

**INSTRUCTIONAL LEADERSHIP PRACTICES AND TEACHER
COMMITMENT IN SECONDARY SCHOOLS OF GURAGE ZONE**

**BY
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**A Thesis Submitted to the Department of Educational Planning and
Management, College of Education and Behavioral Sciences Jimma
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Masters of Art in Education Leadership**

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Declaration

I, the undersigned declare that this thesis entitled – Instructional Leadership Practice and Teacher Commitment “in Gurage Zone, SNNPR, is my original work. I also declare that this thesis has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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ABBREVIATIONS and ACRONYMS

AC: Affective Commitment

CRC: Cluster Resource Center

CC: Continuance Commitment

EDSP: Education Development Sector Programme

HRD: Human Resource Development

LP: Leadership Practice

LPI: Leadership Practices Inventory

MoE: Ministry of Education

NC: Normative Commitment

SNNPR: Southern Nations National People Regional

SPSS: Statistical Package for social science

TC: Teacher Commitment

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ABSTRACT

The purpose of this research was to investigate the relationship between instructional leadership practice and teacher commitment in secondary schools of Gurage zone. Correlation research design was used in the research. The study focused on Gurage zone specifically, Cheha, Gumer, Geto, Ezha woreda, and Emdiber town administration using simple random sampling techniques, The population comprised of 161 respondents teachers working at secondary school located in Gurage zone. 161 respondents were selected by using simple random sampling techniques (lottery methods). Questionnaire data was gathered by 152 respondents (department head, vice-principals, unite leader supervisors and teachers Data was collected by interviewing school principals. Both quantitative and qualitative data analysis were pursued the study. Collected data were analyzed by using percentage, tables, Pearson correlation, and multiple linear regressions carried out to draw meaning full interpretation from the study of instructional leadership practice and teacher commitment. The study found out a positive and significant influence of Setting the School Vision and Developing School Mission on teacher's commitment with $a(\text{sig}=0.000)$. Findings revealed Promoting Positive School Climate and teachers commitment were statistically significant at $(\text{sig}=0.000)$. There were a high level and positive correlation between setting the school vision and developing school mission and promoting a positive school climate with the perception of teachers concerning teacher's commitment. Recommendations of the study were; concerning setting the school vision and developing school mission the study recommends that school principals communicate school vision to all stakeholders, should give high emphasis on student learning, and evaluate the going achievements of the students learning. Teachers rewarded well to motivate them to enhance commitment. This makes an effort to increase the commitment of school leaders by working with leadership training and rewarding teachers whose students achieve betters in a subject.

CHAPTER ONE

INTRODUCTION

This chapter deals with the research background, the statement of the problem, the objective of the study, the significance of the study, the delimitation of the study, the definition of operational terms and organization of the study, review related to literature, research design, and methodology, analysis, presentation and interpretation of data.

1.1. Background of the Study

Lambert et al (1996:20) further state that a leader is anyone in the school community who facilitates the process among us. This can be an educator or an administrator, a parent, a community member or a student. According to Richardson, Short and Prickett (1993:7), a leader is someone who articulates a vision and sets a course that others end up following. The effective school principal, for example, seems to have a clear vision that focuses on learners and their needs and he/she establishes a climate that nurtures this vision. According to the Sacred Heart College (2000: 1), leadership is about guiding and inspiring. The members of school management teams are instructional leaders and they are responsible for taking and putting the school curriculum into practice and improving it. Good instructional leadership is the path to good learning and teaching. Lambert (1996:21) say leadership is not a person or a role. It is the process that makes up the relationship among people. In other words, leadership comprises the participatory learning opportunities that exist among people in a school

In an educational context, Bush and West-Burnham (1994:67) define leadership in a school situation as consistently recognized and a vital factor in school effectiveness. School principals put their planning and organization into practice through their ability to lead. Leadership therefore is the ability to take initiative and to act decisively. It involves the degree of influence on colleagues in making decisions, the extent to which a leader acts in terms of priorities and opportunities and the degree to which others rely on the insight, point of view, judgment and will of other educators.

According to Blase & Blase (1999:350) instructional leadership is often defined as a blend of several tasks, such as supervision of classroom instruction, staff development and

curriculum development. According to Tice (1992:41), instructional leadership means enhancement of staff abilities. It may mean educators helping educators and includes involvement of staff members. An instructional leader understands and makes decisions which improve instruction and curriculum. Van der Westhuizen (1996:91) further says that instructional leadership is the ability of the school principal to carry out developmental supervision and provide for the curriculum in the school. In this respect, all school principals are already instructional leaders

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In an educational context, Bush and West-Burnham (1994:67) define leadership is a school situation as consistently recognized and an important factor school effectiveness. School principals put their planning and organization into practice through their ability to lead. Leadership, therefore, is ability to require initiative and to act decisively. It involves the degree of influence on colleagues in making decisions, the extent to which a leader acts in terms of priorities and opportunities, and the degree to which others depend upon the insight, point of view, judgment, and will of other educators.

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Instructional leadership is the core responsibilities of principals that contribute to student learning. This definition has somewhat evolved over time and a more purposeful view of instructional leadership identify a direction for the school, motive staff, and coordinate school and classroom-based strategies aimed at improvement in teacher and learning (Hallinger and Murphy, 2013). Hallinger and Murphy (1985) presented a framework of Instructional leadership categorized by the dimensions of defining the school mission, managing the instructional program, and promoting a positive learning climate.

Due to this fact, the government of Ethiopia has prepared a guideline that includes instructional leadership functions and criteria for recruiting and selecting competent secondary school principals who meet higher academic preparedness standards, have well experiences in instructional activities, and are committed to being school principals (MoE, 2013).

The term commitment is the bond employees experience with their organization. Teachers who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. Regarding to, Robbins and Judge (2013), state that in organizational commitment, teachers identify with particular organizations and its goals and wishes to remain a member. It's obvious that organizational commitments are the attraction force that holds teachers with schools together. In other words, it means that if that bond is not strong, it will be very hard to achieve the educational goals, to support some researchers in their study conclude that's a negative relationship between organizational commitment, absenteeism, replacement rates, and satisfaction in the workplace (Hackney, 2012) concluded that —policy-makers and principals must work diligently to increase the levels of commitment of the teachers and to reduce the number of teachers that are

leaving the profession (p. 56) and this what is happening in Ethiopia, a lot of teachers are changing their profession every year and that became a big headache for the education system.

Teachers' commitment is mainly defined as a psychological state that binds teachers to the school. In many schools, there is a growing commitment gap – a widening split between the expectations of school principals and what teachers are prepared to do. There are a number of reasons for this erosion of teachers' commitment; the most common one being a failure of instructional leadership practices in some way or another. To be effective, the skills of committed teachers' management must be installed in schools so they become part of its culture. In this way, there will be consistency and equity with respect to how teachers are managed from the top down (Allen & Meyer, 1990).

As part of their research, Allen and Meyer (1990) developed a framework that was designed to measure three different types of teachers' commitment: (1) Affective commitment refers to teachers' emotional attachment, identification with, and involvement in the school. Teachers with a strong affective commitment stay with the school because they want to. (2) Continuance commitment is related to the teacher's assessment of whether the cost of leaving school is higher than the cost of staying. Teachers who think that the cost of leaving schools are higher than the cost of staying because they had to do it. (3) Normative commitment refers to the teacher's sense of obligation to the school. Teachers with high levels of normative commitment stay with school because they feel they ought to.

Teachers' commitment to the school is related to their willingness to make efforts on behalf of the school. Reforms, which aim to develop the quality of instruction and improve collaboration among teachers at school, are directly related to teacher commitment. Sun (2015) state that research related to teacher commitment has focused on teachers' commitment to teaching, students, school, and change. Some studies have shown that teacher commitment is vital for following changes in instructional practices and for professional motivation.

In previous studies, school leaders could strongly motivate their subordinates to participate in the organization which initiates the interest to study the relationship between instructional leadership and teacher's organizational commitment. Teachers are critical personnel for improving the school's goals and missions, as well as for carrying out the instructional process, which has both teaching and learning. Employee commitment is critical to the success of any organization or institution, and schools aren't any exception. The instructional task falls in the important category but not urgent attention from the school head leads principal focused on urgent problems with meeting parents, dealing discipline action, clerical attention (Hallinger & Murphy, 2012) instead of instructional activities. Scholars also argue on lesser quantitative evidence related to principal leadership issues (Hallinger & Heck, 2010). There is study indicates that employee commitment is important to stay up top performance and committed employees create an effective organization (Caillier, 2012). Yet, little is thought about what proportion instructional leadership related to teachers' organizational commitment.

In Gurage Zone, ESDP II and III (MoE, 2005) resulted in a very significant increase in instruction. Nonetheless, instructional leadership practice within the zone is yet requiring much to be done. As a result, school principals must be knowledgeable and effective in executing instructional leadership activities so as to improve this. Consequently, the preceding attempts suggest that school conditions invite for appropriate instructional leadership, which necessitates scientific study to see the status of instructional leadership practice.

Therefore, the study attempts to degree instructional leadership practices and challenges associated with the three elements of instructional leadership described by Hallinger (2005): defining the mission, managing the instructional program, and promoting a positive school climate; and functions within dimension; framing and communicating school goals, supervising, and evaluating instruction, curriculum coordination, monitoring student progress, instructional time protection, promoting professional development, maintaining high visibility, providing incentives for teacher and student Besides, the study identifies challenges affecting principals' instructional leadership

practices as well as strategies utilized by principals to enhance instructional leadership practice and three-element of teacher commitment (affective commitment, Continuance commitment, and normative commitment).

Thus, the commitment of capable teachers and instructional leadership practices are crucial to the school's success (Caillier, 2012). Therefore, it's critical to conduct research so as to look at commonly performed instructional leadership and assess to what extent instructional leadership practice is utilized to increase teachers' commitment in government secondary schools in Ethiopia's Gurage zone so as to attain educational objectives.

1.2. Statement of Problem

School organization provides the platform for principals to display his/her leadership credibility. As the school system revolves in time the challenges come along continuously. the necessity to cater changes occur without compromising improvement in training .work relation, goal setting supervision, monitoring students' performance, provide professional development for teacher (Hallinger and Lee, 2013). These changes undeniably influence teachers' instruction, Performance, and commitment towards school (Kowalski,2010) . There are claims stating the principal doesn't describe good leadership and apologizing for lack of knowledge (Hassenpflug,2013) and hardly finding time to lead (Hallinger and Murphy,2012).management time occupied attending too many meetings, handling clerical staff, handling parents, and student issues. Nevertheless, principal training focused more on managerial organizational issues instead of instructional programs or curriculum development.

Keeping school performance and student improvement in mind, principals cannot act alone, thus, collaboration and cooperation from teachers is a necessity. In contrast .teachers as followers expect to see a leader, poses skills, be competent and expert in their area and accountable (Bloch and Whiteley, 2003), and capable of managing the instructional program. Furthermore, instructional leadership skills, developing school goals, managing the instructional programs, evaluating staff and develop a school learning climate is vital in the success of school yet it is not the only task to be performed even though undeniably it is the

core school performance indicator. Consistency in leadership efficiency is the foundation for an effective principal (Valentine and prater, 2011). An earlier study shows principal can highly motivate their subordinate to be committed to the organization (Hoy and Miskel, 2005). This initiates the interest to study the relationship between instructional leadership and teacher organizational commitment,

Teachers are important manpower to carry the implementation task of school goal and mission and carry out instructional process where involves with teaching-learning. Employee commitment is crucial in determining any organizational or instructional success and the school have no exceptional. The instructional task falls in the important category but not urgent attention from school head leads principals focused on urgent issues of meeting parents, dealing discipline action, clerical attention rather than instructional activities. Scholars also argue on lesser quantitative evidence related to principal leadership issues (Hallinger and Heck, 2010). There is a study that indicates that employee commitment is vital to keep up top performance and committed employees create an effective organization. Yet little is known about how much instructional leadership is related with teachers' commitment.

Teachers' commitment may be a multi-dimensional construct of status that describes in teachers' relationship with the school organization that has implications on call to problems school (Selmat, Nordin of Adnam, (2012) in step with them, the committee consists of "affective commitment, continuance commitment, and normative commitment. The results of the study can be beneficial for teachers and principals of the school as they need to consider and act on the increased value of the mutual interest of teacher involvement. Teachers' turnover reduces. Next, to develop the kind of instructional leadership strategies that is workable in fostering and contributing teacher commitment. it is to provide substantial additional support for secondary school leaders. As school environments grow larger and more dynamic, the capacity of principals and teachers to refocus resources in transition is reduced. Such workable practices must be prioritized in the school reform effort.

However, in Ethiopia is little attempt made to identify the topic of school leadership and teacher commitment. Thus, Tadesse Atnafu (2014) carried out a study in woreda five Arada

in the sub-city of Addis Ababa instructional leadership practice and challenge in government primary school. Base on investigation .under the topic mention above in the area. He never shows something concerning the relation between school instructional leadership practice and teacher commitment. Addisu Tefera (2014) on instructional leadership practice and its challenges in secondary school. According to the researcher's study in the Hadiya zone, he identified various types of variables that affected instructional leadership practice in government secondary schools but he did not relate with teacher commitment..

According to Taole (2013), workload, irregular daily disruption and lack of parental support and co-operation and external support principals put less attention on instructional leadership. Moreover, the school principal, as an instructional leader is expected to play many roles. As an example, Philips (2012)noted that principal as an instructional leader makes instructional quality the highest priority of the school and attempts to bring that vision to realization, instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson planning, and evaluating teachers.

While most of them would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. For example, among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership. Among the reasons cited for giving less emphasis to instructional leadership is lack of in-depth training, lack of time management, increased paperwork, and the community's perception of the principal's roles as that of a manager. Regarding this, strong cited in Poirier (2009) found that typical principals spend 62% of their time performing managerial activities, and spend only 11% of their time to work related to instructional activities, and the rest 27%also focused on community activities. .

The results of this study indicated that principals don not give attention to instructional leadership practice. Most of their time spend administrative and paperwork. Furthermore, from a practical viewpoint (Lovell and Philips' cited in Sims (2011, P.21) study noted that principals don't monitor and discuss matters associated with teachers' teaching in addition as monitoring and supervising done by principals weren't systematic and not premeditated. principals cannot be reckoned as good examples of instructional leaders because of a

shortage of time and exposure to training and guidance to function instructional leaders. This study indicated that principals have limited knowledge of instructional leadership management skills. Hence, this study has addressed the following basic questions:-

In current practice, principals are expected to share their leadership responsibilities with teachers and collaborate with them on curriculum, instruction, and assessment so as to boost the standard of teaching and learning (Marks and Printy, 2003). Therefore, the researcher is highly interested to study relationship between instructional leadership practice and teacher commitment gap. Especially three dimensions of instructional leadership practice like defining school mission, managing instruction and curriculum, and creating positive school climate and teacher commitment focus on affective, continual, and normative commitment within the target secondary schools existing gaps and provides possible recommendations for improvising practice of instructional leadership and teacher commitment government secondary schools of Gurage Zone. Hence , this study has addressed the following basic questions.

