indicated as follows. There are a number of well-developed models of teaching and curriculum that generate substantially higher level of student learning than no motive practice. The most effective curriculum and teaching patterns induce students to

construct knowledge to inquire in to subject to read intensively. The result is to increase student capacity to learn and work. Models of teaching are really models of learning as students acquire information, ideas, skills, values, and ways of thinking and means of expressing themselves. They are also leaning how to learn.

2.4.3. Establishing the Schools is a Professional Learning Community

As Joyce et al. (2002, cited in Southworth, 2009) it is obvious that if teachers are to become more versatile in their creation of learning experience for their students then the major focus for the work of instructional leaders is the establishing of effective staff development process. Instructional leaders should realize that there has to be a planned action for staff development continuously with time. For example, that time is required for whose staff in service days on teaching and learning and school improvement planning as well as curriculum tours to share the work done in department or working groups. Inter departmental meetings to discuss teaching strategic. Workshops ran inside the school on teaching partnership teaching and peer coaching.

2.5. The Nature of School Leadership.

The following ten propositions can be grouped in to three sections reflecting the values, nature and context of school leadership. The propositions should be regarded as a set; they build on and amplify each other as the argument develops (NCSL, 2001). As the propositions reflect those is purposeful, inclusive and values driven embrace the distinctive and inclusive context of the school. Promote an active view of learning-Be instructionally focused, School leadership is a function that needs to be dispersed thought the school community. Build capacity be developing the school as a learning community. Be futures oriented strategically driven. School leadership must be developed through experiential and innovative methodologies. Be served by a support and policy context that is coherent, systematic and implementation driven be supported by a national college that leads the discourse around leadership for learning.

Taken together the above proposition/values comprise a manifest to for the future of school leadership and firmly ground newly transformational and firmly grounded in learning (NCSL). Hopkins and others also asserted that there are values /strategic to attract, recruit and support high performing school leaders include: professionalizing recruitment, focusing on the relative attractiveness of school leaders salaries, acknowledging the role of professional

organizations of school leaders and providing options and supporting for career development (Hopkins , 2008) thus responsible bodies might make use of such useful ideas/ strategies to make school leadership an attractive profession.

2.6. Roles, Principles and Challenges of School Instructional Leadership.

2.6.1. Roles of School Principal

The principal has the pivotal role of providing the leadership for the school and its wider community. Hollinger and Heck's, (1997) review of research on the principal's role in school effectiveness concluded that strong administrative leadership was. Among these factors within school that make a difference in student learning the principal's role is a complex one, which includes being accountable to the public, building community relations, dealing with crisis and political issues, overseeing discipline, enhancing instruction, resolving managerial problems, and creating school culture unfortunately, the role of instructional leader may be secondary to all these and other tasks and duties because of the amount of time instructional leadership requires therefore, the current lack of instructional leadership is not the fault of the administrator but rather the nature of the job (and prioritization problems).

Supporting this George et al. (2001) state that although principals even believed that instructional leadership is important, very little of their time is devoted to instructional leadership due to lack of time and paper work, in turn resulted in loss of teacher's respect for the principal. The principals' unique role in the school is that they have an influence on student Achievement. In addition, Hollinger and Heck, (1997) found the indirect effects of the principal's role resulted from internal school processes such as Academic expectations. School mission, students' opportunity to learn, instructional organization and Academic learning time. All of the indirect effects had the greatest impact on student Achievements. Creating a collaborative working environment provides an opportunity for teachers' skills and abilities to grow and develop, which is enhanced through the direction of an effective leader. Thus an effective leader is one who can "challenge the process inspire a vision. Enable others to act, model the way, and encourage the heart" an instructional leader's role insists of communicating the school mission and goals providing supervision of the teachers in order to develop their leadership and supervisory skills and abilities. Providing professional development Opportunities, and creating school which conveys collaboration, trust: and empowerment (Blasé and Blasé, 1998). The result of principals incorporating instructional leadership principles in to their role is that they create a school that works as a

collaborative unit with a focus on enhancing student achievement and creating of lifelong learners.

The national association of elementary school principal, NAESP (2009) also states that principals can no longer simply be administrators and managers. They must have the force that creates collaboration and cohesion around school learning goals and the commitment to achieve those goals “Evidence also shows that principals can strengthen school boards who can intern contribute a lot for the success of their schools. For this to happen, it is also crucial to clarify the roles and responsibilities of the school board (parent teacher Association.(PTA) and Kebele education and training board (KETBs) and ensure consistency between their objectives, skills and experiences of board member Hopkins et al (2008).

In addition, as Derrick et al (2013) have summarized the role of the school principal covers many different areas including leadership, teachers evaluation, disciplining, schedule setting, reviewing policies and procedures, developing, implementing and evaluating programs, creating good parent and community relationship, and delegating duties and responsibilities to others for better achievement of common goals and objectives. Besides, the role of school leaders have changed radically as countries transform their education system to prepare young people to function in the today’s world of rapid technological change, economic globalization and increased mobility and migration, one of new roles they are being asked to play to work beyond their school borders so they can contribute no only to the success of their own school but also to the success of the system as a whole (Hopkin et al, 2008).

Ensuring sensitivity to the process of professional growth and continuous improvement, providing training in observation and reflection on practice in teacher preparation programs.Improving professional practice both inside and outside the class room , focusing on group processes in class room rather than a one- on one supervisory experience. Making instructional decision on basis of learner’s needs, interests, abilities and talents. Managing and improving the instructional program, planning of teaching learning process, establishing goals and working well with staff member.In view of many people inside and outside education, continuing to lead school as they have been led for a century simply will not do. Leading and learning have new dimensions that demand new knowledge, skills, attitudes and well examined commitments.

2.6.2. Principles to Ensure Stake Holders Involvement in School Leadership

According to many researchers, the increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within and across schools; School boards also face new tasks. While practitioners consider middle management responsibilities vital for school leadership these practices remain rare and often unclear, and those involved are not always recognized for their tasks. Thus the challenge is to improve the quality of current leadership and build sustainable leadership for the future (Hopkins et al, 2008).

These and other researchers also found out that in terms of general running of the school budgeting, source management, planning or decision making, most stake holders consciously or un consciously excluded from involving in such matters. For instance Jackson, (2000) suggests the following principles for principals to consider so as achieving greater stake holder's involvement.

Be willing to share decision making with others, letting go of traditional authority and top down roles, Providing empowerment through training, strive for flatter organizational structures, give support and establish an environment of trust and respect, strive to ensure that involvement becomes meaningful to all role players, Endeavour to engage a representative of learners to issues that affect their educational and schooling, Help teachers to balance their increased work load that has resulted from in decision making structures(curriculum committee), minimize the perceived gap between professionals (teachers) and" laypersons"(parents and learners). Adopt an open participatory management approach for some principals and some schools these may seem major challenges however, they are crucial if the question of inclusiveness.

Involvement becomes a reality across schools as those researchers. The collective sharing of skills expertise, facilities, resources and experiences, and encouragement of innovation and creativity will create much richer and more sustainable opportune for rigorous transformation than can ever be provided isolated institutions (Hopkins, 2001).

2.6.3. Challenges of School Principals

Principals have faced when exercising instructional leadership. According to Ayalew(1991) the constraints that could restrict school principal motivation and efforts to perform as an instructional leadership include personal qualities of the principal. The principal's own

personality, vision extent of commitment, human relation skills etc can serve to promote the exercise of effective leadership the extent of class lack of resources (financial, physical and human) can be serious problems to instructional leadership that is if resources are limited, the principal will be facing a significant constraint to implement his/ her leadership. The nature of the situation some situation involves more instructional problems, and crises which necessitate the instructional leadership than do others. Exercising instructional leadership takes time and energy over and above that which must be spent on administering school. Degree of incentive when one or more of the above motivational obstacles are operant in schools, some kind of reward will probably be needed for the principal to adopt the role of instructional leader. Jackson also identified factors that hinder parents and learners not to involve in school leadership matters as: lack of skills and poor understanding of school issues, time pressure lower education, some teachers' negative attitude towards parents, perceived gap in between, perceiving learners as minors and being denied the opportunity to participate. As Leithwood and Levin (2005) also have identified these include: inconsistent and limited support, lack of commitment, inadequate skill.

To lead the learned communities, expectation about leadership roles as limited to only principals, so on. The extent of constraints for any principals who wishes to exercise instructional leadership will probably vary. From one situation to another and what may be viewed as serious constraints by one principal may be perceived a minor one by another. In apparent constraint, the important approach for the principal seen to seek more in to attempt diagnose and modify it and overcome the constraints.

2.7. School Principal Characteristics and Competencies.

2.7.1. Characteristics of School Principal Required For Effective Instructional Leadership.

According to Green , (2002) to be an effective instructional leader the principal must have the following personal characteristics: To be effective you have to be compassionate, very promote a sense that you have their wellbeing at hand allow teachers to use their professional knowledge, know appreciate the staff and that they know what works for some else doesn't necessarily – work for you because it is not you it is so important that the teacher has to be able to reach (his/ her way) as a teacher, and not everyone falls in to the same type of model. Therefore, Green advocated for a variety of professional development possibilities that met the more specific needs of a school and its teachers. Green's second purpose for supervision

was to positively recognize teachers. Teachers need to “have a sense of the (principal appreciates the staff “and staff know they are doing a good job and that there is support for them to do a (good job) the principals have to be there to respond to any concern or questions, Green believed that it was important to recognize teachers for their accomplishments and thank them for doing their jobs. Also teacher recognition helps in developing positive relationships with staff members.

Power and title does not a leader make by having the power as "supervisor" or boss does not automatically place her/him on a spot as a leader. Leaders motivate their followers to set high attainable goals as that result in successful products. In educational leadership, there are higher roles within school districts require people with leadership skills these roles must be filled with competent, confident people that understand true effectiveness of being a leader, not just a warm body filling a supervisory position. In this time as a professional educator, Green has had the opportunity to work under a few effective leaders. He has outlined for us what he believes to be the five most important characteristics of leadership in education.

A. Understanding Self.

Effective leaders have an honest understanding of who they are and what they represent. Knowing strengths and weaknesses of self helps leader's model methods in which they utilize their strengths and continually work to build their weaknesses. Good leaders share their strengths with their followers and they seek input and support from their followers by acknowledging their weaknesses. Acknowledging that help is needed not a weakness, in fact teachers appreciate.

When leaders admit they might not have all the answers. Good leaders seek responsibility and take responsibility effective leaders set the example for work ethic, dedication success, and failure to all of their followers. In fact, followers truly will determine the effectiveness of leaders

B. Understanding Human Nature

Effective leaders must have a fundamental understanding of human nature Green believes that his administrators must be teachers of teachers a daunting task when we think about all of the passionate teachers we work with each and every day. Educational leaders understand the needs, emotions, motivations strengths and weaknesses of their followers, namely, their

entire building staff, just as teacher's work each and every day in their class rooms to grasp a comprehensive understanding of their students so to do leaders in education regarding their followers and /or staff members.

Understanding human nature is not an easy task every teacher, like every student, has a variety of needs depending up on the day. It is misguided practice to ignore their needs and. Emotions even worse as he believes it is arguably negligible to disassociate with followers by claiming something else. All teachers are intrinsically motivated to do their best each and every day for their students. A simple, genuine acknowledgment of teacher's efforts by their leaders goes a long way to building rapport, respect, and responsibility with followers.

C. Communication

The most important trait of a leader is how effective that leaders is in two –way communication the receiver of the communication must clearly, understand the exact information the sender is transmitting communication involves both verbal and non- verbal transmissions. Leaders communicating effectively get the same message to all of their followers there is no room for interpretation, gossip, or conjecture when communicating effectively, leaders make consistent eye –contact and maintain a body posture that appears to be open to the message from the followers. Messages can become complicated when the sender is giving different messages.

Regarding the same topic to variety of receivers this only breeds discontent and distrust. As teachers,. All need to be trained as a team and communicated with as a team: and are working together to create opportunities for students to be successful communication fails when barriers are placed in the context of the message when the sender of the message is frequently perceived as being self-serving for self-preservation. Purposes of the message will fall up on deaf ears. Another barrier that might prevent effective communication might be gap in back ground or bias for instance, if an educational leader who has never had experience working as a class room teacher makes suggestion regarding class room management or teaching methods, there may be limitation in effective communication However, this type of educational leader could provide great in sight on understanding human nature. Good leaders should, therefore, understand how to effectively communicate with their followers verbally and non- verbally

D. Clear and Focused Judgment.

The best leaders that Green has worked with understood when to take the best possible course of action to improve the potential success of their followers these leads effectively evaluated the situation, weighing needs, emotions, and motivation to get a feel for when to approach a teacher that needed more guidance and nurturing to be more effective furthermore, these effective leaders knew when certain teachers needed a genuine " pat on the back (touch)" or needed to be recognized for a job well done. Leaders in education must have the capability to communicate that vision with teachers that are in the channel each and every day. Without a consistent vision and without appropriate and effective communication a leadership crisis is the result. Teachers begin to do their own things, hiding in their room because of the lack of trust that develops between leader and follower. A leader that understands when, where and how to take action will be trusted.

E. Believe In People.

Leader that are true visionaries and communicate authentically will have followers take action to ward that vision own that vision and personify success. More people will be smiling enjoying their work. It motives one each and every day when his/ her colleagues are in a goal place within their work environment. Teachers that believe in the vision of the administration are positive and supportive of each other resulting in outstanding authentic learning for the students.

Furthermore, when administrators believe in their staff and students, it builds an over whelming environment of productivity and success. Teachers are empowered to take risks, knowing that they will consistently be supported. More teachers will participate in the action plan to meet the vision of the leaders when they trust in the process of leadership. Moreover teacher will feel confident in sharing information with other teachers and leaders when they know that their.

Leaders and peers believe in them. Attaching staff that gets to the point of trusting and sharing can then begin to make decisions as a team collaborative effort, to make the school the best possible place for the students. As Green believes, leaders are those that truly understand themselves and understand the various elements of human nature. Communication is the most telling trait of an effective leader, if a leader can empower followers to clearly understand the message, production and success are the result people that

are in leadership roles must personally the five characteristics outlined in this post. He has tried to help readers to remember that the effectiveness of a leader will be determined by his/her followers. Our "business" of education requires that we are all people. Each and every day we are developing, maintaining, and enriching relationships with people. Building relationship with peers, parents students, teachers, maintenance staff, clerical staff, and administrators are part of everyday business for educators (and school leaders) (Green, 2002cited in NAESP, 2009).

2.7.2. School Leader Competencies.

According to south wood etal. (20002),a school leader should have the following competencies He/she must: Build trust and foster positive working relationship with in the school community on the basis of appropriate values and ethical foundations. Involve the school community in creating and sustaining shared vision mission, principles and goals. Nurture and sustain a school culture that values and supports learning. Ensure that each student has access to quality teaching, the opportunity to engage in quality learning experiences. Promote the development of leader ship capacity within the school community for the overall benefit of the school community and education system. Manage school operation and resources to ensure a safe, caring and effective learning environment. Understand and appropriately respond to the political, social, economic, legal and cultural contexts impacting the school

2.8. The Effort Being Under Taken By the Principal and Community to Alleviate AcademicProblems.

According to Barber (2001) there are different efforts are being under taken by principal and community to alleviate academic problems. These are:

- Providing intensive training for teachers in work shop in the instructional core, improves to establish large scale competence in them.
- Creating a strong and generous support structure of trainers cord natures and consultants to work with teachers on implementing the priority within their schools.Involving parents and community in supporting their children's learning within the selected initiatives. Alighting the improvement in instruction with evaluation and testing system.

Having teachers' examined achievement data gathered in order to make adjustments in their instruction where necessary. According to Quinn (2000), it is stated that instructional/leadership can be learned, principals need to have high.

Expectation of all members of the school community to create an atmosphere of trust and perseverance a trusting atmosphere may be accomplished through developing positive relationship with teachers, allowing teachers to take risks without penalty providing opportunities for professional development and working collaboratively.

2.9. Roles of Teacher Leaders.

According to Blasé (2006), teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared in formally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers, therefore following ten roles are sampling of the many ways teachers can contribute to their school's success. As resource providers they help their colleagues by sharing in instructional resources. As instructional specialists, they can help colleagues implement effective teaching strategies as curriculum specialists they understand content standards, how various components of curriculum link together in planning implementation and assessment of instruction. As classroom supporters, they work inside class rooms to help other teachers implement new ideas, in giving supervisory support (observing and giving fed backs). As learning facilitators, they facilitate professional learning opportunities among staff members as mentors; they serve for novice teachers and lead conversation in analyzing information to string then instruction, and also serve on a committee for school improvement. Teacher's leaders can also be catalysts for change. Visionaries who are'' never content wise rather always looking for a better way they demonstrate lifelong learning, and use what they learn to help the students achieve better.

The main purpose of this proposal is to assess the practice and problems of instructional leader ship in secondary schools of Jimma Zone Descriptive survey method will be used to reflect the study and to get general picture regarding aspects of the instructional leadership practice and problems in secondary schools of Jimma Zone.

2.10 Summary of the literature review

The chapter addressed the concept of instructional leadership, concept of leadership, concept of supervision, dimensions of instructional leadership, supervisory skills, approaches to

instructional supervision, the role of instructional leadership, and barriers to instructional leadership effectiveness to answer the following basic questions. To this end, to understand the current roles of instructional leadership, dimensions of instructional leadership such as defining school mission, managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional program and promoting a conducive learning climate were addressed. With regard to teaching learning role of instructional leaders, the study covered the areas of professional skill development, building effective relationship in School, supportive role of instructional leadership, directive role of instructional leadership and Conflict Management roles were treated. Concerning to major problems that affected leadership effectiveness, lack of knowledge, will, and courage, lack of skill and training, lack of cooperation of instructional leadership with stake holders and lack of resources were consulted. Thus, the reviewed literature helped the researcher to get the insight about the issues in detail.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The main purpose of this study was to assess practices and problems of instructional leadership in secondary schools of Jimma zone in general, eight sample selected schools. Descriptive research design was used to reflect the study and to get general picture regarding aspects of the school leadership roles in secondary schools of Jimma Zone.