1. What is current practice of instructional leadership in Gurage zone secondary schools? (Defining school vision, managing instructional program and creating positive school climates)
2. What is the current status teachers' commitment (affective, continuance, and normative) in Gurage zone secondary schools?
3. What is the relationship between instructional leadership practices and teacher commitment dimensions in Gurage zone secondary schools?
4. What are the main challenges that instructional leadership practice in Gurage Zone secondary schools?

1.3. Objective of the Study

1.3.1. General Objective

The purpose of the study is to assess the relationship between instructional leadership practice and teacher commitment in the secondary school of Gurage zone.

1.3. 2. Specific Objectives

- To identify the extent to which instructional leadership in the secondary school of the Gurage zone is effectively practiced.
- To identify the extent to which commitment of teacher in Gurage zone secondary schools.
- To examine the relationship between instructional leadership practices and teacher commitment in the Gurage Zone secondary school
- To identify the major that faced instructional leadership practice challenges that hinder effectiveness of school leadership

1.4. Significance of the Study

This study is expected to have the following significance

Principals may get some idea on how to become effective in their instructional leadership activities in school.

It may provide information for Woreda, Zonal and Regional educational expertise about the current practice and implementation of leadership practices of principal in secondary schools and helps them to accomplish their share.

It may help the leadership practices of principal to identify their weaknesses and strengths on leadership practices and then encourage them to give more attention to properly implement principal activities in secondary schools.

School leaderships could get clear sight into the magnitude and the nature of the problem, and help them to gear their program to serve as literature for related areas.

The findings of the study may hopefully assist in enriching the existing literature on the issue of leadership practices of principal and may help as a spring board for other

researchers who want to conduct further study in the area of the leadership practices of principal.

1.5. Delimitation of the Study

The study was delimited was to assess the dominantly instructional leadership and teacher commitment in government secondary schools of the Gurage zone. The researcher would be delimited to 4 woredas and 1 town administration cluster center secondary school. Each selected wereda would be taken 2 schools and 1 school in town. The total selected schools were 9. In addition, weredas and secondary schools were included in the study, it might be difficult to manage (especially financial resources, transport, facilities, and adequate human resources). Therefore, geographically the study was confined to government secondary schools of the Gurage zone. The study was also delimited to the instructional leadership practice (defining mission, managing instructional programs, and promoting a positive school climate and teacher commitment (affective, continuance, and normative) in the study area for the reason that the student's researcher on this title in the study area initiated then to work on it the study specifically delimited instructional leadership practice and teacher commitment in study area.

1.6. Limitations of the study

This study had its own limitations. The first limitation was the lack of relevant local literature on the practice of instructional leadership and teacher commitment. These problems were the low level of cooperation on the part of some teachers and leaders to fill and the complete part of some questionnaires in accordance with the time and difficulty to access some school principals for communicating with the researcher during the time of appointment.

1.7. Definitions of key terms

Commitment: is the relative strength of a person's identification with and involvement in an Organization (Meyer & Vandenberghe, 2004).

Leadership: The process of influencing the activities of an individual or group in an effort towards goal achievement in a given situation (Krug, 1992)

Instruction: Teaching in a specific subject or abilities taught, the act, process, or profession of teaching (Hallinger, 2005).

Instructional leadership refers to the role behavior (or practices) of school leaders in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress and promoting school learning, monitoring student progress, and promoting learning climate (Krug, 1992).

Teachers' commitment: is a strong belief in and acceptance of the school's goals and values, willingness to exert considerable effort and expend extra time on behalf of the schools, and a strong desire to maintain membership in the organization (Meyer & Allen, 1991).

1.8. Organization of the Study

This study contained five chapters. The first chapter consisted of the study background, problem statement, research questions, general objective, specific objective, significance study, delimitation of the study, limitations of the study, and operational definitions of terms and organization of the study. A summary of literature applicable to the study would be given in the second chapter. The third chapter would be research design and methodology (research design, research methods, Sources of data, population, sample size and sampling technique, data collection instrument and procedures of data collection, and data analysis). The fourth chapter consists of the presentation, analysis, and interpretations of data. The fifth chapter presents a summary of major findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW RELATED TO LITERATURE

The study of concept of leadership, educational leadership, school leadership, leadership theories and models, instructional leadership practices and its three sub-components focuses on this literature review (defining school vision, managing instruction program and creating positive school). Effectiveness of instructional leadership and effective school leadership characteristics deals with the literature analysis of the contribution of a school instructional leadership to educational institutions, and teacher commitment

2.1. Definition of Leadership

Armstrong (2004) defines leadership as influence, power and also the legitimate authority acquired by a leader to be able for effectively transform the organization through the direction of the human resources that are the most important organizational asset, resulting in the achievement of desired purpose

According to Yukl (2006) leadership is that the process of influencing others to grasp and agree about what has to be done and the way it may be done effectively, and also the process of facilitating individual and collective efforts to accomplish the shared objective. This definition of Yukl includes efforts not only to influence and facilitate the present work of the group or organization but also to confirm that it is prepared to satisfy future challenges. According to Davis et al (2005) leadership is creating and maintaining a way of vision, culture and interpersonal relations.

However, management is coordinating, supporting, and monitoring the activities of an organization. Leaders are concerned with spiritual aspect of their work, that is, they need followers who deeply believe them and that they possess a latent power in organizations. Leadership is a complex process by which someone influences others to a mission, task, or objectives and directs the organization during a way that creates it more cohesive and coherent. A leader carries out this process by applying the leadership attributes, which include their beliefs, values, ethics, characteristics, knowledge and skills. According to Kumar and Mittiaal (2001) defines “leadership is the most important concept within the organization and process of influencing, constitutes

organizational change promotes visions , creating , forward-looking, strategic thinker , honest , fair minded, courage's, supportive and knowledgeable on attain the organizational goals. To sum up, the definition of leadership is much diversified and multi meaning.

Yukl notes, leadership influences “he interpretation of events for followers, the selection of objectives for the group or organization, the organization of labor activities to accomplish objectives, the motivation of followers to attain the objectives, he upkeep of cooperative relationships and teamwork and also the enlistment of support and cooperation from people outside the group or organization” (Wahlstrom,2004). Some will argue that such a definition seems overly bureaucratic or hierarchical, although it needn't be such. Neither is it a really precise way of defining leadership and will be at risk of the occasional charge that such lack of precision severely hampers efforts to increase understand the character and effects of leadership. But leadership may be a highly complex concept. Like health, law, beauty, excellence and countless other complex concepts, efforts to define leadership too narrowly are more likely to trivialize than clarify its meaning.

2.2. Instructional Leadership

Instructional leadership comprises those actions that a principal takes or delegates to others to promote growth in students learning (Hallinger, 2009, P.12). Instructional leadership entails direct assistance provide to educators on one to one basis or by way of group development. This is a part of staff development or curriculum development. Instructional leadership is usually aimed at the welfare of the staff. The instructional leadership guides, directs and regulates the education occurrence. It organizes educational matters like creating educational infrastructure; planning, managing, implementing and controlling staff development programs; and, evaluating the complete educational programs..

From the above clarification it's clear that instructional leadership is one in all the numerous principal's management tasks. It is the method where principals immerse themselves within the actual teaching and learning program of the school. This immersion enables principals to identify problems with relation to staff development and staff appraisal; and to reflect on the way to offer guidance and support to confirm effective learning and teaching.

One major emphasis within the educational field within the early 21st century has been the continuing demand for greater accountability to increase student performance. National and state expectations require schools to confirm that each one student achieves mastery of curriculum objectives, and native schools focus on implementing those requirements to the best of their ability. As a result, leading instructional efforts in a school has evolved into a primary role for college principals. so as to see the challenges related to national and state expectations, principals must emphasis on teaching and learning to a greater degree than before, especially in terms of measurable student progress.

Instructional leadership is narrowly and broadly defined. The narrow definition is concentrated on principals supervising teachers' pedagogies while the broad definition is an extension of the narrow view, by that specialize in how well principals and teachers collaboratively work together to execute their core functions. These functions include: outlining a definitive vision for the school, developing and maintaining structures, and creating a positive school culture which will influence teachers' commitment to school, through continuous professional development workshops that are aimed the development of toward providing new ideas, skills and strategies to increase teachers' pedagogies (Hallinger, 2003). Instructional leadership approach has been used to transform ineffective schools and is regarded as a top down approach to leadership as greater emphasis placed on the role of the principal to enhance the standard of teaching and learning in their schools.

Instructional leadership concludes that this is often a primary order approach to leadership whereby the principal directly influences conditions that affect the curriculum and instruction within the classroom. Barth (1986) and Cuban (1988) also viewed the stress of the instructional leadership approach on principals improving their individual school success.

Additional findings of instructional leadership indicate that the core functions of principals were geared toward improving the curricular content, teachers' pedagogies, and also the cultural norms of schools (Marks & Printy, 2003). In other word, there was a "strong directive leadership focused on curriculum and instruction from the principal" (Hallinger, 2003, p. 329). Schools as open systems require greater autonomy and collaboration from informal and formal teachers and administrators so as to effect change.

Principals who employ the broad view of instructional leadership also support teachers who are able to create activities which will engage the interest of students and empower them to require risks, be critical thinkers, and ascribe to higher achievement. Leithwood(1999) postulate that instructional leadership relies on “the behaviours of teachers as they engage in activities directly affecting the expansion of students” (p. 8). They concluded that it's crucial for principals to develop instructional programs that are conducive to student learning and staff professional growth.

Instructional leadership has been broadly defined as leadership functions related to teacher instruction and student learning (Marks & Printy, 2003). Although there are differences among researchers about the particular indicators of instructional leadership, six consistent themes are found throughout the literature. The six themes describe an instructional leader together who (1) focuses on instruction and learning, (2) develops and communicates school goals, (3) coordinates and supervises the school curriculum, (4) monitors and evaluates student progress, (5) maintains high visibility and a hands-on approach, and (6) provide incentives for teachers and students.

2.3. Practice of Instructional Leadership

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

Terry (1996) believed that superintendents and principals today must become instructional leaders. They must integrate the managerial tasks into the instructional leadership tasks to meet the demands of the 21 st century student and school. Hallinger, (2005) agreed that the superintendent and principal are expected to perform a variety of duties but he concluded that the effectiveness of these individuals is achieved when a correct balance among these roles is accomplished. Terry was in agreement with Hallinger that the management responsibilities of the superintendent and principal cannot be sacrificed on behalf of instructional leadership.

Instructional leaders are also perceived as culture builders who can nurture high expectations and standards for their teachers and students. As goal-oriented figures, instructional leaders were able to set some goals for the schools and direct the teachers and stakeholders to reach the goals together. The goals were clearly stated in school's mission and vision.

Unlike a manager, the instructional leader makes instructional quality the main priority of the school district and school and attempts to bring that vision to actualization. Lezotte (1992) attempted to describe instructional leadership by correcting the misunderstandings of strong leadership. Instructional leadership does not mean that the principal runs the schools and that teacher's give up their professional autonomy and individual freedom. Rather it is illustrated that effective leader's lead through dedication, not authority, and staff follows because they share the leader's vision. Lizette believed that learning formalize rewarding and offers all staff the opportunity and flexibility to continue in their growth as a professional.

Instructional leadership is complex and multifaceted. Superintendents and principals must find the proper balance when performing managerial duties and instructional leadership activities in order to ensure that the core business of teaching and learning is achieved. Superintendents and principals must also focus on the long term vision of school district and school improvement as a priority while maintaining an accurate perception of the present. They must encourage professional autonomy from staff while demanding ownership to shared vision and values Dufour and Eaker, (1998).

Superintendents and principals today need to be strong instructional leaders who create a learning community in their school areas and still fulfill essential management functions. Once again, maintaining the importance of balance between these two primary responsibilities is stressed. The superintendent's and principals success is determined by the way in which these forces are brought together through their behavior. When considering the notion that effective schools have strong instructional leaders, Smith and Andrews (1989) carried out an extensive study on how principals make a difference in creating effective schools. Conclusions from their study were that successful principals are dynamic

leaders with high energy, tolerance for ambiguity, initiative, analytical ability, and a practical stance toward life.

Research into effective schools continues to determine and indicate that successful instructional leaders consistently exhibit certain practices or traits. As result of the consistency of these practices there is a greater confidence among researchers that important elements of effective instructional leadership can be identified. Leithwood, Louis, Anderson, and Wahlstrom, (2004) identified the following aspects of leaders' practices that promote improved teaching and student engagement; developing deep understanding of how to support teachers; managing the curriculum in ways that promote student learning; and developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

According to this research, successful instructional leaders constantly demonstrate particular practices that influence or assist in the establishment of effective schools. Generally these practices relate to creating culture where high expectations of student and staff learning is instituted, and active support of students, staff, and the community occurs. The research related to instructional leadership is wide spread and has produced a wealth of findings concerning the impact of leadership on school districts and schools and their ability to meet the needs of students. DuFour (1999) described the importance of the principal as an instructional leader when he stated: "Where principals are effective instructional leaders, student achievement escalates".

According to, Hallinger (2005) suggests three dimensions for the role of instructional leadership principals; defining the school's mission, managing instructional program and creating a positive school climate. (Hallinger, 2005, p. 224-227).Hallinger has developed these ideas by reviewing previous researchers describing the relationship between principal leadership and students' achievement. Instructional leadership was described as occurring along multiple dimensions and synergizing a number of practices.

2.3.1. Defining the School's visions and Mission.

The vision and mission of the school direct all of the educational and instructional activities in the school and affect working motivation of the people involved in teaching and learning

process .The most important role of the school principal is to develop the goals of the school and to explain them to the individuals within the school organization.

Vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions. Mission is a brief description of an organizations overall purpose and role. It gives direction to the programs and services that the jurisdiction provides for its students (Borba, 2002).The first role of superintendents and principals is to explicitly frame school system and school goals, purposes, vision and mission. A school district or school that has not fully considered how it will go about the process of education has no criteria for judging whether it is successfully engaging in that process. People who are skilled in this area often discuss purpose and mission with staff, students, and the community. They take advantage of opportunities to pressure and communicate goals

There are two functions that include the primary dimension; framing the school's goals and communicating the school's goals. This dimension focuses on the principal's role in establishing the most purpose of the school. The school's goals may be determined by the principal or in cooperation with the school staff. This dimension concentrates on the principal's role working with the school staff to create sure that the school has clear, measurable, time-based goals focused on the tutorial progress of students. The principal is also responsible to declare and spread the goals through the whole school stakeholders so that they will support and integrate the goals into their daily practice.