The use of descriptive survey method is well supported by Best and Kahan(2005), “descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size”.

3.2 Research Method

The method of this research was mixed approach in which the researcher was used both qualitative and quantitative methods of the study. From the mixed approach, the researcher applied concurrent types of the mixed approach. The reason why the researcher applied this kind of the approach is to manage what is missed by qualitative and quantitative approach of the study. The combination of this study helps the researcher to generalize and reach on better finding and conclusion of the study.

3.3 Sources of Data

To accomplish the purpose of the study, relevant literature was reviewed and original data was collected from both primary and secondary data sources. The target population from which samples was taken is 160, out of these 110 male are males and 50 were females were taken. The members of population are teachers, department heads, vice principals, principals, cluster supervisors, woreda education offices experts, and teachers development program. The use of all principals and supervisors as a subject of the study is because of their size is manageable and helpful to collect the relevant information format groups.

3.4. Population, Sample Size and Sampling Techniques

As the student researcher tried to explain about the source of data for the study, the target of the study were teachers, department heads and the school principals’, vise principals and the school supervisor and the Woreda education office .The total sample population of the study

was 160 out of these 110malesand50 females, i.e.5supervisors , 8 principals (purposive sampling), 8 vice principals (purposive sampling), 40 department heads (purposive sampling)and 7 Woreda Education Office heads (purposive sampling) and 92 teachers (lottery method of simple random sampling technique) Purposive sampling not only because the number of those identified sample respondents was manageable but also was assumed to be rich in information regarding the practice of instructional leadership and the problems that instructional leaders would possibly encounter through the process of instructional leadership where as lottery method of simple random sampling was used with the belief that it would give all teachers equal chance of being chosen and included into the sample of the study. To determine the sample size, Yemane (1967) formula was employed.

$$n= N/1+N (e)^2$$

where:-

N= target population =100

e=error =0.05

n= sample

$$n=100/1+100(0.05)^2$$

$$=100/1+100(0.0025)$$

n=160 sample size of the study

Table1: Sample population

No	Name of the school	Teachers	Department heads	VS Principals	Principals	Supervisors	Woreda education	Total
1	Angecha	12	5	1	1	-	-	19
2	Chekorsa	11	5	1	1	1	1	20
3	Dedo	10	5	1	1	-	-	17
4	HawiShebe	12	5	1	1	1	1	21
5	Jiren	11	5	1	1	1	2	21
6	Serbo	12	5	1	1	1	1	21
7	Seka	12	5	1	1	-	-	19
8	SetoSemero	12	5	1	1	1	2	22
	Total	92	40	8	8	5	7	160

3.5. Instruments of Data Collection

In this study the data gathering instrument that was expected to be used were questionnaire, interview and document reviewing.

Questionnaire

Closed and open ended questionnaire was prepared for teachers, department heads, principals and clustersupervisors. The student researcher was intended to use questionnaires because of its advantages. The questionnaires included open ended and close ended items which are basically aimed at exploring the practices of instructional leadership. The close ended items was formulated in five point liker scale (strongly disagree =1, Disagree=2, Undecided=3, Agree=4, and strongly agree=5) and open-ended items were provided for the respondents to freely express their ideas.

Interview

The researcher alsoapplied face to face interviews with the principals and cluster supervisors. The reason why to use face to face interview is because of the number of interviewee (school leaders are manageable to collect and tabulate the data, and it was also help to get deep information for the study concerning school leadership practices and problems. The respondents was free from restriction to flow their ideas to strength the validity and reliability of the student and to cross check the obtained data collected using the above mentioned instruments.

Document Review

Document reviewing practices and observation was taken in eight woredas education offices experts. Documents (school meeting agendas, minutes, teachers' portfolios, supervisory and inspection records and recommendations) whichare available in the school were alsoreviewed.

3.6 Validity and Reliability Checks

To check the validity of the questionnaires, the student researcher, after having developed them, submitted to the advisors. Consequently, the advisors checked and gave feedback along with strong recommendation to pilot test the instrument which was followed by the administration of the questionnaires in Angecha secondary school of ShebeWoredafor the purpose of pilot testing. Reliability is defined as the consistency of the methods,

conditions and results of the study (Manning & Munro 2006; Wiersma & Kurs 2005; Pallant 2005; Best & Kahn, 1998). The coefficient alpha (Cronbach's alpha) is used to determine the internal reliability of the instrument in this research. Munning & Munro (2006) and Pallant (2005) stated the coefficient alpha value ranges from 0 (no reliability) to 1 (perfect reliability). If the coefficient alpha value of instruments measured between 0.7-0.79, it is considered as "acceptable" reliability, the values from 0.80-0.89 indicate "good reliability", and above .90 represent "excellent" reliability (Munning & Munro, 2006). For the purpose of this study, to ensure the reliability of instruments, the researcher carried out the pilot study and analyzed the data using Cronbach's alpha coefficient method.

3.7 Procedures of Data Collection

First the researcher received a letter of support from the department of Educational Planning and Management which was taken to the Jimma zone and Jimma town Education Offices. While showing the letter to higher officials both the zone and town Education offices, the student researcher explained the very purpose of the research undertaking. Consequently, based on the permission from the zone and town education offices, the student researcher moved directly to sample schools in the case of Jimma town and to woredas, i.e., ShabeSombo, Dedo, SekaChokorsa and Kersawhose secondary schools were chosen as a sample. The letter of support from the university as well as the zone was presented to the Woredas which was followed by visit to sample secondary schools. The purpose of the research was made clear to the respondents and, consequently, questionnaires were distributed and, eventually, collected by the researcher himself.

3.8. Method of Data Analysis

The data which were collected from different respondents could be categorized and grouped with frequency and then statistical tools were employed to analyze and interpret the finding of the study. The percentages and frequency counts were used to analyze various characteristics of the respondents such as sex, age, qualification and service year. Whereas mean and standard deviation were applied to summarize set of numerical data collected by rating Likert scales questionnaires. Because this measurements provided good description of how members of a sample scored on particular measurements (Best and James, 2004). In other side qualitative data analysis from open ended questions were mixed in concurrent with discussion of quantitative inquiry examined from questionnaires.

These qualitative observations were organized and interpreted in words to triangulate the quantitative findings simultaneously.

3.9 Ethical Consideration

To access either quantitative or qualitative data in Secondary school of Jimma zone, the student researcher got a letter of support from the Department of Educational Planning and Management to Jimma zone Education offices requesting for permission to collect data for this research. The student researcher, then, was allowed by both Jimma zone and Jimma town education offices and proceeded to sample schools for actual data collection. The purpose of the research was explained to respondents of the sample schools and event that they could drop filling in the questionnaire as it was totally dependent on their free will. Moreover, confidentiality of the data they would provide and their anonymity was clearly explained to the respondents. The student researcher also explained that the data they would provide was purely for the Master's thesis research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

This section expects to analysis, interpreted and presents the data obtained from quantitative and qualitative data. The researcher designed questions for the 160 of the sample size of the study , but 9 questionnaire were not returned back . The data obtained from the respondents were analyzed concurrently in which the result from both data were analyzed and interpreted parallel, and intermingle described the result.

4.2 Socio- Demographic Information of the Respondents

Table 4.1 Socio –demographic Characteristics of Respondents

No		Characteristics	Frequency	Percentage
1	Sex of Respondents	Male	108	68
		Female	52	32
		Total	160	100
2	Age of Respondent	20-30	43	27
		31-40	95	59
		41-50	21	13
		Above 50	1	1
		Total	160	100
3	Qualification	Diploma	9	5.6
		Degree	139	86.8
		Postgraduate	12	7.5
		Total	160	100
4	Work experience	01-05	28	17
		06-10	86	54
		11-15	37	23
		15 and above	9	6
		Total	160	100

Source: Field data(2020)

Regarding sex of the respondents, majority of the respondents were male which account for 108(68%). Next, majority 95(59%) of the participants were found between 31-40age. Regarding, the educational back ground of the respondents, majority 139(86.8%) of them were degree holders, 12(7.5%) were post graduate teachers and minority 9(5.6) of them were diploma holders.As table 4.2 shows, majority (54%) of the participants has 6-10 year of work experiences , (23%) of the respondents are working in this organization for 11-15 years, as well as (17%) of them has 1-5 work experience , and the rest (6%) of them had more than 15 years' work experiences .

4.3. Analysis of the Main Data

Table : 4.2 Setting School vision Mission and Goals

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Involve stake holders in setting school vision from multiple sources to create a common vision for the school leadership	39 (24.0%)	82 (51.2%)	30 (18.7%)	7 (4.0%)	2 (1.0%)	2.34	0.84
Communicate the vision to all stakeholders	35 (22%)	81 (51.0%)	32 (20.0%)	8 (5.0%)	4 (4%)	2.34	0.81
Allocate adequate resources for the effective implementation of a school vision and mission	10 (6%)	80 (50.0%)	30 (19.0%)	22 (14.0%)	18 (11.0%)	2.35	0.76
Develop missions that are easily understood by teachers in the school	22 (14.0%)	75 (47.0%)	44 (27.5%)	15 (9.0%)	4 (2.0%)	2.22	0.85
Frame the school missions in terms of staff responsibilities	15 (9.3%)	89 (56.0%)	34 (21.0%)	14 (9.0%)	8 (5.0%)	2.34	0.89
The school address the impediments in advance	9 (5.6%)	86 (53.7%)	42 (26.0%)	14 (9.0%)	8 (5.0%)	2.34	0.89
Develop a set of annual school-wide goals focused on student learning	25 (16.0%)	82 (51.0%)	3 (19.0%)	13 (8.0%)	10 (6.0%)	2.33	0.79
The goals of the instructional leadership is goes successfully	24 (15.0%)	88 (55.0%)	31 (19.3%)	3 (1.9%)	4 (2.5%)	2.45	0.86

Sources: Field data (2020)

As table 4.2 indicates, majority (75%) of the participants disagreed, (19%) neutral and the rest (5%) agree on how stakeholders involve in setting the school vision and mission from multiple sources created common vision, This revealed that still there is a problem of stakeholders participation in setting school vision and mission. Regarding the communication vision to all stakeholders, (73%) of the participants disagreed, (20%) neutral whereas (7%) of the participants showed their agreement which implies that there was poor communication of the vision to all stakeholders. Concerning resource allocation for the effective implementation of the school vision and mission, (56%) of the participants disagreed, (19%) of them were neutral while (25%) indicated that they agreed

Regarding whether or not the how to develop mission is easily understandable by teachers, (61%) of the respondents expressed their disagreement whereas (27%) were found to be neutral, and that (11%) agreed. This, thus, implies that most teachers did not easily understand how school missions could be developed. As to how the schools address the impediments to instructional leadership in advance, (60%) of the asked participants disagreed, (26%) of were neutral and (15%) agreed. Therefore, this indicated that the schools were unable to solve the obstacles that affect the instructional leadership. In addition, participants were asked about how the schools develop goals that focus on students' learning. Accordingly, (67%) of the participants disagreed, (19%) were neutral whereas (14%) of the participants disagreed.

Table 4.3 Managing Curriculum and Instruction

Statements	Strongly disagree	Agree	Neutral	Disagree	Strongly agree	Mean	SD
Curriculum and instruction activities are performing by coordinating the of the school to address problems related to the curriculum	49 (32.7%)	77 (44.7%)	10 (6.7%)	14 (9.3%)	10 (6.7%)	2.39	0.95
Check in order to ensure the effective implementation of the curriculum	46 (24%)	79 (52.7%)	12 (8.0%)	16 (10.7%)	7 (4.7%)	2.35	0.85
Stake holders advice regarding the challenges they faced in relation to the implementation of the curriculum	59 (32.7%)	72 (48%)	11 (7.3%)	10 (6.7%)	8 (5.3%)	2.39	0.87
Stake holders evaluating program in achieving school goals	54 (36.0%)	72 (41.3%)	14 (9.3%)	11 (7.3%)	9 (6.0%)	2.35	0.87
The stake holders are take more responsibility in shaping the curriculum and instruction to make sure better instructional leadership in the schools	55 (36.7%)	71 (40.7%)	11 (7.3%)	15 (10.0%)	8 (5.3%)	2.39	0.92

Sources: Field data (2020)

Regarding the curriculum and instruction activities, (78%) of the participants were disagree, (7%) of them were neutral, (16%) of the participants were agree. This confirm that curriculum and instruction activities are not performing by coordinating school to address problems related with curriculum. Next, on how to check in order to ensure effective implementation of curriculum, majority (77%) of the participants were disagree, (8%) were being neutral, and the rest (16%) were agree. This shows that the selected schools have not check the effectiveness implementation of the curriculum and instructional leadership.

Progressively, how stake holders advices regarding the challenges they faced in relation to the implementation of the curriculum, (81%) of the respondents disagree, (7%)of them were neutral, and the rest (21%) were agree. So, this portrayed that stake holders are find in a weak position in giving advice where ever challenges faced in relation to the implementation of the curriculum in the schools.In addition, concerning how the stake holders evaluating the program in achieving the school goals, (77%) of the participants disagree, (9%) were neutral, and (13%) were agree. This also revealed that stake holders are not evaluating the program in order to achieving the school goals.

Finally, participants were asked about how stake holders take responsibilities in shaping the curriculum and instructional leadership in the schools, majority (78%) of the participants disagree ,(7%)were neutral, and the rest (15%) of them were agree. This portrayed that, most stake holders are not take responsibilities in shaping the curriculum and instructional leadership in the schools.

Table. 4.4:Supervision and Evaluation of Instruction

Statements	Strongly disagree	Agree	Neutral	Disagree	Strongly agree	Mean	SD
Make classroom visits for the purpose of improving instructional process	37 (18.0%)	91 (57.0%)	24 (15.0%)	5 (3.0%)	3 (1.9%)		
Give adequate time after and before class visited to discuss together	37 (23.0%)	96 (60.0%)	18 (11.0%)	6 (4.0%)	3 (1.9%)	2.46	0.88
Hold regular meetings with each department for the purpose of improving curriculum and instruction	23 (14.0%)	70 (44.0%)	35 (22.0%)	27 (17.0%)	5 (3.0%)		
Use teaching staff meetings to discuss use	21 (13.0%)	91 (57.0%)	30 (19.0%)	4 (2.5%)	1 (6%)	2.37	0.89
Create opportunities for professional discussions among teachers	17 (11.0%)	84 (52.0%)	40 (25.%)	16 (10%)	3.0 (1.9%)	2.52	0.82
Encourage teachers to use different instructional methods	7 (4.0%)	4 (2.0%)	20 (12.0%)	48 (30%)	81 (51%)	2.42	0.78
Make regular follow-up and feedback to teachers	11 (7.0%)	6 (4.0%)	20 (12.0%)	33 (21.0%)	90 (56.0%)	2.43	0.81

Source: Field data (2020)

As it can be seen from table 4.4 , participants were asked about how class room is ready for visit for the purposes of improving instructional process, (75%) of them were disagree, (15%) were neutral and the rest minority numbers (5%) replied agree. This show that classroom are not ready to visit for the purposes of improving the instructional

process. Regarding the adequate time after and before class visited, (83%) of the participants were disagree, (11%) were neutral, and (6%) agree. This confirms that the schools have no adequate time after and before visited, which needs improvement for the future. Concerning, how regular meetings hold with each department for the purposes of improving curriculum and instructional leadership, (58%) of the participants were disagree, (22%) of them were neutral, and (20%) were agree. This shows that the schools have not carried out regular meeting with each department in the schools. In addition (70%) of the participants disagree, (19%) were neutral, and (8%) were agree on how the school use teaching staff meeting for discussion on the instructional leadership.

Regarding the opportunities creates for the professional discussion among the teachers, (63%) of the participants disagrees, (25%) were being neutral, and the rest (12 %) of them were agree. Therefore, this revealed that there is no opportunity created for teachers to discuss on their professional agendas in the schools. Moreover, majority (81%) of the participants agree on how teachers were encourages to use different instructional methods, (12%) of them were being neutral, (6%) of them were disagree. This revealed that teachers had been encouraged to use different instructional methods. Finally, concerning the regular follow –u and feed back to teachers, majority (77%) of them were agree, (12%) neutral, and the rest (11%) were disagree. This indicated that the schools make regulars follow –up and feedback, which is the strong side of these schools and continues for the future.

Table:4.5 Prompting a conducive school learning climate

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Establish different ideas and a lot of stake holders in which they are encouraged to work as a team in the school	12 (7.5%)	4 (2.5%)	10 (6.0%)	94 (59.0%)	40 (25.0%)	2.49	.85
Create positive environment in which good working relationship exist.	12 (7.0%)	8 (5.0%)	5 (3.0%)	54 (50.0%)	1 (34.0%)	2.23	.80
Conducive to student achievements	1 (1 %)	2 (1.0%)	16 (10.0%)	46 (29.0%)	95 (59.0%)	2.62	.94
Provide support in building collaborative cultures among	5 (3.0%)	10 (6.0%)	5 (3.0%)	40 (25.0%)	100 (62.0%)	2.43	.93

teachers.							
Encourage a culture of trust between the teachers	3 (2%)	1 (1%)	12 (7.0%)	48 (30%)	96 (60.0%)	2.33	.92
Establish a productive working relationship with the community	10 (6.0%)	12 (7.5%)	20 (12.0%)	90 (56.0%)	28 (17.5%)	2.46	.89
Are understandable when personal concern causes teachers to arrive work late or leave early	2 (1.0%)	8 (5.0%)	19 (12.0%)	85 (12.0%)	46 (29.0%)	2.47	.95

Sources: Field data (2020)

In addition to the above indicated variables, participants were also asked how different ideas and lot of stake holders encourages to work as the a team , (89%) of the participants agree, (6%) of them were neutral, (11%) of them were disagree. This indicated that stake holders encourages as the teachers are working together as the team in the schools.Regarding the creation of positive environment in which good working relationship exist, (84%) agree, (3%) of them were neutral and the rest (12%) of the participants were disagree. This confirms that the schools are attempting to create positive environment for good working relationship exist in the schools. With regard to the students achievements, (88%) of the participants were agree, (10%) being neutral, and (2%) of them were disagree. This indicated that these schools are better in ensuring the conducive for the student’s achievements.Concerning the support in building the collaborative cultures among the teachers, (87%) of the participants were agree , (3%)neutral, and(9%) of them were disagree .Therefore, this show that as teachers are respecting their own identity , culture with working collaboratively.