In this dimension, there are several characteristics of the instructional leader's role in defining a clear mission. First, the mission needs to be stated clearly and it needs to be widely known. For example, the principal can put the mission statement on the banner or on notice board at school. Second, the goal needs to be focused on the academic progress. Third, the mission has to prioritize teachers' works. Fourth, the goal needs to be known and acknowledged by teachers throughout the school. Fifth, the mission must be clearly declared, actively assisted, and modeled by the principal (Hallinger, 2005, p.225). According to Hallinger and Murphy models (1985), defining the school's mission delineated into two instructional leadership functions:

2.3.1.1. Framing the School's Goal

Principal should be able to formulate the school objectives and can set specific goals that are easily understood and applied by the school teachers in order to achieve distinct learning outcomes. A principal provides the guidance and central themes for the achievements of goals from the unit objectives to the general understanding of a school's philosophy. Such guidance requires; principals should be familiar with all levels of instruction in the school and working with individuals of varying capacities. Principals lead the development of missions and vision of the school, understand, mediate and serve the best interests of the community. In instructionally effective schools, principals are able to maintain a higher level of consistency in their goals and operational decisions (Hallinger & Murphy models, 1985).

2.3.1.2 Communicating the School's Goals

This can be demonstrated within the principal's ability to deploy and connect school goals effectively to all members of members of school community through meetings with teachers or through advertising banners that illustrate the importance of achieving quality learning and teaching (Hayat, 2015).

Effective principals communicate school goals to staff, parents and learners through the use of formal and in formal communication. They create a mission that is clear and honest, which binds staff, students and parents to a common vision by offering the opportunities to discuss values, expectation and distribute leadership among teachers (Edward, 2014).

2.3.2. Managing the Instructional Program

This dimension includes the behaviors associated with supervision and improvement of the instruction and monitoring of students by the school principal. Çelik (2013, 41) states that instructional program should promote active participation of students, encourage the display of correct behaviors and supply explicit feedback on time. It integrates three leadership functions; supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Basically, the second dimension aims at the integration and control of instruction and curriculum. The principal is required to have proficiency in teaching and learning at school and also to have commitment in developing the school.

The principal needs to be highly involved in encouraging, directing, and observing teaching and learning at school (Hallinger, 2005, p. 226).evaluation of instructional process and students. This dimension is said to continuous assessment, monitoring and evaluation of students' development and achievement levels through various assessment tools in order that the strengths and weaknesses of the program is determined and required changes and arrangements is made to increase the program (Şişman, 2012, 88) Effective leaders provide information that teachers need to plan their classes effectively and they actively support curriculum understanding. Although they usually do not teach, superintendents and principals need to be aware of the special needs of each instructional area. Without a broad knowledge, superintendents and principals cannot provide the resources teachers and staff need to carry out their mission effectively. Superintendents and principals skilled in this area provide information teachers need to plan their work effectively. They work to ensure good fit between curriculum objectives and achievement testing and actively support curriculum implementation. Their primary emphasis as superintendents and principals is with instructional rather than administrative issues

2.3.2.1 Supervising Instruction

This means that, the principal should be able to supervise the educational process and evaluate through classroom visits, by giving important notes to teachers in reference to the strengths and weaknesses they have, or by reviewing students' work and monitoring their performance on an ongoing basis (Hayat, 2015).

Edward, (2014), also stated that, principals of effective schools are directly involved in monitoring students achievement and they work with teachers to overcome achievement deficits. This will create constant data gathering of student's progress and enable teachers to identify area of remediation or enrichments.

Principals in effective schools frequently observe classroom instruction in their role as supervisors. Although they stress informal observations, these principals also maintain high level of accountability with respect classroom instruction. They work with teachers to insure that classroom objectives are directly connected to high school goals and review classroom instruction using as many sources of information like formal and informal classroom observations, lesson plans and student work products. Finally, they provide concrete,

constructive suggestions to teachers and assisting them in improving their instructional practices (Hallinger & Murphy, 1986).

2.3.2.2 Supporting the Curriculum

The principal should review the school curriculum and its suitability to achieve the goals of the school with the faculty and identify the coordinators of subjects to discuss their roles and responsibilities, (Hayat, 2015). School effectiveness is also associated with a high degree of alignment among instructional objectives, curricular materials and testing instruments. Numerous studies conducted during the 1970s and 1980s had revealed a surprising variation across schools in the degree to which the students are exposed to the content tested on standardized tests used to assess school effectiveness. As instructional leaders, principals can work to ensure that curricular materials used in their schools are consistent with the school's instructional objectives and mutually reinforcing student progress (Hallinger & Murphy, 1986).

2.3.2.3 Monitoring Student Progress

The principal should have the ability to track the students' progress through monitoring students' performance in exams on an ongoing basis as well as evaluate strengths and weaknesses to discuss them with teachers. A key instructional leadership function carried out by principals in effective schools is the frequent monitoring of student progress. The principal uses a variety of information on student learning (e.g. student work products, curricular tests and standardized tests) to assess the school's instructional program and progress towards school goals. Teachers use this information for diagnostic purposes, adjusting their instructional strategies and pacing based upon student progress (Hallinger & Murphy, 1985).

The frequent monitoring and feedback of student performance results reinforces the norm of staff accountability for student learning and the belief that schools can make a difference (Hallinger & Murphy, 1986). Strong instructional leadership requires a positive impact on student learning. Instructional leaders Provide focus and direction to curriculum and teaching, establish conditions that support teachers, help children succeed and inspire others to reach for ambitious goals. So that effective principals use test results, grade reports, attendance records, data from students accepted in post-secondary education program,

students receiving scholarship, honor roll, and other information to spot out potential programs.

2.3.3 Promoting a Positive School Climate

This dimension has wider range and goals than the opposite two dimensions. The third dimension consists of following functions; protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning. Ideally, effective schools establish an “academic press” by thriving the students’ and teachers’ high standards and expectations. Eventually, the principal should set and pose values that make a climate and supports the teaching and learning enhancement continuously (Hallinger, 2005, p. 226).

Those who survive for very long in leadership positions soon learn that their primary objective is to motivate people to do what needs to be done. When the atmosphere of the school district or school is one that makes learning exciting, when teachers and students are both supported for their achievements, and when there is a shared sense of purpose, it is difficult not to learn, particularly in the critical first years of school when lifelong attitudes toward education are forming. Effective instructional leaders create that atmosphere. Instructional leaders strong during this area nurture learning during a form of ways. They encourage teachers to innovate. They regularly recognize staff members’ efforts, write letters of recommendation for job well done, and ask parents to praise teachers for their good work (Hallinger, 2005).

The teacher should develop professionally and personally to stay up with rapid information growth and constantly changing technologies Şişman (2012, 92) maintain that the school principal should follow the developments in education and learning and share this information with teachers, continuously make teachers informed about changes and developments, prepare the environment necessary to raise the efficiency of teachers and supply opportunities for teacher improvement. During this regard, there are some behaviors to be demonstrated by school principals like appreciating teachers, encouraging them to require risk, treat them with empathy and empathy, promote behaviors of cooperation

among teachers and make teachers feel that the principal is supportive to their efforts (Özdemir and Sezgin, 2002, P.280).

The concept of school climate could be a comprehensive concept encompassing the behaviors of individual within the organization and their interaction with the environment. By constructing an appropriate environment for education, the school principal contributes to students' learning. or the school principal responsible to variety the desires of staff, to fulfill their integration with the school and to positively affect their morale and performance to accomplish these tasks, an environment within which everybody works with pleasure within an environment of mutual trust and solidarity should be constructed (Şişman, 2012, 96). for school organizations to realize their goals, the school principal's demonstrating some certain behaviors on Krug's (1992) five factor taxonomy of effective instructional leadership is similar to Hallinger and Murphy's (1987) research on defining the principal's key instructional leadership roles and responsibilities. They felt the principal's role included three categories and 21 more specific functions which defined instructional leadership behavior: managing the instructional program, promoting the school learning climate, and defining the school mission.

In the first category, managing the instructional program, the principal is required to be involved in the school's instructional development. This includes supervising and evaluating instruction, co-coordinating the curriculum, and monitoring student progress. The second category, promoting a positive school learning climate, involves creating a climate that supports teaching and student engagement. This includes promoting professional development, providing incentives for teachers, maintaining high visibility, protecting instructional time, and providing incentives for learning. In the last category, defining the school mission, the principal is responsible in collaboration with the staff to ensure that the school has clear measureable goals that are focused on student learning. The principal is responsible for the clear academic vision and to interconnect it to the (Southworth, 2002, p. 77).

2.3.3.1 Protecting Instructional Time

Studies display that time-on-task is incredibly associated with achievement. The greater time spent in learning, the higher the outcomes. Students additionally advantage greater hobby in

topics and a higher mind-set in the direction of studying once they maximize time-on-task (Weber's, 1996). Students can learn rapidly while the excellent of instruction is right and while they're prepared for what Students can't actively have interaction in studying if the instruction is poor and/or they're not able to recognize what's being taught and what they're to do (Weber's, 1996). In fact, school students are not likely even to spend plenty time on task if the to be had instruction isn't always thoughtfully deliberate and school students' earlier studying isn't always properly diagnosed.. The solution for attaining higher achievement involves at least one clear answer: increase available instruction time, increase time on task and increase academic learning time (Webers, 1996).

Policies and enforcement practices that reduce tardiness, absenteeism and truancy increase learning time for students. Principals can also increase student opportunities to learn by protecting classroom instructional time from interruptions due to public address announcements, by working with teachers to develop more effective classroom management and by reducing the number of non-instructional school activities that affects classroom time (Hallinger & Murphy, 1986).

2.3.3.2 Promoting Professional Development

Promoting teachers professional development is the most influential instructional leadership behavior both the elementary and secondary school levels. The key role of instructional leadership is the promotion of teachers' professional growth with relation to teaching methods by taking definite steps and collegial interactions about teaching and learning So, those, school leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities (Wosenu, 2006).

Principals can support the professional growth of teachers in much way. They will work with teacher directly by conducting in service workshops for his or her staffs and by working within the classroom with teachers who are learning new skills. They will also support the event of teachers indirectly by making them conscious of staff development and training programs, distributing research and curricular reports, arranging for teachers to look at their colleagues teach, giving public and personal recognition to teachers' efforts to enhance instruction and allocating resources to instructional improvement activities

(Hallinger & Murphy, 1986). Principals provide opportunities for all members of the school community to build their capacity and participate in important school decisions. Principals have also a role of identify and prioritize professional development needs, develop individuals and teams, monitor and evaluate workplace (MOE, 2013).

2.3.3.3, Providing Incentives for Teachers

Principal should be able to create professional development opportunities for teachers either through enrollment programs inside or outside the school or to ensure the exchange of information between teachers and transfer of expertise and knowledge gained from these programs and courses (Hallinger & Murphy, 1986).

An important aspect of the school learning climate is the nature of the school rewards systems. Principals in instructionally effective schools do not leave the task of rewarding individual teachers; they develop incentives for teachers that are school wide in orientation. These include honors, award assemblies, certificates of merit for attendance and behavior, mention in the school newspaper and/or newsletter, pictures, displays or other forms of recognition in the lobby, as well as the personal word of encouragement (Hallinger and Murphy, 1986). Similarly, instructional leaders find ways to reward or recognize teachers for his or her efforts. A number of these are informal private words of praise; others are more formal like recognition before peers, nomination for awards, or letters to the personnel files of teachers (Hallinger & Murphy, 1986)

2.3.3.4 Provide Incentives for Students

The principal must have the ability to provide incentives for students by honoring talented students, praising students' achievements, providing unique support to them and by informing parents about the achievements of their children. When reflecting on all of the above practices, we find all focused on the importance of the skills and knowledge students learn in the school and the appropriateness of what is offered to the student as it relates to the goals and vision of the school (Hallinger and Murphy, 1986).

2.3.3.5 Developing Expectations and Standards

In effective schools and classrooms, expectations are maintained for all students. These expectations are embedded in class wide policies and standards and reflected within the

behavior of adults throughout the school institution. Principals promote high expectations for secondary school students indirectly through the expectations they hold for themselves and their staffs. Additionally, they shape school wide expectations more directly through the policies they develop in such areas as grading, reporting student progress, promotion, retention, remediation, student grouping, and classroom instructional practices (Hallinger & Murphy, 1986). By view the above mention Hallinger's three dimensions instructional leadership is probably going to be more practical when principals develop three dimensions continuously with purposes and practices. The Principals must imply value and practice that foster a healthy learning environment to promote the continuing development of teaching and learning at school (Hallinger, 2005, p. 227).

2.4. Challenges for Instructional Leadership Effectiveness

Limited understanding exists about how schools and school districts can establish the conditions, change processes, and external supports necessary for producing a culture of effective practice. Many administrators are prevented by obstacles, real or perceived from performing tasks identified as informing effectiveness and efficiency. Being an effective instructional leader requires knowledge, skills, and attitudes that inform the successful operation of schools. The ability to identify and perform tasks directly associated with the educational needs of students correlates directly with effectiveness as instructional leaders. Within the public school setting however, barriers and obstacles exist that inhibit the successful operation of schools.

Several situational and environmental factors other than human, materials or financial resources, can affect the operation of instructional leadership practices of any school. For decades, schools have proved impervious to alter at the instructional core, in large measure because of the overall complexity of the instructional process. Instructional leaders are often faced with a number of roadblocks: incompetence in educational leadership, lack of incentive for teachers, problems related with teachers promotions, lack of administrative skills and commitment of those assigned as school leaders, shortage of educational materials, or finance are among problems frequently cited as factors that hinder effective performance of teachers.

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

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

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

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

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

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

performance (Sergiovanni, 2001).generally the barriers of instructional leadership hinder the leaders' performance, sabotage principals' attempts and finally bring a serious problem on the quality of education.

Therefore, the study attempts to measure instructional leadership practices and challenges related to Hallinger and Murphy's three dimensions of instructional leadership: defining the mission, managing the instructional programme, and promoting a healthy school climate; and functions within dimension: framing and communicating school goals, supervising and evaluating instruction, curriculum collaboration, monitoring student progress, instructional time protection, professional development, high visibility, and teacher and student incentives Besides ,the studies identifies challenges affecting principals' instructional leadership practice as well as strategies utilized principals to improve instructional leadership practice.

2.5. Theoretical Background of Commitment

There are various definitions of commitment within the related literature stemming from various approaches to the current concept. Based on affective approach; commitment is “the relative strength of a person’s identification with and involvement in an organization” (Mowday et al., 1982). Commitment isn't a monolithic but rather a multi-faceted concept. There are many focuses to which a person’s commitment is directed. Commitment to coalitions and constituencies within an organization (managers, owners, customers, rank-and-file employees etc.) ,commitment to top managers and supervisors ,commitment to career ,commitment to unions ,commitment to a programme), commitment to an occupation or profession, commitment to job and commitment to workfellow may be deemed among these focuses.