As majority, (90%) of the participants said that the schools encourages cultures of the trust between teachers,(7%) of the participants were being neutral, (3%) of them were disagree. This also portrayed that the schools encourages cultures of the trust between the teachers.Regarding the establishing the productive working relationship with community , majority (74%) of the participants were agree , (12%) were neutral, and the rest (14%) of them were disagree. This indicated that these selected schools have productive working relationship with community. Finally, regarding the personal concern causes teachers to arrive late and leave early, most (82%) agree, (12%) of them were being neutral, and the rest (6%) were disagreed.

Table 4.6: Instructional Leadership Practices

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Play an active role in facilitating teachers professional skill development	8 (5.0%)	3 (1.9%)	12 (7.5%)	32 (20.0%)	105 (66.0%)	2.43	.83
Conduct teachers professional development activity in your school	9 (6.0%)	3 (1.9%)	20 (12.0%)	38 (24.0%)	90 (56.0%)	2.33	.77
Encourage teachers to collaborate with surrounding schools for experience sharing.	6 (3.7%)	3 (1.9%)	11 (7.0%)	43 (27.0%)	97 (60.6%)	2.48	.84
Give regularly teachers suggestions as to how they can improve their teaching	10 (6.0%)	14 (9.0%)	11 (7.0%)	92 (57.0%)	33 (20.6%)	2.65	.95
Arrange program for staff training to create a spirit of cooperative working atmosphere	2 (1.2%)	7 (4.3%)	15 (9.3%)	47 (29.3%)	89 (55.6%)	2.77	.97
Provide adequate time for professional skill development	10 (6.2%)	3 (1.8%)	18 (11.2%)	31 (19.3%)	98 (61.2%)	2.45	.96
Organize professional skill development opportunity for all staff	6 (3.1%)	15 (9.3%)	24 (15.0%)	102 (63.7%)	13 (8.1%)	2.38	.93

Sources: Field data (2020)

Under instructional leadership practices, participants were asked about how instructional leadership play an active role in facilitating teachers professional skill development , (85%) of the participants were agree, (8%)of them were neutral ,and (7%) were disagree. This indicated that instructional leadership practices pay an active roles in facilitating the teachers professional skill development .Further, majority (80%)of the participants were agree that teachers conduct professional development activity in the school, (12%) of the participants were being neutral , and (8%) of them were disagree . Therefore, this confirms that in these selected schools teachers conducted professional skill development.

Regarding ,how teachers are being encouraged to collaborate with surrounding schools for experiences sharing ,(88%) of the participants agree upon it, (7%) of them were neutral, and the rest (6%) were disagree , so this portrayed that teachers are encouraged to collaborate with surrounding schools for experiences. Majority (78%) of the participants were agree on how regularly teachers suggestions as to how they can improving their teaching,(7%) were being neutral, and the others (15%)were disagree .Next on how to arrange program for the staff training to create spirit of cooperative working atmosphere , (85%) of the participants

were agree , (9%) of them were neutral, and(6%) disagree , so these schools are also find in better manner in this regards .

Regarding the adequate time provide for the professional skill development, majority (81%) of the asked participants were agree, (11%) of them were neutral, and (8%) were disagree. This revealed that the schools provide adequate time for the professional skill development. Finally, participants were asked about how organize the professional skill development opportunity for staff, then (72%) of the participants were agree, (15%) were being neutral, and (12%) of the respondents were disagree. Therefore, this confirms that as the professional skill development opportunities is available for all staff.

In addition, one interviewee replied that in their school, the evaluation of professional skill development of practices was done by checking portfolios of individuals teachers, observing experiences sharing practices of the teachers in their daily activities, updating and upgrading teachers, etc. Moreover, the interviewee explained that stakeholders come together to discuss how to monitor the practice of instructional program in the classroom, the exercises the teaching learning methodology in the teaching learning process , evaluation of the overall students' academic progress in the classroom and drop out of the students and the mechanism to solve instructional problems.

Table 4.7: Building effective relationship in the school

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Maintain good working relationship with teachers and other staff members	104 (65.0%)	50 (31.0%)	2 (1.0%)	3 (2%)	1 (1%)	2.38	0.87
Ensure open and collaborative communication within staff	59 (37.0%)	87 (54.3%)	7 (4.3%)	5 (3.1%)	2 (1.2%)	2.32	0.83
Understand and analyze the school situations and effectively interact with community and school members	88 (55.0%)	56 (35.0%)	9 (5.6%)	2 (1.2%)	4 (2.5%)	2.44	0.92
Treat school community equitably and fairly	58 (36.0%)	87 (54.0%)	10 (6.0%)	4 (2.0%)	1 (6.0%)	2.39	0.82
Listen to and accept teachers suggestions	73 (45.6%)	64 (40.0%)	8 (5.0%)	5 (3.1%)	10 (6.25%)	2.24	0.86
Causes the evaluation of school community relations	91 (57.0%)	63 (39.0%)	2 (1.2%)	1 (6%)	3 (1.8%)	2.42	0.79
Encourage teachers help and support each other	53 (33.0%)	98 (61.0%)	3 (1.8%)	4 (2.5%)	2 (1.2%)	2.23	0.75

Sources: Field data (2020)

As it can be seen from table 4.7 participants were asked about how is the building effective relationship in the school , and majority (96%) of the participants were disagree about good working relationship with teachers and the others staff members ,(1%) is neutral, and the rest (3%) were agree .This portrayed that in the selected schools there is no maintaining good working relationship with teachers and other staff members .Regarding the open and collaborative communication within staff, (91%)of the participants were disagree,(4%) were disagree . So, the staffs are not open and collaborative communication within staff.

Concerning understand and analyze the school situation and effectively interact with community and school members ,majority (90%) of the participants were disagree ,(6%) were neutral, and the rest (4%) were agree . so, this confirm that staff lacks interaction each other and as well as with community. As majority (90%) confirm that the schools do not treat school community equitably and fairly, (6%) of them were neutral, and the rest (8%)were agree. Regarding ,the causes the evaluation of the school community relation (96%) of the participants were disagree, (1%) neutral, and the rest (5%) of the participants were agree .Finally, participants were also asked about encourage teachers help and support each other's, (94%) of the participants were disagree ,(2%) being neutral and other (4%) of them were agree .Therefore, this revealed that teachers are not encouraged to support each other .

Table 4.8: Supportive and directive roles of principals

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Set exemplary roles by working hard themselves with staff	58 (36.2%)	91 (56.8%)	5 (3.0%)	5 (3.0%)	1 (6.0%)	2.41	0.73
Explains the reasons to criticism teachers	95 (59.0%)	53 (33.0%)	3 (1.8%)	7 (4.3%)	2 (1.2%)	2.54	0.78
Use constructive criticism	99 (61.8%)	53 (33.1%)	4 (2.5%)	2 (1.2%)	2 (1.2%)	2.36	0.98
Looks out for the personal welfare of staff	100 (62.5%)	55 (34.3%)	2 (1.2%)	1 (6.0%)	2 (1.2%)	2.43	0.86
Take much of the time when teacher-principals conferences are held on	69 (43.1%)	65 (40.6%)	6 (3.7%)	10 (6.2%)	10 (6.2%)	2.31	0.88
Keep a sign-in time	44 (27.5%)	102 (63.7%)	4 (2.5%)	5 (3.1%)	5 (3.1%)	2.39	0.79
Tell what they do, guide and direct	109 (68.1%)	33 (20.6%)	7 (4.3%)	5 (3.1%)	6 (3.7%)	2.47	0.87
Monitoring everything the teachers do	10 (6.2%)	24 (15.0%)	3 (1.8%)	72 (45.0%)	51 (31.8%)	2.43	0.84

Sources: Field data (2020)

As can also be seen from table 4.8, participants were asked about supportive and directive roles of principals. So, concerning sex exemplary roles by working hard with staff, majority (92%) of the respondents showed their disagreement. Similarly, regarding whether or not reasons for criticizing teachers were explained, still majority (92%) of respondents expressed their disagreement. If instructional leaders could take much of time when teachers and principals make a conference, as could be seen from the data in the table, majority (84%) of the participants replied that they disagree which clearly imply that principals were not giving much time for the teachers at the conference. As regards telling what teachers should do and guiding and directing them, majority (89%) of the respondents expressed their disagreement which shows that principals did not clearly tell what teachers were expected to do and also were not directing and guiding teachers. Finally, the data also revealed, as could be learned from the responses of the majority (76%) of the respondents, principals were not in a position to monitoring everything teachers do the implication being failure of principals to adequately support and properly direct teachers.

Challenges of instructional leadership
Table 4.9a: Lack of skills and training

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Lack of qualified instructional leaders	19 (12.7%)	88 (52.0%)	33 (21.3%)	15 (10.0%)	5 (3.3%)	2.22	.92
Lack of training on instructional leadership	16 (8.7%)	88 (52.0%)	45 (23.3%)	10 (3.33%)	1 (7%)	2.19	.88
Lack of in-service training and teachers development program	15 (10%)	87 (58.0%)	40 (20.0%)	16 (10.7%)	2 (1.3%)	2.32	.93
Lack of experienced teachers in all subject area	17 (11.3%)	77 (51.3%)	47 (24.7%)	2 (1.3%)	2 (1.3%)	2.29	.90

Table 4.9b: Lack of cooperation and commitment for instructional improvement

Teachers	17 (11.3%)	84 (56.0%)	42 (21.3%)	14 (9.3%)	3 (2.0%)	3.53	1.22
Students	19 (12.7%)	76 (50.7%)	47 (24.7%)	14 (9.3%)	4 (2.7%)	2.39	.89
School boards	20 (13.3%)	77 (51.3%)	45 (23.3%)	13 (8.7%)	5 (3.3%)	2.29	.64
School communities	20 (13.3%)	83 (55.3%)	40 (20.0%)	3 (2.0%)	1 (7.0%)	2.34	.72

Table 4.9c: Lack of resources

Lack of adequacy of instructional time	19 (12.7%)	81 (54.0%)	39 (22.7%)	10 (3.3%)	1 (7%)	2.33	.83
Lack of stationary materials for teaching	17 (11.3%)	79 (46.0%)	48 (32.0%)	15 (10.0%)	1 (7%)	2.32	.84
Lack of student textbook	15 (10.0%)	78 (52.0%)	40 (23.3%)	17 (11.3%)	10 (3.3%)	2.23	.84
Lack of school furniture	16 (10.7%)	86 (53.7%)	40 (26.7%)	2 (1.3%)	1 (7%)		
Lack of library space and time	27 (11.3%)	74 (49.3%)	45 (30.0%)	11 (7.3%)	3 (2.0%)	2.22	.73
Lack of responsiveness	22 (14.7%)	86 (53.7%)	41 (27.3%)	7 (4.7%)	4 (2.7%)	2.34	.82

Sources: Field data (2020)

With regard to lack of skill and training (*Table 4.9a*) participants responded that the lack of skills and training, absence of cooperation and commitment for instructional improvement and lack of resources and poor allocation were challenges of instructional leadership in secondary schools of Jimma zone. Regarding the lack of the training in instructional leadership, majority (61%) of the participants quite significant number respondents, i.e., (23%) expressed their agreement while about (10%) replied that they disagreed regarding the issue of concern. This,

therefore, indicated that lack of training on instructional leadership was a challenge for instructional leadership. Majority (68%) of the participants responded that they agreed with lack of in-services training and teachers development program while significant number (20%) of the respondents expressed their position as neutral in relation to the item of concern which implies that lack relevant in-service training and teachers development program was a challenge to instructional leadership. Concerning the lack of experienced teachers in all subject areas, most (62%) of the participants showed their disagreement while (25%) of them indicated their response as neutral implying that lack experienced subject teachers was another challenge to instructional leadership.

Regarding lack of cooperation and commitment (*table 4.9b*) for instructional improvement, (67%) of teacher participants replied that they agree, (21%) replied neutral whereas (11%) of indicated their disagreement. From the data in *table 4.9c*, it could be learned that lack of the resources and inadequacy of the instructional time were reported as instructional leadership challenges whereas a lack stationary material for teaching was not considered to be a challenge to the instructional leadership. Moreover, it was also reported that textbook was not a challenge to instructional leadership. Furthermore, the data also revealed that lack of school furniture and also library space and time were not taken as challenges of instructional leadership. Finally, failure to be responsive was among the challengers of instructional leadership in secondary schools of Jimma zone. The interview data also complement the above discussion. For instance, one interview explained that *lack of instructional leadership training, be it on-the-job or of-the-job, lack of adequate experience in instructional leadership, lack of commitment, etc. were challenges of instructional leadership.*

4.3 Presentation of open ended questions and Interview

QNO1. According to the interviewees the instructional leaders in the secondary schools were better or high in identifying the problems that hinder the realization missions of the secondary schools and design strategies to address the problems in advance and developing a set of annual school-related goals with focus on student learning. The researcher checked written documents regarding the implementation of school vision and missions in which it was learned that the schools defined their schools mission and developed school-wide goals.

QNO 2 : The document reviewed also showed that, in most of the schools, instructional leaders had stated vision, defined mission and developed school- wide goals and that were posted in the office of the heads and bulletin of the schools.

QNO 3:There were low professional skill development practices in the schools due to lack of budget and relevant expertise or knowledge from concerned bodies the implication being professional skill development was not effectively practiced in the sample schools. In general, the instructional leader's effectiveness in this role of professional skill development ranges from undecided to agree. However, most activities were agreed to and least activities remain at the undecided level. From the above findings, it is possible to learn that the role of school leaders in professional skill development in secondary schools of Jimma zone was more of agreement between two groups of respondents.

QNO 4:Accordingly, instructional leaders used the school rules and regulation to maintain and resolve the conflict rose between individual and groups. Here, they were not following the scientific way of problem solving in their respective schools. Effective school leaders need to understand the nature of the conflict and develop practical skill to manage it. From these findings, it is possible to conclude that the practice of managing conflict affected the task of teachers in the secondary schools under the study area.

QNO 5.The result of interview with principals and supervisors was found contrary to that of instructional leaders and teachers' responses. According to them, the offices provided many training in leadership aspects like teacher development program, continuous professional development, community participation and etc. They stressed the problem is attached to turnover of instructional leaders from year to year and lack of commitment and moral by the instructional leaders to accomplish their tasks.

Therefore, while recruitment and selection of principals, it is important to think well about the past experiences, commitment, moral and interest of the candidates to the instructional leadership position. Moreover, the principals should be given in-service education opportunity and some kind of motivation in the form of house allowances. This may reduce the gap of every year turnover and commitment to their profession.

QNO6: Hereunder is the over view of the instructional leaderships conditions of each sample secondary school Jimma zone.

02 Secondary schools: -No pedagogical center; there is laboratory equipment; there is no laboratory technician; there is library; the principal has anMSc. Physics and the vice principal has an MA degree in Afan Oromo.

03 Secondary school :-There is no pedagogical center; there is no laboratory equipment; there is no laboratory technician; there is no library; the principal has an MA in English language; vice principal has BA in Civics and Ethical Education.

01 Secondary school:- There is no pedagogical center; there is laboratory equipment; there is no laboratory technician; there is no library; the principal has BA in English language; the vice principal has BSc. degree in Mathematics.

04 Secondary school :-There is no pedagogical center; there is no laboratory equipment; there is no laboratory technician; the principal is a BSc. holder in mathematics; the vice principal has BSc. in Physics.

05 Secondary school :-There is laboratory equipment; there is no laboratory technician; there is no pedagogical center; the principal has MSc. Degree in Mathematics; the vice principal holds an MA in Sport Science.

06 Secondary school :- there is a pedagogical center; there are laboratory equipment; no library; no laboratory technician;

07 Secondary school :- No pedagogical center; has laboratory and laboratory equipment; has no laboratory technician; no library.

08 Secondary school:-Has pedagogical center; has laboratory equipment; no laboratory technician; no library. Hereunder is the rank of these selected secondary schools based on instructional leadership inspections filled by the researcher after observation.

Key,

1. None or no standard.
2. Initiation stage.
3. Fulfilled majority of the standard but left with a few qualities.
4. Fulfilled all the 26 standards.

No	Name of Secondary Schools	Ranks Based On Instructional Leadership Inspection				
		1	2	3	4	Above
1	01		x			
2	02			x		
3	03		x			
4	04		x			
5	05			x		
6	06		x			
7	07			x		
8	08			x		

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of the Major Findings

The aim of this study was to assess the practice and problems of instructional leadership in secondary schools of Jimma zone. To address the objective of the study, the following basic questions were raised:

1. What are the challenges instructional leaders are facing to implement the instructional leadership in secondary schools of Jimma Zone?
2. What domains of instructional leadership are practiced by stakeholders in secondary schools of Jimma Zone?
3. To what extent the principals are going to solve the problems of instructional leadership in secondary schools of Jimma Zone ?