2.6. The Concept of Teachers' Commitment

Teachers’ commitment has been studied within the public, private, and non-profit sector, and more recently internationally. Early research focused on defining the concept whereas current research continues to look at teacher commitment through two popular approaches, commitment-related attitudes and commitment-related behaviors. a spread of antecedents and outcomes are identified within the past thirty years (Shore & Wayne, 1993)

Teacher commitments are associated with teacher behaviors and performance effectiveness; attitudinal, affective, and cognitive constructs like job satisfaction; characteristics of the

teachers' job and role like responsibility; personal characteristics of the teacher like age, job tenure." Multiple definitions of teacher commitment are found within the literature. The way teacher commitment is defined depends on the approach to commitment that one is adhering to.

Hunt and Morgan (1994) state that teacher commitment has been operationally defined as "multidimensional in nature, involving a teachers' loyalty to the school, willingness to exert effort on behalf of the school, degree of goal and value congruency with the school, and desire to keep up membership. When observing teacher commitment within a school, it's the relative strength of somebody's identification with and involvement in a very particular school. In respect to this, Allen & Meyer (1990), define teacher commitment as a condition that characterizes the teacher's relationship with the school and has implications for the choice to continue employment with the school. Similarly, Meyer *et al.*, (2004).define a committed teacher as being one stays with a school, attends work regularly, puts in an exceedingly full day and more, protects corporate assets, and believes within the school goals. This teacher positively contributes to the organization because of its commitment to the school.

Research shows that teacher and schools are adversely affected when commitment is low, which both benefit when commitment is high (Brockner, et al., 1992). Teacher commitment is related to increased satisfaction, performance, and school adaptability Becker et al., (2004).

2.7. The Dimensions of Teachers' Commitment

The most basic theory of teacher commitment is Allen and Meyer's conceptualization. This theory differs from others within the nature of the condition being described. They identified three dimensions of teacher commitment: affective, continuance, and normative commitment. Normative commitment may be a relatively new aspect of organizational commitment having been defined after the previous ones (Allen & Meyer, 1990). Affective commitment refers to a teacher's emotional attachment to, involvement in, and identification with the school and its goals. Affective commitment involves three aspects like the formation of an emotional attachment to school, identification with, and the desire to maintain organizational membership. In this context, affective commitment reflects

the identification and commitment situation where the teachers stay in the organization with their own will (Allen & Meyer, 1990; Meyer *et al.*, 2004).

Affective commitment is also attitudinal based and in this situation the teacher sees him/herself as a part of the school. Teachers with high levels of affective commitment continue teaching because they *want to*. Therefore, it is very important for the schools to have teachers feeling affective commitment since strong affective commitment means teachers willing to stay in the school and accepting its objectives and values (Allen & Meyer, 1990).

Continuance commitment is a commitment situation originating from the needs of teachers to stay in the school considering the costs of leaving. It refers to an awareness of the costs associated with leaving the school as well as the willingness to remain in a school because of the investment that the teacher has with nontransferable investments. Nontransferable investments include things such as retirement, relationships with other teacher, or things that are special to the school (Allen & Meyer, 1990; Brockner *et al.*, 1992).

Continuance commitment also includes factors such as years of employment or benefits that the teacher may receive that are unique to the school (Hunt and Morgan, 1994). In continuance commitment, the teachers consider the disadvantages of leaving the school and avoid quitting. Moreover, continuance commitment is not a negative situation though it is considered to be a negative commitment type by the schools. Those with high levels of continuance commitment stay with the schools because they *need to*. Thus, the teacher keeps his school membership thinking it might cost him too much to leave the school (Allen & Meyer, 1990).

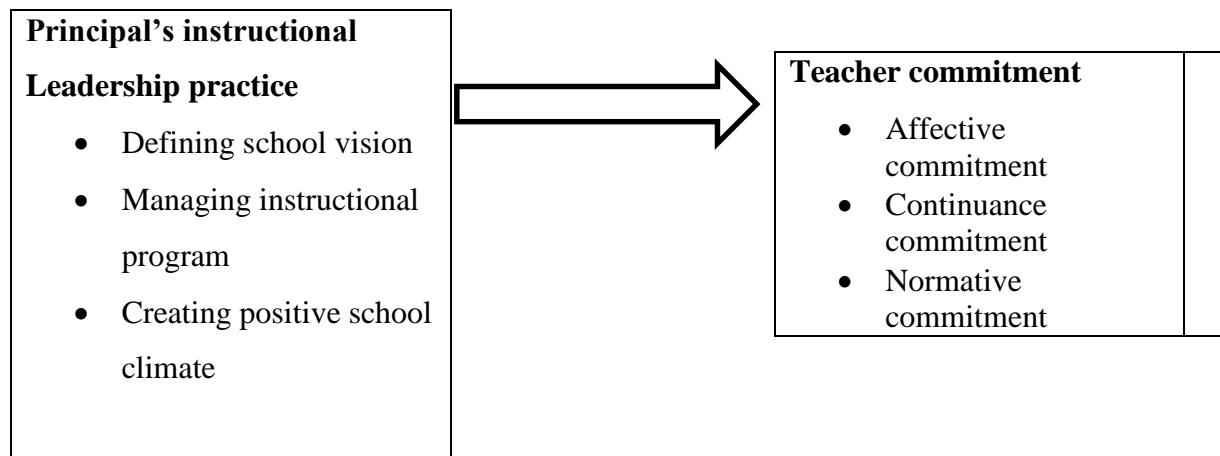
The third dimension of teacher commitment is normative commitment, which reflects a feeling of obligation to continue employment. Those with high levels of normative commitment stay with a school because they feel they ought to remain (Allen & Meyer, 1990). It has argues that normative commitment is only natural due to the way we are raised in society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. Therefore, when it comes to one's commitment to their place

of employment, they often feel like they have a moral obligation to the school (Meyer *et al.* 2004).

The three components of teacher commitment are a psychological state that either characterizes the teacher's relationship with the school or has the implications to affect whether the teacher will continue with the school. An individual can have similar or different levels of all types of commitment. They are not mutually exclusive. Thus, regardless of the definition, "committed" teachers are more likely to remain with the teaching profession (Allen & Meyer, 1990).

Teachers that have a good relationship with their immediate work group have higher levels of commitment to the overall school will be higher. Accordingly, they argue that teacher must be given numerous opportunities throughout the workplace to feel committed to the profession. Moreover, Ugboro (2006) concluded that teachers' commitment is significantly correlated to their perceived job security.

2.8. Conceptual framework



Meyer & Allen (1991) conceptual framework model

Figure 1 show the conceptual framework based on instructional leadership practices and teacher commitment. The conceptual framework suggests how leadership practices (independent variable), rooted in leadership behavior, and instructional may influence teacher commitment (dependent variable), which may be either high or low, affecting

students' learning. As shown in the diagram above, leadership practices include three instructional leader practices are

- Defining school vision
- Managing instructional program
- Creating positive school climate

Teacher commitment includes affective commitment, Continuance commitment and normative commitment. The relationship between these two concepts (leadership practices and teacher commitment) may prompt either high teacher commitment or low teacher commitment.

2.9. Instructional Leadership and Teacher Commitment

Instructional Leadership and Teacher Commitment Organizational commitment refers to one's emotional participation in organizational goals, values and activities (Hallinger and Lu, 2014). The instructional leadership behaviors of school principals increase the collaboration among teachers and enable teachers to be willing to create efforts for the school (Blase and Blase, 2000). Additionally, the particular proven fact that school principals appreciate teachers, contribute to their professional development and encourage cooperation among colleagues positively affects teachers' commitment (Hallinger, 2015). Leadership behaviors of effective school principals and their attitudes toward sharing in decision-making processes determine teachers' perceptions about school. These behaviors increase the devotion of teachers to their duties and their willingness to contribute to high school development. Because it is seen, the concepts of instructional leadership and commitment are important in terms of accelerating the effectiveness schools, student achievement and teacher performance. This may be made possible by principals' instructional leadership behaviors and teachers' commitment to high school (Al-Mahdy et al., 2018).

Principal leadership is an antecedent to teacher job satisfaction, attitudes, performance, and organizational commitment. Teachers' organizational commitment has been shown to be positively associated with job satisfaction and alignment with the organizational goals (Sammons, et al., 2007). A shared vision and communication of group goals by the leaders within the school increase teachers' organizational commitment. Supportive

leadership may be a predictor of organizational commitment (Devos, et al., 2013). Supportive leadership functions and behaviors are the tenets of the instructional leadership model (Hallinger, 2005)

Mowday et al.(1979) outlined three characteristics of organizational commitment: 1) identification, acceptance, or belief in organizational goals and values; 2) involvement in or a willingness to exert effort on behalf of the organization; 3) loyalty or a powerful desire to keep up membership in a organization. Devos et al. (2013) found teachers were more committed to a school once they perceived their principal, assistant principal, or teacher leaders as supportive by providing a transparent school vision and providing instructional support to teachers. Organizational commitment as an outcome variable may result in job and career satisfaction, self-efficacy, organizational citizenship behavior, and an increased desire to realize organizational goals and remain with the organization (Somech and Bogler, 2002).

School leaders affect students and student learning through hiring, assignment of teachers and retaining teachers (Horng & Loeb, 2010). Managing the organization through instructional leadership requires principals hire and retain quality teachers and supply them with the support and resources they need to attain success within the classroom. Louis et al. (2010) concluded that school leaders affect student outcomes by influencing teachers' motivation and providing appropriate working conditions for teachers. Research on teacher turnover as an outcome variable tends to target factors affecting teachers' decisions to go away schools however, there's a requirement for a far better understanding of things which enable teachers to sustain their commitment and effectiveness over the course of their careers (Sammons et al., 2007).

Approaches to organizational commitment research take a look at pre-entry (antecedents) commitment and post-entry (consequences or outcomes) commitment to the organization. Organizational commitment reflects multiple commitments to multiple targets that form up the organization. Managing the organization through instructional leadership requires principals hire and retain quality teachers and provide them with the support and resources they have to achieve success within the classroom (Horng & Loeb, 2010). Louis et

al. (2010) concluded that school leaders affect student outcomes by influencing teachers' motivation and providing appropriate working conditions for teachers.

Research on teacher turnover as an outcome variable tends to focus on factors affecting teachers' decisions to leave schools; however, there is a need for a better understanding of factors which enable teachers to sustain their commitment and effectiveness over the course of their careers (Sammons et al., 2007). Approaches to organizational commitment research look at pre-entry (antecedents) commitment and post-entry (consequences or outcomes) commitment to the organization. Organizational commitment reflects multiple commitments to multiple targets that make up the organization.

This study fills a gap within the literature by taking organizational commitment from a general view of antecedents and outcomes of organizational commitment, to a view that studies how employees perceive leadership experiences within the organization likewise as how employees view their commitment to the organization supported these experiences. Specifically, this study seeks to add to the understanding of how principal instructional leadership interactions in the secondary school setting and teachers' perceptions of these interactions affect teachers' level of organizational commitment.

In general, the chapter describes the concepts of instructional leadership, leadership, and school leadership, as well as the aspects of instructional leadership, the function of instructional leadership, roles of instructional leadership practice and challenges to instructional leadership effectiveness teacher commitment and dimensions of teacher commitment answer the following basic questions. To this end, to better understand the current role of instructional leadership. Characteristics of instructional leadership such as defining school mission, managing curriculum and instruction, promoting positive school climate, Instructional leadership and teacher commitment are addressed.

The study covers the areas of professional skill development, building effective relationships in school, supportive role of instructional leadership, directive role of instructional leadership and Conflict Management roles in relation to the teaching learning role of instructional leaders

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The design and methodology of the study were described in this chapter. The research design, sources of data, population, sampling, data collection, instruments, and the data analysis methods were discussed hereunder.

3.1 Research Design

The correlational research design was employed for this study. The design was selected because of its appropriateness to evaluate relationship between instructional leadership and teachers. Thus, a correlational study was employed to determine if any relationship exist between the two variables. Specifically, the researcher has used inferential statistical because of transformation of ordinal data considered as parametric test (Creswell, 2012, p.167) employ to determine the association between instructional leadership practice and teachers commitment of variables. Therefore, these practical design for the study as various factors of instructional leaders would be look at and the degree of relationship was an area of interest.

According to, Creswell (2012) a basic rationale for this design is that one data collection form supplies strength to offset the weakness of the other form, and that a more complete understanding of a research problem results from collecting both quantatives and qualitative data. To realize this objective of study, a correlational design was used to conduct the study. Data would be analyzed a correlational design that allowed for the examination of relationships among variables (Gay & Airasian, 2006).

Regarding the correlational research method of research, to conduct the research, both quantitative and qualitative approaches of explanatory design would be employed. This was because employing the mixed approach helps to confirm findings from different data sources at the same time (Creswell, 2003). To this end, the researcher preferred a correlational research design for this study to describe the common practice of instructional leadership and teacher commitment. Furthermore, it helped the researcher to describe the issue under the study quantitatively and qualitatively using the data collected through questionnaires and interviews. This design followed or explanatory (Quan +qual) form. It emphasized more quantitatively,

3.2. Research Method

Although the study was largely quantitative in nature, the researcher used the investigation of quantitative and qualitative methodology. Quantitative approaches emphasize because assessing the experience of secondary school instructional leadership practice on teacher commitment could be better understood by collecting large quantities of data. Quantitative data was collected through closed-ended questions, whereas qualitative data was collected through interviews. Based on the overall research objectives, to accomplish this study, mixed method was employed. Because the mixed method is very essential to collect quantitative and qualitative data from study subject under the topic of instructional leadership practice and teachers commitment in sampled secondary schools of Gurage zone.

3.3. Source of Data

The primary source of data is data which are reported by an actual observer or participant in an event. Primary sources present on original state and present viewpoint of original information (Creswell, 2012). For this study, the researcher would be utilized primary sources of data. The primary data source was collected from Teachers, vice-principal, department head, unit leaders, and Supervisors and the principal of the selected weredas in Gurage zone. Researcher was obtained relative information from these stakeholders.

3.4 Population, Sample Size, and Sampling Techniques

3.4.1 Population

The population of the current study will consist of teachers, principals, vice-principals, department heads, unit leaders, and supervisors in Gurage zone secondary schools. There are 13 weredas, 3 administrative towns, and 46 secondary schools in the Gurage zone. The study was delimited to 4 weredas, and 1 administrative town selected from the population of the study using simple random sampling method. Because limited time frame, lack of human, materials and financial resource. In that wereda, there were 14 secondary schools, 215 teachers, 9 principals, 11 vice-principals, 3 supervisors, 43 department heads and 9 unit leaders in all secondary schools.