The study employed a descriptive survey research design in which the researcher applied both qualitative and quantitative method. Data were collected from principals vice principals, department heads, teachers supervisors and Woreda Education Office heads. Questionnaire, interview and document review were used to collect data. The data collected were analyzed by employing percentage, mean and standard deviation. Based on the data analyzed, the researcher came up with the following major findings:

1. Concerning how the schools address the impediments to the practice of instructional leadership in advance, it was found, as expressed by 60% of the participants, that the schools were unable to address obstacles proactively. Moreover, the research results revealed that annual school wide goals did not focus on students learning which was confirmed by the reports of 67% of the participants. Furthermore, it was revealed by the study that the goals of instructional leadership were not successfully achieved as learned from the responses of 70% of the participants.
2. Regarding curriculum and instruction activities, as learned for the responses 78% of the participants, it was found that curriculum and instruction activities were not performed in a coordinated way. In addition, majority (77%) of the respondents indicated that the

schools under consideration were not checking whether or not the practice of instructional leadership was effective.

3. Whether or not stakeholder's advice the school on challenges schools face in practicing instructional leadership was the concern of this study. Accordingly, as the responses of 81% of the participants showed, it was found that stakeholders were in a weak position so as to give advice wherever challenges were faced in relation to the practice of instructional leadership. In addition, the results of this study indicated that stakeholders were not evaluating the instructional program in order to ensure the achievement of school goals which could be understood from the responses of 77% of the participants.
4. The results of the study showed that there was no opportunity created for teachers to discuss professional issues which is supported by the responses of 63% of the participants.
5. As could be understood from the responses of majority (81%) of the participants, there was the practice of encouraging teachers to use different instructional methods.
6. The study results showed that there was the practice of regular follow-up and provision of feedback which was reported by 77% of the respondents.
7. It found that instructional leaders pay attention to and facilitate teacher's professional skill development as was showed by the responses of 85% of the participants. Based on the responses of 80% of the participants, was also identified that teachers conduct professional development activities in the schools under the study which implies to teachers' professional skill development. It was reported by 81% of the respondents that the schools provide adequate time for the practice of professional skill development. The study also revealed the availability of professional skill development opportunities.
8. As reported by 88% of the respondents, there was the practice of encouraging teachers to collaborate with the surrounding schools for experience sharing.
9. The revealed that the schools were not effectively interacting with the community both within and outside which was supported by majority (90%) of the participants. Even, as indicated by 94% of participants, there was no practice of encouraging teachers to support one another.
10. Finally, as majority (76%) of the respondents reported, principals were not monitoring the activities of teachers and, consequently, were in a weak position to play supportive roles expected of them as instructional leaders.

5.2. Conclusion

Based on the findings, the following conclusions were reached:

Development of school vision and defining school mission, the management of curriculum implementation and instructional programs, supervision and evaluation of instruction and promotion of positive school learning climate were not effectively practiced in secondary schools of Jimma zone. Therefore, this indicated that, there are poor instructional leadership practices in the selected schools.

The vision and vision of the schools were not formulated by identifying and addressing potential barriers to its effective realization. Sufficient resources were not generated for the realization of the vision and accomplishment of the mission the implication being vision and mission were not well communicated to and owned by the stakeholders.

Professional skill development, the attempts to build positive relationship with stakeholders, provision supportive to teachers and conflict management were fairly practiced and were more or less were trying to give positive directions to teachers and non-teaching staff whereas instructional leaders were ineffective in playing directive role. Lack of adequate requisite skill, lack of training in the area of instructional leadership, lack of relevant professional knowledge, lack of will and courage and lack or inadequacy of instructional resources affected the practice of instructional leadership in secondary schools of Jimma zone.

5.3 Recommendations

Based on summary of the major findings and conclusions, the following recommendations were made to improve the practice and also solve the problems identified by this study:

1. There is a need that all concerned bodies ensure the involvement of school instructional leaders in performing the five major functions of instructional leadership in the secondary schools of Jimma zone. In line with this, it is also advisable that school instructional leaders be purposeful, visionary and develop value that focus on learning. Moreover, it is advisable that instructional leaders act with the necessary commitment to realize the school vision which reflects the hopes, needs and interests of all who have stake in the school.
2. It is recommended that instructional leaders are those trained in the area of instructional leadership or educational leadership and possess the necessary

knowledge and skills that help them in leading schools, in general. Otherwise, it is strongly recommended that those instructional leaders from areas other than educational leadership be provided with continuous on- and off-the-job trainings. To this end, Woreda Education Offices need to facilitate conditions in which individuals get trained in instructional leadership and management and be assigned as instructional leaders as a long term solution. As short term way out, it is good to organize trainings, workshops, seminars, experience sharing activities for the existing principals to equip them with basic instructional leadership skills. .

3. It is advisable that instructional leaders properly and continuously communicate their schools' vision and missions and ensure understanding.
4. Instructional leaders are strongly advised to continuously supervise as well as monitor instructional activities face-to-face with the intention to improve instruction, not merely for the purpose of teachers' performance appraisal.
5. To address problems that affect the practice of instructional leadership, instructional leaders are advised to ensure group cohesiveness, encourage team work and promote collaboration at work place, organize work activities, motivate teachers and other staff, maintain cooperation, etc to achieve desired educational goals. To this end, thus, principals, vice principals, department heads, supervisors and Zone Education Department and Woreda Education Office are advised to mobilize active participation practically in various areas of instructional leadership so as to improve students' performance. This can be done by :
 - a. Organizing workshops, seminars, conferences, etc to strengthen teachers and other stakeholders or their awareness about instructional leadership roles.
 - b. Providing materials and moral incentives for those who play their instructional leadership role effectively and efficiently.
 - c. Creating training opportunities to those in charge of instructional leadership to equip them with basic instructional leadership skills.
 - d. Arranging special programs to those in charge instructional leadership from different schools to freely discuss and exchange experiences of their instructional leadership practices.
6. It recommended that teachers, department heads, vice principals, principals supervisors and other concerned bodies:
 - Provide more chance to teachers to practice instructional leadership.

- Establish and use leadership supervisory services for supportive and directive functions.
 - Arrange timetable and also make the schools conducive for stakeholders to come together and work cooperatively to improve instructional leadership..
 - Provide leadership resources that help stakeholders develop their instructional leadership knowledge and skills.
 - Initiate and encourage those in charge of instructional leadership to keep instructional leadership performance and skills growth portfolios.
7. The cluster-school supervisors and Woreda Education officials are advised to:
- to arrange the educational tours at cluster school level or to schools out of own cluster within a woreda or to schools in other woreda to learn from the instructional leadership practices of those who relatively best performed
 - Provide adequate, constructive and clear information to relevant stakeholder's school instructional leadership practices at the appropriate time.
8. The researcher also advises that:
- a. Principals, vice principals, teachers, department heads, supervisors and woreda education officers organize both long and short term training opportunities in collaboration with teacher training institutions and universities for instructional leaders
 - b. Principals and supervisors encourage and motivate instructional leaders to conduct meetings, conferences, seminars, etc to share instructional leadership experiences and also help develop one another.

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APENDIX - A
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for teachers

I'm FekaduAyele, MA student of educational planning and management at Jimmauniversity. The main purpose of this questionnaire is to gather information on the practice and problems of instructional leadership in secondary schools of Jimma zone. The information you will give me is keep confidentially so as not to expose your response , because the intension of this study is for the academic purposes , which is not expected to harm you and your profession .

You are, therefore kindly requested to fill the questionnaires in order to give necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose.

Thank you in advance for your cooperation

I. General direction

1. No need of writing your name
2. Give response by putting () in the appropriate box against each closed ended items andby giving brief descriptions of your opinion for open ended questions. Every response has tobe based on your school context.

Part one: Back ground information of the respondents

1. Name of the school Woreda /town
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D.36-40 E. 41 and above
4. Level of education
A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree
5. Area of specialization
A. Subject Major B.EDPM C. Other specify.....
6. Service year:
A. under 5 years B.6-10 C.11-15 D.16-20 E.21 years and above
7. Service year in the current position:
A. Below 5 years B.6-10 years C.11 years and above

Part Two

Here are tables that consist of questions that show the instructional leadership practices of your school. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows:
5=Strongly Agree (SA) 3=Undecided (UD) 1=Strongly Disagree (SD) 4=Agree (A)
2=Disagree (DA)

2.1 Setting the School Vision and Developing School Mission

To what extent do you agree or disagree with the school leadership practices related to the vision and mission of your school?

No	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Collect data from multiple sources to create a common vision for the school	5	4	3	2	1
2	Well express or communicate the vision to all stakeholders					
3	Allocate adequate resources for the effective implementation of a school vision and mission					
4	Develop missions that are easily understood and used by 126 teachers in the school					
5	Frame the school missions in terms of staff responsibilities					
6	Identify the impediments to achieve missions of the school and design strategies to address the impediments in advance					
7	Develop a set of annual school-wide goals focused on student learning					
8	Use students performance results to develop the school's missions					

2.2 Managing Curriculum and Instruction

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

No	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum	5	4	3	2	1
2	Check periodically students result in order to ensure the effective implementation of the curriculum					
3	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
4	Encourage and provide the necessary support to departments and teachers to periodically evaluate and comment for curriculum improvement.					
5	Evaluating the effectiveness of instructional program in achieving school goals					
6	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process					

2.3 Supervising and Evaluating the Instruction

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

N	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Make classroom visits for the purpose of improving instructional process	5	4	3	2	1
2	Give adequate time after class visit to discuss the problems and plan improvement together					
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction					
4	Use teaching staff meetings to discuss curricular & instructional issues					
5	Create opportunities for professional discussions among teachers					
6	Encourage teachers to use different instructional methods					
7	Make regular follow-up and feedback to teachers					

2.4 Monitoring Instructional Programs

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

No	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Encourage teachers to held the school's testing practice as integral part of the total instructional process than treating it as a separate function	5	4	3	2	1
2	Inform the school's performance result to teachers in a report form after effective monitoring of the activities					
3	Meet individually with teachers to discuss students' academic progress					
4	Use test result to assess progress toward school goals					

2.5 Promoting a Conducive School Learning Climate

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

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

3. The Teaching Learning Roles of Instructional Leaders

The following statements show the roles of instructional leadership on teaching learning activities in your school. Please indicate the extent to which each statement characterizes your school by putting tick mark () in one of the boxes against each item.

The numbers indicates: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

3.1 Professional Skill Development

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

No	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Play an active role in facilitating teachers professional skill Development	5	4	3	2	1
2	Identify the professional development needs of teachers					
3	Conduct teachers professional development activity in your School					
4	Encourage teachers to collaborate with surrounding schools for experience sharing					
5	Give regularly teachers suggestions as to how they can improve their teaching					
6	Arrange program for staff training to create a spirit of cooperative working atmosphere					
7	Provide adequate time for professional skill development					
8	Organize professional skill development opportunity for allStaff					
9	Create awareness for teachers about the importance of professional skill development					
10	Encourages teachers to review individual professional growth goals consistent with school goals and priorities					

3.2 Building Effective Relationship in School

To what extent do you agree or disagree with the following statements that deal with the Principal's role of Building Effective Relationship in the school?

SA-strongly agree, A- agree, UD – Undecided, DA-disagree, SD- strongly disagree

No	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Maintain good working relationship with teachers and other staff members	5	4	3	2	1
2	Ensure open and collaborative communication within staff					
3	Understand and analyze the school situations and effectively interact with community and school members					
4	Treat school community equitably and fairly					
5	Listen to and accept teachers suggestions					
6	Causes the evaluation of school community relations					
7	Encourage teachers help and support each other					
8	Encourages teachers to review individual professional growth goals consistent with school goals and priorities					

3.3 Supportive Roles of Instructional Leaders

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

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

3.4 Directive Roles of Instructional Leaders

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

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

3.5 Conflict Management Roles of Instructional Leaders

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

No	Items	Response				
		SA	A	UD	DA	SD
	Your school leaders ...					
1	Use problem framing and solving skill effectively	5	4	3	2	1
2	Challenging and mediating resistance					
3	Confront and resolve problems in timely manner					
4	Provide a safe and supportive environment					

Open ended questions for teachers

1. Do you think that your school leaders are effective in their roles as instructional leaders?

2. If your response to the above question is no, what are the major problems of your school in relation to instructional leadership?

3. What do you think are the reasons for the problems you mentioned?

4. What solutions do you think to solve the problems?

5. What are the challenges that the school leaders in your school face in implementing professional skill development? _____

4. Challenges of Instructional Leadership Effectiveness

The following issues are assumed to be the common challenges of schools that hinder the practices of instructional leadership. The five point scales indicated below reflect the degree of availability each challenge in your school. Please rate each item, using the (1-5) scales that best describes the degree to which the challenges are availability in your school. The numbers indicated: 5=very high 4=high 3=moderate 2=low 1=very low

4.1 Lack of Skills and Training

No	Items	Response				
		SA	A	UD	DA	SD
	How do you rate the following challenges of instructional leadership in your school?					
1	Lack of qualified instructional leaders in the area of education	5	4	3	2	1
2	Lack of training on instructional leadership					
3	Lack of in-service training and teachers development program					
4	Lack of qualified teachers in all subject area					

4.2 Lack of Cooperation and Commitment for Instructional Improvement

No	Items	Response				
		SA	A	UD	DA	SD
	How do you evaluate the school leaders' interaction with the following stakeholders in your school?					
1	Teachers	5	4	3	2	1
2	Students and their council					
3	KETB members					
4	School communities					
5	Woreda educational managers					
6	PTA members					
7	Lack of pedagogical center					
8	Lack of laboratory					
9	Lack of adequacy teachers					
10	Lack of additional workers					

6.4.4 Lack of Vision, Will and Courage

No	Items	Response				
		SA	A	UD	DA	SD
	Evaluate your leaders in relation to the following instructional roles?					
1	Lack of courage to take risks, at time for the improvement of instruction	5	4	3	2	1
2	Unwillingness to devote more time for instructional issues					
3	Lack of adequate knowledge base of instruction leadership					
4	Lack of organizing the school community for leadership work					
5	unwillingness to assess staff and school capacity for leadership					

Open ended questions

1. How do you evaluate the success of your instructional leadership roles?

2. What problems do you think hinder your effectiveness as instructional leader?

3. What solutions do you suggest ?

APPENDIX B
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for cluster supervisors

I'm FekaduAyele, MA student of educational planning and management at Jimma University. The main purpose of this questionnaire is to gather information on the practice and problems of instructional leadership in secondary schools of Jimma zone. The information you will give me is kept confidentially so as not to expose your response, because the intention of this study is for the academic purposes, which is not expected to harm you and your profession. You are, therefore kindly requested to fill the questionnaires in order to give necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose.

Thank you in advance for your cooperation

I. General direction

1. No need of writing your name
2. Give response by putting () in the appropriate box against each closed ended items and by giving brief descriptions of your opinion for open ended questions. Every response has to be based on your school context.

Part one: Back ground information of the respondents

1. Name of the school Woreda /town
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D.36-40 E. 41 and above
4. Level of education
A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree
5. Area of specialization
A. Subject Major B.EDPM C. Other specify.....
6. Service year:
A. under 5 years B.6-10 C.11-15 D.16-20 E.21 years and above
7. Service year in the current position:
A. Below 5 years B.6-10 years C.11years and above

Part Two

Interview guide questions

1. Do you believe that your office is giving the necessary support to all school leaders to enhance their leadership effectiveness? If so, how?
2. Are you giving training to enhance the capacity of instructional leadership? If so, how often?
3. Is there school based supervisory practice in the secondary schools? If so, how do you evaluate its effectiveness?
4. How often Woreda supervisors monitor in the secondary schools?
5. What are the major challenges that hinder the effectiveness of instructional leadership activity and what mechanism do you use to solve the problem?

APPENDIX C
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for principals and vice principals

I'm FekaduAyele, MA student of educational planning and management at Jimma University. The main purpose of this questionnaire is to gather information on the practice and problems of instructional leadership in secondary schools of Jimma zone. The information you will give me is keep confidentially so as not to expose your response , because the intension of this study is for the academic purposes , which is not expected to harm you and your profession .

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Thank you in advance for your cooperation

I. General direction

1. No need of writing your name
2. Give response by putting () in the appropriate box against each closed ended items and by giving brief descriptions of your opinion for open ended questions. Every response has to be based on your school context.

Part one: Back ground information of the respondents

1. Name of the school Woreda /town
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D.36-40 E. 41 and above
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A. Diploma B. BA/BED/BSc. Degree C. M.A/MSc Degree
5. Area of specialization
A. Subject Major B.EDPM C. Other specify.....
6. Service year:
A. under 5 years B.6-10 C.11-15 D.16-20 E.21 years and above
7. Service year in the current position:
A. Below 5 years B.6-10 years C.11years and above

Part Two

Interview Guide Questions

1. Does your school have a clearly stated vision and mission?
2. What support do you get from the woreda education office to effectively perform your duty as supervisor?
3. To what extent do you focus on instructional issues while giving supervisory support?
4. What criteria does the woreda education office use to assign school leaders in principal ship positions? How do you evaluate the effectiveness of the criteria?
5. Do you think that principals effectively undertake their instructional leadership roles? If yes, how do you justify what examples can you give, if no what factors influence their effectiveness?
6. How do you evaluate the professional skill development practice in your schools?
7. How often do you discuss on the teaching-learning process with teachers and school leaders?

AAPENDIX D

Jimma University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Check List for document review

1. Does the school have stated Vision and mission?

2. Does the schools have strategic plan?

3. Do they have the written report documents or minutes?

4. Do they have self-assessment documents and data?

5. Does the schools have regular check list?