3.4.2 Sample Size and Sampling Techniques

Multi-stage sampling technique was used to select the sample. As Cohen, et al. (2007) propose, multi-stage sampling technique is used when the population is large and widely

dispersed, gathering a simple random sample poses administrative problems. Researcher favored this technique as it helps to get a more representative sample from geographically scattered participants (Koul, 1984). Two successive multi-stage sampling techniques were used to select sample weredas, schools, and teacher's principal's department's heads .supervisors and unit leaders.

In first stage 4(31%) weredas (Cheha, Gumer, Geto ,Ezha) and 1 (33.3%) administrative town(Emdiber) were selected among 13 weredas and 3 administrative found in Gurage zone because of their scattered location, through simple random sampling technique, particularly lottery system to get representative sample. That is why 4 weredas and 1 administrative town were selected to easy manage the sample population. It is a type of probability sampling in which the researcher randomly selects a subset of participants from a population. Every member of a population had an equal and independent chance of being selected and it is also appropriate to quantitative research design (Creswell, 2002).

On the second stage, there are 14 secondary schools 4 selected weredas Agena and Yewahanye in Ezha, Abejai and Arekit in Gumer, Kebul and Wedaka in Geto, Dakuna and Moche in Cheha, and Emdiber in Emdiber administrative town. Therefore, 9 (64%) secondary schools were selected from totals of 14 sample schools through simple random sampling techniques, particularly lottery method to easily manage the school population. Every member of a population had an equal and independent chance of being selected and it is also appropriate to quantitative research design (Creswell, 2002).

In the third stage, out of 215 teachers, 86 (40%) were selected by using simple random sampling techniques. Based on Cliff (1970), the smaller the population, the larger the sampling ratio for a high degree of accuracy and for a population smaller than a thousand, a sampling ratio of 30% is needed. 8(100%) unite leaders, out of 3(100%) supervisors , 11(100%) vice principal, 9 (100%) principals and 44 (100%) departments heads were selected by censuses or comprehensive technique because this technique was deemed appropriate for the study as it allowed only those who have specific and reach information required for the study to be included. The total number of respondents included in questionnaires and interviews was 152 and 9 respectively. The following William (1977:75) methods were used to calculate the total sample of population

$P_s = \frac{nX}{N}$ X No of population in each school where, P_s = Proportional allocation to size

N = Total number of population in nine selected sample schools..

n = Total population's sample size.

Table 1 Summary of sample size and sampling technique

No.	Source of Data	Number of population	Number of sample	%	Sampling technique	Data sampling instrument
1.	School principals	9	9	64.3	Census/comprehensive	Interview
2.	CRC Supervisors	3	3	100	comprehensive	Questionnaires
3.	Teachers	215	86	40	Simple random sampling	Questionnaires
4.	Vice principals	11	11	100	comprehensive	Questionnaires
5.	Department head	43	43	100	comprehensive	Questionnaires
6.	Unite leader	9	9	100	comprehensive	Questionnaires
7.	Total	290	161	55.5		

3.5. Data gathering instruments

Three instruments were used in the process of gathering the necessary data for the study. These are questionnaires and Interviews are prepared in the English language by student researchers that help participants to understand the concept at their hand

3.5.1 Questionnaires

In an attempt to collect data, questionnaires are prepared and used as the main source of data-gathering instruments. Questionnaires are less expensive, offer greater anonymity of respondents, and are appropriate for collecting factual information (Kumar, 2005).

This data collecting instrument would be used to obtain information about the feelings, attitudes, and beliefs of research respondents. The participants in this questioner were teachers, vice principal, departments head, unit leaders, and supervisors. A close-ended questionnaire related to basic questions and the objective of the study would be prepared. The pilot test, before, the questionnaires would be administered to research participants pilot

test was made one governmental secondary school namely at Gumer woreda (Bad) secondary school in the Gurage zone. Sample schools would select using randomly to test the instrument on a small scale to measure the reliability of the questionnaire. Responses from participants were taken using the Likert scale method of rating and the respondents are expected to explain their degree of agreement on a five-point scale that is relevant to the issue. Thus, Questionnaires selected and presented to respondents under subsequent sections background information, practice instructional leadership, teacher commitment, and challenges of instructional leadership.

3.5,2 Interview

The semi-structured interview permits greater depth of response which isn't possible through the other means. It is an interview in which each interviewer forms an independent opinion after asking different questions. Thus the purpose of the interview was to gather more supplementary data. With this in mind interview was conducted in the Amharic language to form communication easier with 9 principals were involved in the interview.

A semi-structured item was prepared for the above respondents; the reason behind the semi-structured items is the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The interview guide question for all groups of respondents had one part which target to obtain information related to the basic research questions.

3.6. Reliability and Validity

3.6.1. The Reliability of Instruments

Before the final questionnaires were administered pilot testing was conducted in Bad secondary school which was not included in the sample study. It was helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. The draft questionnaires were distributed to 1 school principal, 2 vice-principal, 7 department heads, 1 unit leader, 1 cluster supervisor and 18 teachers were selected by simple random sampling method. After the questionnaires were filled and returned the reliability and validity of the items were measured by using Cronbach's alpha method with the help of SPSS version 25 to identify the result of pilot testing was statically computed by the SPSS computer program.

According to Bryman and Cramer (1990, p. 71), the coefficient of Alpha guidelines used as, alpha value ≥ 0.70 is reliable and acceptable. In this line, Cronbach's alpha model was used with five-point Likert scales. The Cronbach alpha model was used for analysis based on the pilot test. To check the reliability of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input into SPSS version 25 and measured by Cronbach alpha. The average result found from both teachers and leaders respondents was 0.94. As the result indicated it was a good indication of the internal consistency of items That is the instrument was found to be reliable as statistical literature recommend a test result of (85.7% reliability) and above as reliable.

Table 2 Reliability Test Items with Cronbach's Alpha

No	Variables	Number of items	Cronbach's alpha
1	Setting School Vision and Defining School Mission	6	0.971
2	Managing Curriculum and Instruction	7	0.963
3	Promoting positive school climate	10	0.962
4	Affective commitment	3	0.934
5	Continuance commitment	3	0.956
6	Normative commitment	3	0.914
7	Challenge of skill and Training	3	0.941
8	Challenge of Cooperation and Commitment for instructional improvement	4	0.945
9	Challenge of Resource Availability and Allocation	3	0.965
10	Challenge of vision will and courage	4	0.946
	Overall Reliability Coefficient		0.949

As shown in this table the entire instrument used in this study was reliable since Cronbach's Alpha coefficient range from 0. 93– 0.99 so the items have relatively very high consistency within Cronbach's Alpha.

3.6.2 The Validity of Instruments

To be sure of the face validity .senior colleagues were invited to provide their comments. The participants of the pilot test were also be first informed about the objective and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of questionnaires. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As a result of the comment, unclear rating scale items were made clear and some unclear items were made clear.

Moreover, to verify the content validity of the instrument, the questionnaire with a sufficient number (161 copies) of items addressing all objectives of the study was administered to 9 secondary school teachers and leaders in the Gurage zone. And 161 copies

were collected with a high return rate of 100%. Triangulation of data gathering tools was executed by using semi-structured interviews. Information sources were school leaders (principals, vice principals, supervisors, departments committees, and united leaders) and teachers. Finally, after necessary improvement was made, the questionnaires were duplicated and distributed with necessary orientations by the researcher to be filled by respondents, and then interviews were also carried out by the same time.

3.7 Variables

The research had dependent and independent variables. The independent variable was instructional leadership practice whereas the dependent variable was teachers' commitment.

3.8 Procedure of Data Collection

The researcher was employed for gathering relevant information from respondents by questionnaires to the schools personally. During this personal contact, the researcher was explained some of the complex aspects of the questioner. The respondents were given one week to fill the questionnaires and the researcher was collected them. The interview was also another instrument of data gathering method which was employed for school. Then the researcher has clarified the objective of and whether the respondents were willing to the interview or not. After that, the researcher has used a semi-structured interview so as to let the interviewee to express her/his feeling freely. After the researcher was conducted the pilot study result, the research instruments such as questionnaires and interview questions were prepared and employed for gathering relevant data for the actual study. Questionnaires were distributed for sample respondents, and finally, the questionnaires were collected back for data analysis.

The interviews on questions were conducted with one principal in the sample schools. Before conducting the interview, the researcher was arranged an appropriate time for data collection by discussing it with the respondents. During the interviews, the researcher has used a tape recorder and make note-taking in order to increase the reliability of the data. Then the findings were analyzed in word.

3.9 Method of Data Analysis

The data and information gathered through questionnaires and interviews would be classified into qualitative and quantitative. Quantitative data would be collected from closed-end questions, whereas qualitative data would be collected through interviews. The quantitative collected data was analyzed by employing descriptive statistics such as using frequency, percent; mean, and other inferential statistics like Pearson correlation and multiple linear regression (Ordinary least square) models. The tools that were used to process the data's were statistical package for social scientist (SPSS) version 25 software for windows

The data gathered from the questionnaire tools would evaluate quantitatively analysis in frequencies and percentages to assess the rate of participation of respondents as well as personal characteristics (background information), mean, and the standard deviation in order to check instructional leadership practice. It also was used one-way ANOVA to see differences in leadership practice among schools. Depending on the nature of the data quantitative data was used Pearson correlation coefficient and multiple linear regressions for analyzing the relationship between instructional leadership practice and teacher commitment. Frequency and percentage would be utilized to analyze the various characteristics of the sample such as;-sex, age, educational level, and work experience.

The qualitative data obtained through interviews were analyzed qualitatively and would incorporate in the analysis to supplement and substantiate the data secured through a questionnaire. Correlation Analysis to analyze basic research question four (the relation between instructional leadership practice and teacher commitment) and to test the hypothesis Pearson correlation coefficient was employed. The strength of the relationship between the independent variables and the dependent variable was measured by a correlation coefficient. This correlation coefficient is symbolized by r . It can assume values between and including -1 and $+1$. For analyzing the relationship between leadership activities and teacher commitment, Pearson's correlation coefficient and regression would be used, depending on the nature of the data.

3.10 Ethical Consideration

The study would be started after fully discussing with the zonal, and woreda educational personnel during the sensitization and mobilization trip on the issue of study and reach an agreement that the data or information from the study was available for the development of the zone. Permission would also be allowance from zone to wereda, then each individual school principal to conduct this survey. Further, permission and written permission would obtain from all participants and would give information about the aim of the study. Before filling in the questionnaires, all participants were informed that participation is anonymous and that they could terminate their participation at any time during the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

As indicated in the previous chapters, the objective of the study is to identify instructional leadership practice and teacher commitment in Secondary Schools of the Gurage zone. Therefore, this chapter deals with the presentation, analysis, and interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire and interview) to search for appropriate solutions to the basic questions of the study. The data collected through close-ended questions from teachers, and school leaders (vice-principal, principal unit leader department committee, and supervisors) are presented in tables and analyzed using percentages, frequency counts, mean score standard deviation, and multiple linear regression and correlation. The qualitative data was obtained through interviews and analyzed in the descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized into two major parts. The first part presents the characteristics of respondents and also the second part deals with the analysis and interpretation of the collected data on the instructional leadership practice and teacher commitment in the Secondary Schools of Gurage Zone.

4.1 Description of the Study Participants

This chapter deals with the analysis, presentation, and interpretation of data gathered from the respondents through questionnaires and interviews. The questionnaires were distributed to 152 respondents; these questionnaires were distributed to 86 teachers and 66 school leaders (3 supervisors, 11 vice principals, 8 unit leaders, and 44 department committees). The return rate of the questionnaires was from 152 respondents specifically, 100% from teachers, and 100 % from school leaders.

Table 3 Characteristics of Respondents

NO	Items	Categories of items	Respondents			
			Leaders		Teachers	
			Frequency	Percent	Frequency	Percent
1	Sex	Male	54	62.79%	63	73.26%
		Female	12	37.21%	23	26.74%
		Total	66	43.42%	86	56.58%
2	Age	21-25	13	19.7	26	30.23
		26-30	26	39.4	33	38.37
		31-35	16	24.24	14	16.28
		36-40	8	12.12	6	6.98
		41 and above	3	4.54	7	8.14
3	Level of education or Qualification	Diploma	2	3.03	9	10.47
		BA/BSC/BED	58	87.88	70	81.40
		MA/MSC	6	9.091	7	8.13
4	Area of specialization or field of study	subject major	57	86.36	74	86.50
		EDPM	5	7.576	8	9.30
		Other	4	6.061	4	4.20
5	Total work experience or service year	5& below	17	25.76	28	32.56
		6-10 year	25	37.88	30	34.88
		11-15 year	13	19.7	11	12.79
		16-20 year	6	9.091	2	2.33
		21&above	5	7.576	15	17.44
6	Service year in current position	≤ 5 year	25	37.88	34	39.53
		6-10 year	28	42.42	28	32.56
		11 & above	13	19.7	24	27.91

As can be seen from responses to item one of Table 3, in relation to sex distribution of teachers 63 (73.26%) of them were males and 23 (26.74%) of them were females. The participation number of females smaller than males. Whereas from school leaders (vice Principal, Supervisor unit leaders, and department committees) respondents there are 54 (62.79%) male and 12 (37.21%) female respondents. This implies that the majority of the respondents in selected secondary schools of the Gurage zone are males, so it needs special attention and treatments to empower females vice Principal, Supervisor, unit leaders, and department committees. This indicates that empowering female workers in the zone gave low attention especially Principals, vice principals, Supervisors, unite leaders and

department member heads. To solve permanently empowering start from the department head and co-curricular activity make ahead.

Regarding their age structure (see table 3 item 2), 26 (39.4%) of school leaders respondents and 33 (38.37%) of teacher respondents were in the age category of 26-30 years. Others 14(16.24%) of teacher respondents and 16 (24.24) school leaders respondents fall between the ages of 31-35 years.13 (19.7%) of school leader respondents and 26 (30.23%) teacher respondents were between the ages of 21-25 years. 8 (12.12%) of school leader respondents and 6(6.98%) teacher respondents were between the ages of 36-40 years.

On the other hand, 3(4.54%) of school leaders respondents and 7(8.14%) teacher respondents were between the ages of 41 and above years. Besides this, most of the leaders are young enough to manage and provide decisions wisely in secondary schools of the Gurage zone. Taking and providing decisions wisely in secondary schools of the Gurage zone. Taking responsibility increase while age increase. Most of the respondents of teachers are in the age 21-30 (68.6%). This indicated that teachers in secondary school under the sample study had maturity level to practice of instructional leadership in secondary school.

As far as educational qualification was concerned,70 (81.4%%) of teacher respondents and 58 (87.88%) of school leader respondents had a first degree of BA/BSC/BED. 2(3.03%) school leader respondents and 9(10.47%) of teacher respondents were Diploma holders which are below the standard set for secondary schools. Only 6 (9.091%) school leader respondents and 9 (8.13%) of teacher respondents had MA/MSc. This might be one of the challenges to practice instructional leaders in carrying out their school leadership activities successfully and leading schools effectively. From this, one can easily understand that most of the respondents of the questionnaires were subject area graduate even though a blueprint of TDP (MOE, 2007) has stated that the academic qualification required for the secondary school supervisors, principals, and vice-principals are MA degree. These indicate that a significant number of under qualified teachers and instructional leaders are teaching and leading in secondary schools of the Gurage zone respectively. Moreover, there are no much variation in qualifications between school leaders and teachers. Such a similarity might be one of the problems for instructional leaders in in carrying out their school leadership activities successfully.

Table 3 item 4 item also indicates the field of specialization of the respondents in which, 57(86.36%) of school leaders 74(86.40) of teachers were subject major, 5(7.58%) of school leaders, and 8(9.30) of teachers were Educational planning & management (EDPM). 4 (6.1%) of school leaders and 4(4.20 %) of teacher respondents background; this shows that majority of school leaders are subject major and 13.50% of teachers are out of subject major. This indicated that teachers had subject skill gaps to teach effectively.

With respect to the experiences of respondents, 17(25.76%) school leaders and 28 (32.56%) teacher respondents had work experience of below 5 years. While 25(37. 88%) school leaders and 30(34.88%) of teacher respondents had 6-10 years' experience. 13 (19.7%) school leaders and 11 (12.79%) of teachers respondents had 11-15 years. The smallest group study samples 6 (9.1%) of school leaders and 2 (2.33%) of teacher respondents had 16-20 years. On other hand, 5 (7.57%) school leaders and 15 (17.44%) teacher respondents had work experience 21 and above years teaching profession. This shows that majority of leaders and teachers in Gurage Zone had services years most of them were below 16-20 years. This indicated that they have low proficient school leaders is compared with standards set by the ministry of education. Therefore, they need more support from the school leaders.

As it can be seen from items 6 table 3, 25 (37.88%) of instructional leaders and 34(39.53%) of teachers 5 and below service in their current position; while 28 (42.42%) of instructional leaders and 28(25, 56%) of teacher respondents have served 6 -10 year in their current position. 13 (19.7%) of instruction leaders and 24 (27.97%) of teacher respondents are 21 and above years in their current position. This indicated that the principals had very limited exposure to school leadership positions which could have its own negative impact on their role performance

In general, the triangulations of the above-mentioned data or respondents' figures reality and government strategies have great differences as an example. There are fewer female leaders in the sample schools. At the educational level, there were few master holders in sample schools until this data gathered time. This problem not only government shared the society by changing environment into attractive and made plan to by collaborating with school leadership.

4.2 Presentation and Analysis of the Main Data

As the review of the related literature discussed in previous chapters discovered that the effective instructional leadership practices and teacher commitments are mainly determined by the extent to which instructional leadership and teacher commitment dimensions are implemented in the organization. Thus, instructional leadership dimensions include setting school vision and defining mission, managing curriculum and instructional program, and promoting a positive school climate. Climate was examined to see their implementation in the school. In addition to that the teaching-learning roles of instructional leaders (main principal, vice-principal, unite leader, supervisors, and department committee), teacher commitment dimensions were affective commitment, continuance commitment, and normative commitment.

Moreover, major challenges that affect the effectiveness of instructional leadership are assessed. Questionnaires and interviews were the instruments through which data were collected in this study. Item scores for every category were arranged under five rating scales. The data were analyzed in terms of the frequency, percentage, mean, standard deviation, Pearson coefficient of correlation and multiple linear regressions. The range of rating scales was very low =1, low =2, moderately = 3, high = 4& very high = 5. Additionally strongly disagree=1 disagree=2 .moderately agree=3, agree=4 and strongly agree=5 mean scores and standard deviation were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of every item and dimension were interpreted as follows.

The extent of instructional leadership practice and teachers' commitment is in secondary schools of the Gurage zone with an average of ≤ 1.49 as very low (strongly disagree) level of performance, 1.50- 2.49 as low (disagree) level of performance, 2.50-3.49 as a moderate medium) level of performance, 3.50-4.49 as high (agree) performance and 4.50-5.0 as very high (strongly agree) level of performance. (Huajuan, 2012

Finally, the data obtained from interviews were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

4.3 Practice of Instructional Leadership

The success of any instructional leadership practices is mainly determined by the extent to which instructional leadership dimensions were implemented within secondary schools.

Therefore, the most important dimensions in the study area were discussed below.

4.3.1 Setting School Vision and Defining School Mission

Setting school vision and defining school mission, six items were presented to the group of teachers and leaders is among the major functions of leaders who are involved in educational issues. In this regard, six questions were administered to gather the opinions of instructional leaders and teachers concerning the role of Setting school vision and defining school mission of their respective schools.

Table 4. Setting the School Vision and Developing School Mission

No	Items	Responders (R)and Frequency(N)						Mean	Std	
		R	5	4	3	2	1			
	Your school principals /as school principals		5	4	3	2	1			
1	Improve a set of annual school-wide goals focused on student learning	T	N	16	43	8	11	8	3.56	1.204
			%	18.6	50.0	9.3	12.8	9.3		
		L	N	17	26	9	9	5	3.60	1.225
			%	25.8	39.4	13.6	13.6	7.5		
2	Use data on students' performance when the developing the school's visions and mission	T	N	8	47	27	4	0	3.69	0.707
			%	9.3	54.7	31.4	4.7	0.0		
		L	N	7	34	20	3	2	3.62	0.855
			%	10.6	51.5	30.3	4.5	3.0		
3	Frame the school goals in terms of staff responsibilities for meeting	T	N	11	23	27	23	2	3.21	1.053
			%	12.8	26.7	31.4	26.7	2.3		
		L	N	12	23	11	11	9	3.27	1.319
			%	18.2	34.8	16.7	16.7	13.6		
4	express or communicate school vision to all stakeholders	T	N	9	35	25	16	1	3.41	0.950
			%	10.5	40.7	29.1	18.6	1.2		
		L	N	8	32	22	1	3	3.62	0.890
			%	12.1	48.5	33.3	1.5	3.5		
5	Ensure that the school goals a reflect in high visible displaying the school.(eg bulletin boards emphasizing academic progress	T	N	8	29	36	10	3	3.34	0.928
			%	9.3	33.7	41.9	11.6	3.5		
		L	N	9	27	17	5	8	3.36	1.185
			%	13.6	40.9	25.8	7.6	12.1		
6	School principals works with the staff towards the highest academic achievement of the students	T	N	12	35	25	12	2	3.73	0.860
			%	19.8	40.7	32.6	7.0	0.0		
		L	N	14	29	19	4	0	3.80	0.845
			%	21.2	43.9	28.8	6.1	0.0		
	Average mean scores	T	N	12	30	31	12	2	3.47	0.927
			%	12.5	35.2	36.0	14.0	2.3		
		L	N	10	30	16	7	3	3.56	1.040
			%	15.2	45.5	24.7	10.9	4.5		

T=teacher, L= leaders df=degree of freedom, STD=standard deviation, strongly disagree=1, disagree=2, moderately=3, agree=4, strongly agree=5

Mean score below or equal to 1.49 strongly disagree(SD), 1.50- 2.49 as disagreed(DA) level of performance, 2.50-3.49 as a moderately (M) level of performance, 3.50-4.49 as agree(A) performance and 4.50-5.0 as strongly agree(SA) level of performance.

As it can be seen from table 4 setting the school vision and defining school mission was found to be on agree scale as implied in the average mean of 3.47 and 3.56 by teachers and instructional leaders respectively. Accordingly, there seems an agreement between the responses of instructional leaders and teachers with regard to the important function of setting the school vision and defining school mission, Both groups are evaluated the implementation of this dimension as agreed. This indicates that the first dimensions had an average level of implementation in the secondary schools of the zone. Though, this does not mean that multiple roles under this setting the school vision and defining school mission dimension have a similar level of implementation. Each respondent are differ from each other.

Table 4 items 1 Respondent were also asked to what extent to which the school principals improve a set of annual school-wide goals focused on student learning. Accordingly, 16(18.6%) and 17(25.8%) of teachers and school principals were responded strongly agree respectively. However, the majority of respondents 43(50%) and 26(39.4%) of teachers and instructional leaders were responded agree. 8(23.3%) and 9(13.6%) of teachers and instructional leaders were rated moderate. 11(7%) and 9(13.6%) of teachers and instructional leaders were responded to disagree. On the other hand, 8(1.2%) and 5(7.6%) of teachers and school principals were responded very disagree respectively.

Accordingly, teachers and instructional leaders with the ($M= 3.64$, $SD=1.051$) and $M=3.80$. $SD=1.026$) respectively revealed that school leaders in setting clear annual school-wide goals focused on students learning is above average. Therefore, based on the majority of respondents said that schools leaders' study areas were in good positions to develop a set of annual school-wide goals focused on student learning. Response teachers also forward school leadership view. They noted that without focus on student learning it was difficult to achieve the required instructional goal.

Concerning to defining and communicating the school's vision and mission, School principals were interviewed and answered in the following manner;-school principals explained that the schools have prepared their own strategic plan. Although the school has its own vision and mission, it does not lead based on strategic plans. it is difficult to confirm the alignment of its instructional leadership with the strategic plan and its objective.

As it can be seen in Table 4, items 2 use data on students' performance when developing the school's vision and missions 8(9.3%) of school leaders and 7(10.6%) teachers rated strongly agree, 47(54.7%) of school leaders and 34(51.5%) teachers rated agree, 27(31.4%) of instructional leaders and 20(30.5%) teachers rated moderate agree, 4(4.7%) of instructional leaders and 5(7.6%) teachers rated disagree respectively. From this notion the researcher concluded that most of instructional leaders and teachers agreed on the issue about use data on students' performance when the developing the school's goals of secondary school principals. From this item of Table 4.3 the mean value of instructional leader and teachers were found to be (M=3.69, SD=0.707) and (M=3.65, SD=0.774) respectively agreed that the practice of instructional leadership has used data on students' performance when developing the school's goals of secondary school leaders. It can be said that school leaders used data on students' performance when developing the school's goals of secondary school leaders.

Items 3 of Table 4 deals with the practice of secondary instructional leaders frame the school missions in terms of staff responsibilities for meeting them. With regard to this, 11(12.8%) of teachers and 12 (18.2%) of leaders replied strongly agree. 23(26.7%) of teachers and 23 (34.8%), of leaders, rated agree. The remaining 27(31.4%), 23 (26.7) and 2(2.3%) of teachers and 11 (16.7%), 11(16.7%) and 9(13.6%) of instructional leaders are moderate, disagree, and strongly disagree respectively. The majority of teachers and school leaders replied agree and moderately agree respectively about issue frame the school missions in terms of staff responsibilities for meeting them and implies that the teachers seem less frame the school missions with their teachers. According to this, the mean value of teachers (M=3.21, SD=1.053) and school leaders (M=3.27, SD=1.319) respectively the result shows that moderately agreement majority respondents with this point

The researcher concluded that from qualitative data response collected from the interviewed secondary school principals about this issue most of the time some school principals have faced gap frame school mission because of the workload of principals it was difficult to frame school mission as intended.

Item 4 of Table 5 deals with the practice of secondary school leaders communicating school vision to all stakeholders to perform 9(10.5%), 35(40.7%), 25(29.1%), 16(18.6) and 1(1.2%) of teachers and 8(12.1%), 32(48.5%), 22(33.3%), 1(1.5%) and 3(4.5%) of school leaders

strongly agree, agree, moderately, disagree and strongly disagree respectively. The majority of respondents both groups replied more than 50% strongly agree/ agree. The mean value teachers and school leaders were found to be (M=3.41, SD=0.950, and M=3.58, SD=0.895) respectively agree that practice of principals felt under moderate according to the rating of instructional leaders. It implied that school leaders. Express or communicate school vision to all stakeholders and support each other.

Regarding item 5 of table 4, 8(9.3%) of teachers and 9(13.6%), of instructional leaders answered strongly agree whereas 29(33.7%) of teachers and 27 (40.9%), of instructional leaders, replied agree. On another hand, 36(41.9%), 10(11.6%) and 3(3.5%) of teachers and 17(25.8%), 5(7.6%) and 8 (12.1%) of instructional leaders are moderate, disagree, and strongly disagree on ensuring that the school goals reflect in high visible displaying the school respectively. The mean value teachers and leaders were found to be (M=3.33, SD=0.939, and M=3.36, SD=1.185) respectively moderately that practice of principals felt under moderate according to the rating of instructional leaders.. The P-value also indicates that there is a significant association between teachers and leaders. This implies that both groups of respondents were almost similar views in ensuring that the school goals reflect in high visible displaying the schools. As a result, the researcher concludes that the practice of principals there was lack of awareness about the purpose of reflecting schools goals in a highly visible area in the schools.

Item 6 of Table 4, the overall items in the dimension 17(19.8%), 35(39.5%) of teachers and 14(21.2%), 29(43.9%) of leaders replied strongly agree and agree respectively. On other hands, 28(33.7%) and 6(7%) of teachers and 19(28.8%), 4(6.1%) of leaders were rated moderately and disagree respectively as agreement level of respondents were asked whether or school principals work with the staff towards the highest academic achievement of the students. The mean value teachers and school leaders were found to be (M=3.73, SD=0.860, and M=3.83, SD=.834) respectively agree that the practice of principals were effectively implemented according to the rating of instructional leaders.

As a whole, the mean value indicated that instructional leadership practice of secondary schools was found to be agreed in developing a set of annual school-wide goals focused on student learning, using data on students' performance when developing the school's goals.

and School principals works with the staff towards the highest academic achievement of the students had high implementation. But Frame the school missions in terms of staff responsibilities, Express or communicate school vision to all stakeholders and ensure that the school goals a reflect in high visible displaying the school emphasizing academic progress were responded to as moderate implementation.

Therefore, as indicated in the average mean value 3.51 in table 5 above, it can be concluded that the activity of school vision and defining school mission putting it into practice was effectively implemented in the selected secondary schools of the Gurage zone.

4.3.2 Managing Curriculum and Instruction

Managing curriculum and instruction is among the major functions of leaders who are involved in educational issues. This essentially states to instructional leaders ‘activities of providing an opportunity for staff to collaborate for the alignment of curriculum content and achievement. It also refers to a principal working with teachers to Coordinate the curriculum and provide the necessary assistance for teachers for the instructional issues. In this regard, seven questions were administered to gather the opinions of instructional leaders and teachers concerning the role of managing the curriculum and instruction of their respective schools.

Table 5 Managing Curriculum and Instruction

No	Items	Responders (R)and Frequency(N)							Mean	std
		R		5	4	3	2	1		
	Your school principals /as school principals			5	4	3	2	1		
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum	T	N	14	36	27	9	0	3.59	0.911
			%	16.3	41.9	31.4	10.5	0		
		L	N	11	24	25	5	1	3.59	0.911
			%	16.7	36.4	37.9	7.6	1.5		
2	Encourage and provide the necessary support to periodically school leaders and teachers to evaluate and comment for curriculum improvement	T	N	12	38	26	9	1	3.59	0.899
			%	14.0	39.5	23.3	9.3	14		
		L	N	11	22	23	9	1	3.50	0.981
			%	16.7	3	21.2	18.2	10.6		
3	Regularly takes with parents regarding students' academic progress	T	N	7	35	32	11	1	3.41	0.873
			%	8.1	40.7	37.2	12.8	1.2		
		L	N	7	19	28	9	3	3.33	0.900
			%	10.6	28.8	42.4	13.6	4.5		
4	Evaluate the going achievements of the students learning	T	N	20	26	34	6	0	3.69	0.911
			%	23.3	30.2	26.7	12.8	7.0		
		L	N	7	16	34	8	1	3.30	0.877
			%	10.6	24.2	51.5	12.1	1.5		
5	Make regular follow up and feedback to teachers	T	N	12	26	34	13	1	3.41	0.950
			%	14.0	30.2	39.5	15.1	1.2		
		L	N	8	29	21	6	2	3.53	0.932
			%		43.9	31.8	9.1	3.0		
6	Make classroom visits for purpose of improving instructional process progress	T	N	17	31	36	2	0	3.73	0.803
			%	19.8	36.0	41.9	2.3	0.0		
		L	N	12	26	22	5	1	3.65	0.920
			%	18.2	39.4	33.3	7.6	1.5		
7	Encourage teachers to use different instructional methods	T	N	12	31	32	11	0	3.51	0.891
			%	14.0	36.0	37.2	12.8	0.0		
		L	N	9	22	27	6	2	3.48	0.949
			%	13.6	33.3	40.9	9.1	3.0		
Average mean		T	N	13	32	32	8	1	3.56	0.896
			%	15.6	37.0	36.7	9.3	1.2		
		L	N	9	23	26	6	5	3.51	0.924
			%	14.1	34.2	39.0	9.1	3.0		

T=teacher, L= leaders STD=standard deviation. strongly disagree(SD)=1 disagreed(DA)=2 level of performance, moderately (M)=3 agree(A) =4 strongly agree(SA)=5 level of performance.

Item 1 of Table 5 deals with the practice of principals coordinating the curriculum evaluation process of the school to address problems related to the curriculum. Accordingly, 14(16.3%) of teachers and 11(16.7 %) of leaders rated strongly agree.36 (41.9%) of teachers and 24(36.4%) of leaders rated agree.27 (31.4%) of teachers and 25(37.9%) of leaders rated moderately.9 (10.5 %) of teachers and 5(7.6%) of leaders responded disagree. On other hand, 1(1.5%) of leaders replied very disagree. From this scales, the most of the leaders moderated and teachers agreed with issues about coordinating the curriculum evaluation process of the school to address problems related to the curriculum. The mean value of teachers and leaders were found to be (M=3.59, SD=.886) and (M=3.59, SD=0.911) respectively agreed that the practice of principals coordinates the curriculum evaluation process of the school to address problems related to the curriculum. It can be said that school principals coordinate the curriculum evaluation process of the school to address problems related to the curriculum.

As it can be seen in table 5, regarding item 2 about encouraging and providing the necessary support to periodically leaders and teachers to evaluate and comment for curriculum improvement,12(14%) of teachers and 11(16.7%) replied strongly agree.38(39.5%) of teachers and22(33.4%)of leaders rated agree. 26.(23.3%) of teachers and23(21.2%) of leaders rated moderately.9 (9.3 %)of teachers and 9 (18.2%) of leaders replied disagree. The remaining 12 (14%) of teachers and1(10.6%) of leaders rated very disagree. From this concept, the researcher concluded that most of the teachers and school leaders agree about encouraging and providing the necessary support to periodically leaders and teachers to evaluate and comment for curriculum improvement. From this item table 6 the mean value teacher and leaders are (M=3, 59, SD=-0.899) and (M=3.50, SD=.981) respectively agreed that leaders encourage and provide the necessary support to periodically leaders and teachers to evaluate and comment for curriculum improvement. Therefore, the researcher concluded that school principals encourage and provide the necessary support to periodically leaders and teachers to evaluate and comment for curriculum improvement.

Regarding table 5 item 3, 7(8.1%) and 7(10.6%) of teachers and leaders respectively strongly agree,35(40.7%) of teachers and 19(28.85) of leaders were replied agree,32 (37.2%) of teachers and 28(42.4%) of leaders were replied moderately,11(12.8%) of

teachers and 9 (13.6%) of leaders were replied disagree. the rest were 1(1.2%) of teachers and 3(4.5%) of leaders were replied strongly disagree respectively From this concept the researcher concluded that most of the teachers replied agree and most of the leaders replied moderate about regularly takes with parents regarding students' academic progress. From this item table 6 the mean value teacher and leaders are ($M=3, 41, SD=0.873$) and ($M=3.33, SD=.900$) respectively moderated that leaders regularly take with parents regarding students' academic progress. Therefore, the researcher concluded that school principals there were gaps regularly taken with parents regarding students' academic progress.

As it can be seen in table 5, regarding item 4 about evaluating the going achievements of the students learning, 20(23.3%) of teachers and 7 (10.6%) replied strongly agree. 26 (30.2%) of teachers and 16 (24.2%) of leaders rated agree. 34 (26.7%) of teachers and 34 (51.5%) of leaders rated moderately. 6(12.8 %) of teachers and 8 (12.1%) of leaders replied disagree. The remaining 1 (1.5%) of leaders rated very disagree. From this concept, the researcher concluded that most of the teachers and school leaders moderately evaluate the going achievements of the students learning. From this item table 4.4 the mean value teacher and leaders are ($M=3, 69, SD=.911$) and ($M=3.30, SD=.877$) replied agree and moderately respectively that leaders evaluate the going achievements of the students learning. Therefore, the researcher concluded that leaders evaluate the going achievements of the students learning were moderate.

Items 5 of Table 5 deal with the practice of principals making regular follow-up and feedback to teachers. Accordingly, 12(14%) of teachers and 8(12.1 %) of leaders rated strongly agree. 26 (30.2%) of teachers and 29 (43.9%) of leaders rated agree.34 (39.5%) of teachers and 21 (31.8%) of leaders rated moderately.13 (15.1 %) of teachers and 6 (9.1%) of leaders responded disagree. On other hand, 1 (1.2%) of teachers and 2 (3%) of leaders replied very disagree. From this scale, most of the leaders agreed and most teachers moderated with issues about making regular follow-up and feedback to teachers. The mean value of teachers and leaders were found to be ($M=3.41, SD=.950$) and ($M=3.53, SD=0.932$) respectively moderated that the practice of principals make regular follow up and feedback to teachers.

Items 6 of table 5, deals with the practice of principals making classroom visits for purpose of improving instructional process progress. Accordingly, 17(19.8%) of teachers and 12(18.2 %) of leaders rated strongly agree.31 (36%) of teachers and 26(39.4%) of leaders rated agree.36 (41.9%) of teachers and22 (33.3%) of leaders rated moderately.2 (2.3 %) of teachers and5 (7.6%) of leaders responded disagree. The rest 1 (1.5%) of school leaders said very disagree. From this scale, the most of leaders agreed and teachers moderated with issues about making classroom visits for purpose of improving instructional process progress. The mean value of teachers and leaders were found to be (M=3.73, SD=0.803) and (M=3.65, SD=0.920) respectively agreed that the practice of principals makes classroom visits for purpose of improving instructional process progress.

As revealed in item 7 of Table 5, respondents were requested to rate the degree to which school principals encourages teachers to use different instructional methods. 12(14%) and31 (37.2 %) of teachers and 9(13.6%) and 22(33.3%) of leaders strongly agree and agree respectively.32 (37.2%). 11(12.8%) of teachers and27 (40.9%), 6(9.1%) of leaders replied moderate and disagree respectively, But, a small number of leaders 2(3%) replied strongly disagree. From this we can conclude that principals in the secondary schools of the Gurage zone there were medium encourage teachers to use different instructional methods The mean value of teachers and leaders were found to be (M=3.51, SD= 0.891) and (M=3.48, SD=0. 0.891) respectively agreed that the practice of principals encourages teachers to use different instructional methods.

As presented in table 6, instructional leaders and teachers rated the dimension of managing curriculum and instruction a little difference with average mean values 3.50 and 3.47 respectively. This indicated that both groups of respondents agreed on managing curriculum and instructional activates in their schools. An average mean value of 3.49 shows the instructional leaders' views on the dimensions that found moderate stage practiced in their school.

However, encourage and provide the necessary support to periodically school leaders and teachers to evaluate and comment for curriculum improvement, regularly takes with parents regarding students' academic progress, and encourage teachers to use different instructional

methods that were to some extent not successfully implemented in secondary schools of the Gurage zone.

In interview questions some school principals managing curriculum and instruction perceived as positively seen the activities of instructional leadership practice in the dimensions and some of the others negatively.

4.3.3. Promoting Positive School Climate

Table 6. Promoting Positive School Climate

No	Items	Responders (R)and Frequency(N)							Mean	Std
		Your school principals /as school principals								
1	Promotes suitable instructional climate on the basis of the school's strategic plan and its objectives	R		5	4	3	2	1		
		T	N	14	43	19	9	1	3.70	0.908
			%	16.3	50.0	22.1	10.5	1.2		
		L	N	11	28	19	8		3.64	0.905
	%	16.7	42.4	28.8	12.1	0.0				
2	Uses different recognitions or reward system for greater achievement of students	T	N	13	31	39	2	1	3.62	0.814
			%	15.1	36.0	45.3	2.3	1.2		
		L	N	18	30	16	2	0	3.97	0.803
			%	20.9	34.9	18.6	2.3	0		
3	Recognize and -reward teachers for their productive work	T	N	14	25	31	12	4	3.38	1.065
			%	16.3	29.1	36.0	14.0	4.7		
		L	N	11	20	27	6	2	3.48	0.980
			%	16.7	30.3	40.9	9.1	3.0		
4	Encourage teachers to use instruction time for teaching and practicing new skill and concept	T	N	11	31	32	8	4	3.43	0.989
			%	12.8	36.0	37.2	9.3	4.7		
		L	N	9	24	26	7	0	3.53	0.863
			%	13.6	36.4	39.4	10.6	0		
5	Allocate enough budgets for staff development activities	T	N	7	19	36	22	2	3.20	0.865
			%	8.1	22.1	41.9	25.6	2.3		
		L	N	5	19	22	17	3	3.11	1-010
			%	7.6	28.8	33.3	25.8	4.5		
6	Create professional growth opportunities or teachers as a reward for special contributions to the school.	T	N	8	22	37	18	1	3.21	0.922
			%	9.3	25.6	43.0	20.9	1.2		
		L	N	10	16	32	7	1	3.39	0.926
			%	15.2	24.2	48.5	10.6	1.5		
Average grand		T	N	11	29	32	12	2	3.41	0.927
			%	13.0	33.1	37.6	13.8	2.5		
		L	N	11	23	24	7	1	3.51	0.915
			%	16.2	34.6	35.9	11.9	2.3		

T=teacher, L= leaders STD=standard deviation. strongly disagree(SD)=1 disagreed(DA)=2 level of performance, moderately (M)=3 agree(A) =4 strongly agree(SA)=5 level of performance

As it can be seen in table 6, regarding item 1 about promoting a suitable instructional climate on the basis of the school's strategic plan and its objectives, 14 (16.3%) of teachers and 11 (16.7%) replied strongly agree. 43 (50%) of teachers and 28 (42.4%) of leaders rated agree. 19 (22.1%) of teachers and 19 (28.8%) of leaders rated moderately. 9 (10.5 %) of teachers and 8 (12.1%) of leaders replied disagree. The remaining 1 (1.2%) of teachers rated very disagree. From this concept, the researcher concluded that most of the teachers and school leaders agree about promoting a suitable instructional climate on the basis of the school's strategic plan and its objectives. From this item table 4.5 the mean value teacher and leaders are ($M=3.70$, $SD=.908$) and ($M=3.64$, $SD=.905$) respectively agree that leaders about promotes suitable instructional climate on the basis of the school's strategic plan and its objectives. Therefore, the researcher concluded that leaders promote a suitable instructional climate on the basis of the school's strategic plan and its objectives are agreed.

Items 2 of Table 6 deals with the practice of principals use different recognitions or reward systems for the greater achievement of students. Accordingly, 13 (15.1%) of teachers and 18 (20.9 %) of leaders rated strongly agree. 31 (36%) of teachers and 30 (45.5%) of leaders rated agree. 39 (45.3%) of teachers and of 16 (18.6%) rated moderately. 2 (2.3 %) of teachers and 2 (2.3%) of leaders responded disagree. On other hand, 1 (1.2%) of teachers replied very disagree. From this scale, the most of leaders agreed and most teachers moderated with issues about using different recognitions or reward systems for greater achievement of students. The mean value of teachers and leaders were found to be ($M=3.62$, $SD=.814$) and ($M=3.97$, $SD=.803$) respectively agreed that the practice of principals uses different recognitions or reward systems for greater achievement of students.

Item 3 of table 6, deals with the practice of principals recognizing and rewarding teachers for their productive work. Accordingly 14 (16.3%) of teachers and 11 (16.7%) of leaders rated strongly agree. 25 (29.1%) of teachers and 20 (30.3%) of leaders rated agree. 31 (36%) of teachers and 27 (40.9%) of leaders rated moderately. 12 (14 %) of teachers and 6 (9.1%) of leaders responded disagree while 4 (4.7%) of teachers and 2 (3 %) of leaders replied strongly disagree. From this scale the most leaders and teachers moderated with issues about recognizing and rewarding teachers for their productive work. The mean value of teachers and leaders were found to be ($M=3.38$, $SD=1.065$) and ($M=3.48$, $SD=0.980$)

respectively moderated that the practice of principals recognizes and rewards teachers for their productive work.

As revealed in item 4 of Table 6, respondents were requested to rate the degree to which school principals encourage teachers to use instruction time for teaching and practicing the new skill and concept 11(12.8%) and 9 (13.6 %) of teachers and 31 (36%) and 24 (36.3%) of leaders strongly agree and agree respectively. 32 (37.2%). 8(9.3%) of teachers and 26 (39.4%), 7 (10.6%) of leaders replied moderate and disagree respectively, But, a small number of teachers 4(4.7%) replied strongly disagree. From this, we can conclude that principals the secondary schools of the Gurage zone there was medium encourage teachers to use different instructional methods The mean value of teachers and leaders were found to be (M=3.43, SD=0. 0.989) and (M=3.53, SD=0.863) respectively moderated and agreed that the practice of principals encourage teachers to use instruction time for teaching and practicing new skill and concept.

Regarding item 5 of table 6, 7(8.1%), 19 (22.1%), 36 (41.9%), 22 (25.6%) and 2 (2.3%) of teachers and 5 (7.6%), 19 (28.8%), 22 (33.3%), 17 (25.8%) and 3 (4.5%) of leaders are strongly agreed, agree, moderately, disagree and strongly disagree on ensuring that the school principals allocate enough budgets for staff development activities respectively. Most of the teachers and school leaders replied moderately agree. The mean value teachers and school leaders were found to be (M=3.20, SD=0.865, and M=3.11, SD=.1.010 respectively agree that the practice of principals felt under moderate according to the rating of instructional leaders. This implies that both groups of respondents were almost similar views in ensuring that the school principals allocate enough budgets for staff development activities. The data obtained from an interview held with principals indicated that there was a gap of awareness about the purpose of allocating enough budgets for staff development activities.

Item 6 of table 6, deals with the practice of school principals create professional growth opportunities or teachers as a reward for special contributions to the school. Accordingly 8 (9.3%) of teachers and 10(15.2 %) of leaders rated strongly agree. 22(25.6 %) of teachers and 16 24.2% of leaders rated agree. 37 (43%) of teachers and 32(48.5%) of leaders rated moderately. 18 (20.9 %) of teachers and 7 (10.6%) of leaders responded disagree while 1

(1.2%) of teachers and 1 (1.5 %) of leaders replied strongly disagree. From this scales the most leaders and teachers moderated with issues about creating professional growth opportunities or teachers as a reward for special contributions to the school. The mean value of teachers and leaders were found to be (M=3.21, SD=.922) and (M= 3.39, SD= 0.926) respectively moderated that the practice of principals creates professional growth opportunities or teachers as a reward for special contributions to the school. This indicated that school leaders' respondents were a better understanding than that of teachers. This shows that both groups have different ideas on the same items.

However, recognizing and rewarding teachers for their productive work, allocating enough budgets for staff development activities, and creating professional growth opportunities or teachers as a reward for special contributions to the school were to some extent not successfully implemented in secondary schools of the Gurage zone. In interview questions some respondents promoting positive school climate perceived as positively seen the activities of instructional leadership practice in the dimensions and some of the others unsuccessfully. The researcher concluded that the average grand of promotive positive school climate instructional leaders were better understating than respondents teachers.

4.4. Teachers' Commitment

Teachers Organizational Commitment Questionnaire (OCQ) Please indicate the extent of your agreement or disagreement with each statement as objectively as you can by circling a number from 1 to 5. Use the following rating scale 5=very high (VH). 4= high (H), 3= moderately (M), 2 =low (L), 1=very low (VL)

Table 7: Affective Teachers Commitment

No	Items	Responders (R)and Frequency(N)							Mean	Std
		R	5	4	3	2	1			
	Your school principals /as school principals		5	4	3	2	1			
1	I feel like member of the family at school.	T	N	16	31	32	6	1	3.64	.906
			%	18.6	36.0	37.2	7.0	1.2		
		L	N	15	20	23	8	0	3.64	0.971
			%	22.7	30.3	34.8	12.1	0.0		
2	This school has a higher personal meaning for me	T	N	22	27	31	6	0	3.76	0.920
			%	25.6	31.4	36.0	7.0	0.0		
		L	N	12	30	21	3	0	3.62	0.837
			%	18.2	45.5	31.8	4.5	0.0		
3	I feel emotionally attached to this school	T	N	5	28	37	12	4	3.23	0.903
			%	5.8	32.6	43.0	14.0	4.7		
		L	N	9	23	25	8	1	3.47	0.932
			%	13.6	34.8	37.9	12.1	1.5		
Average Grand of affective commitment			N	14	29	33	8	2	3.52	0.910
			%	16.7	33.3	38.8	9.3	1.9		
			N	12	24	23	6	1	3.6	0.913
			%	18.2	36.9	34.8	9.6	1.5		

5=very high (VH). 4= high (H), 3= moderately (M), 2 =low (L), 1=very low (VL). T=teacher, L=school leaders .Std= standard deviation

Item 1 of table 7, deals with affective teacher’s commitment to feel like a member of the family at school. Accordingly, 18.6% of teachers and 22.7% of leaders rated very high. 36.0% of teachers and 30.3% of leaders rated high. 37.2% of teachers and 34.8% rated moderately. 7.0% of teachers and 12.1% of leaders responded low. From this scales the most of the leaders and teachers moderated with issues about feeling like members of the family at school. The mean value of teachers and leaders were found to be (M=3.64, SD=.0.906) and (M=3.64, SD=.971) respectively high that affective teachers commitment feels like a member of the family at school. Thus two respondents have similar views on these items.

Item 2 of table 7, deals with affective teacher’s commitment has a higher personal meaning their school. Accordingly, 25.6% of teachers and 18.2% of leaders rated very high. 31.4% of teachers and 45.5% of leaders rated high. 36% of teachers and 31.8% of leaders rated moderately while 7.0% of teachers and 4.5% of leaders responded low. From this scales the most of the leaders responded high and teachers responded moderated with issues a give higher personal meaning their school The mean value of teachers and leaders were found to

be (M=3.76, SD=,920) and (M=3.62, SD=0.837) respectively high that This school has a higher personal meaning for me.

Items 3 of table 7, deals with affective teachers' commitment to feel emotionally attached to this school. Accordingly, 5.8% of teachers and 13.6% of leaders rated very high. 32.6% of teachers and 34.8% of leaders rated high. 43 % of teachers and 37.9%of leaders rated moderately while 14 %) of teachers and 12.1% of leaders responded low. The remaining 4.5% of teachers and 1.5 % of leaders replied very low. From this scales the most of the leaders and teachers replied moderated with issues a feel emotionally attached to this school The mean value of teachers and leaders were found to be (M=3.23, SD=,903) and (M=3.47, SD=0.932) respectively moderate that affective teachers commitment feel emotionally attached to this school.

Table 8 Continuance commitment

No	Items	Responders (R)and Frequency(N)							Mean	Std
		R	5	4	3	2	1			
	Your school principals /as school principals									
1	I would leave this school right now because of what I would stand to lose	T	N	3	16	43	17	7	2.91	0.941
			%	3.5	18.6	50.0	19.8	8.1		
		L	N	4	22	20	16	4	3.11	1.054
			%	6.1	33.3	30.3	24.2	6.1		
2	It would be very expensive for me to leave this school at this time.	T	N	9	20	33	19	5	3.00	1.106
			%	10.5	23.3	38.4	22.1	5.8		
		L	N	7	20	19	16	4	3.15	1.099
			%	10.6	30.3	28.8	24.2	6.1		
3	Average Grand of affective commitment	T	N	6	18	38	18	6	3	1.024
			%	7.0	20.9	44.2	20.9	7.0		
		L	N	6	21	19	16	4	3.14	1.077
			%	9.1	31.8	28.8	24.2	6.1		

5=very high (VH). 4= high (H), 3= moderately (M), 2 =low (L), 1=very low (VL). T=teacher, L=leaders

As it revealed in item 1 of Table 8, respondents were requested to rate the degree to It would be very expensive for me to leave this school at this time.31(3.5%) and 4 (6.1 %) of teachers and 16 (18.6%) and 22 (33.3%) of leaders replied very high and high respectively. 43(50%). 17(19.8%) of teachers and 20 (30.3%), 16 (24.2%) of leaders replied moderate and low respectively, But, a small number of teachers 7(8.1%) and 4(6.1%) replied very low. From

this we can conclude that teachers the secondary schools of the Gurage zone there It would be very expensive for me to leave this school at this time. The mean value of teachers and leaders were found to be (M=2.91, SD=0. 0941) and (M=3.11, SD=1.054) respectively moderate that It would be very expensive for me to leave this school at this time..

Regarding item 2 of table 8, respondents were requested to rate the degree to which It would be very expensive for me to leave this school at this time 9(10.5%) and 7 (10.6 %) of teachers and 20 (23.3%) and 20 (30.3%) of leaders replied very high and high respectively.33 (38.4%). 19(22.1%) of teachers and 19 (28.8%), 16 (24.2%) of leaders replied medium and low respectively, But, a small number of teachers 5(5.8%) and 4(6.1%) replied very low. From this scales the most of the leaders responded high and teachers responded moderated with issues it would be very expensive for me to leave this school at this time The mean value of teachers and leaders were found to be (M=3.00, SD=1. 106) and (M=3.15, SD=1.000) respectively moderate that It would be very expensive for me to leave this school at this time.

Table 9 Normative Commitment

No	Items	Responders (R)and Frequency(N)							Mean	Std
		R	5	4	3	2	1			
1	Your school principals /as school principals Even if it was to my advantage do not feel it would be right to leave my school now	T	N	10	31	35	7	3	3.44	0.928
		T	%	11.6	36.0	40.7	8.1	3.5		
		L	N	13	22	24	7	0	3.62	0.924
		L	%	19.7	33.3	36.4	10.6	0		
2	I would not leave right now because I have a sense of obligation to the people in it.	T	N	12	27	31	13	3	3.37	1.018
		T	%	14	31.4	36.0	15.1	3.5		
		L	N	9	16	28	9	4	3.26	1.057
		L	%	13.6	24.2	42.4	13.6	6.1		
3	Average Grand of affective commitment	T	N	11	29	33	10	3	3.41	0.973
		T	%	12.8	33.7	38.4	11.6	3.5		
		L	N	11	19	26	8	2	3.44	0.981
		L	%	16.7	28.8	39.4	12.1	3.0		

5=very high (VH). 4= high (H), 3= moderately (M), 2 =low (L), 1=very low (VL). T=teacher, L=school leaders

Item 1 of Table 9 deals with normative teacher's commitment even if it was to my advantage do not feel it would be right to leave my school now. Accordingly, 11.6% of

teachers and 19.7% of leaders rated very high. 36.4% of teachers and 33.3% of leaders rated high. 40.7% of teachers and 36.4% of leaders rated moderate while 8.1% of teachers and 10.6% of leaders responded low. From this scale, most of the leaders and teachers replied medium that with issues even if it was to my advantage do not feel it would be right to leave my school now

The mean value of teachers and leaders were found to be ($M=3.44$, $SD=.928$) and ($M=3.62$, $SD=0.924$) respectively moderate and high that even if it was to my advantage do not feel it would be right to leave my school now. This indicated that leaders leave out their schools compared to teachers.

As it can be seen in Table 9, regarding item 2 I would not leave right now because I have a sense of obligation to the people in it, 12(14%) of school teachers and 9(13.6%) leaders rated very high, 27(31.4%) of school teachers and 16(24.2%) leaders rated high, 31(36.%) of school teachers and 16(24.2%) leaders rated medium. 13(15.1%) of school leaders and 9(13.6%) teachers rated low whereas 3 (3.5%) of teachers and 4 (6.1 %) of leaders replied very low respectively From this notion the researcher concluded that most of the school leaders and teachers moderate the issue about I would not leave right now because I have a sense of obligation to the people in it. From these items mean value of school leaders and teachers were found to be ($M=3.37$, $SD=1.018$) and ($M=3.26$, $SD=1.057$) respectively moderate that I would not leave right now because I have a sense of obligation to the people in it.

According to table from 8 to 9 the mean and standard deviation scores for each of teachers' commitment scales are ranked by respondents as affective has 3.54 and .973, normative commitment has 3.41 and .973 and continuance commitment has 2.96 and 1.024 respectively. When we see from highest to lowest mean scores, "Affective commitment is " the highest mean of 3.54 whereas their " continuance commitment "has the lowest mean of 2.96 from the total. From standard deviation scores, continuance commitment has the highest value of all i.e. 1.024.

The result of this study reflects that pattern for mean scores is consistent with the above-mentioned ones presenting that affective commitment has the highest score compared to

others. This indicated some of the teachers have a strong affective commitment towards their schools where they would consider themselves as belonging to these schools whereas the lowest mean of continuance

4.5 Challenges of Instructional Leadership Practice

A variety of instructional leadership obstacles can be listed depending on the context to which each sampled schools are visible. However, with the exception of some particularities, most of the factors that hinder the effective performance of instructional leadership practice in a Gurage zone are common to every school. The extents to which these factors affect each school's performance depend upon the leader's ability to control the different situations. Therefore, the study had dealt with some of the major factors supposed will seriously affect the effective performance of instructional leaders.

Table 10. Challenges of Instructional Leadership Practice

No	Items	Responders (R)and Frequency(N)							Mean	STD	
		R		5	4	3	2	1			
	How do you rate the following challenges of instructional leadership in your school?										
1	Shortages of qualified instructional leader in area of education	T	N	9	27	30	18	2	3.27	0.987	
			%	10.5	31.4	34.9	20.9	2.3			
		L	N	66	9	15	28	14		3.29	0.957
			%		13.6	22.7	42.4	21.2			
2	Lack of training on instructional leadership	T	N	9	22	39	10	6	3.21	1.019	
			%	10.5	25.6	45.3	11.6	7.0			
		L	N	6	22	24	13	1	3.29	0.941	
			%	9.1	33.3	36.4	19.7	1.5			
3	Shortage of qualified teachers in all subject area	T	N	4	20	30	17	15	2.78	1.131	
			%	4.7	23.3	34.9	19.8				
		L	N	2	13	33	15	3	2.94	0.857	
			%	3.0	19.7	50.0	22.7	4.5			
4	evaluate the school principal's communication with School community(teachers, student. parents	T	N	13	41	23	8	1	3.66	0.889	
			%	17.1	53.9	30.3	10.5	1.3			
		L	N	9	27	19	10	1	3.50	0.965	
			%	13.6	40.9	28.8	15.2	1.5			
5	Shortages of instructional resource (time stationary material. recurrent budget)	T	N	10	23	29	21	3	3.19	1.046	
			%	11	27	34	24	4			
		L	N	5	14	23	21	3	2.95	1.014	
			%	8	21	35	32	4			
6	Shortages of adequate knowledge base of instructional leadership	T	N	4	21	40	14	7	3.01	0.964	
			%	4.7	24.4	46.5	16.3	8.1			
		L	N	4	12	25	22	3	2.88	0.969	
			%	6.1	18.2	37.9	33.3	4.5			
7	Lack of willingness to devote more time for instructional matters	T	N	7	14	40	21	4	2.99	0.964	
			%	8.1	16.3	46.5	24.4	4.7			
		L	N	3	18	29	12	4	3.06	0.943	
			%	4.5	27.3	43.9	18.2	6.1			
	Average grand	T		7	24	33	14	8	3.16	1.00	
			N	8.6	27.6	38.7	16.8	9.8			
		L		5	19	24	15	3	3.13	0.95	
			%	7.8	29.0	36.4	22.7	4.1			

5=very high (VH). 4= high (H), 3= moderately (M), 2 =low (L), 1=very low (VL). T=teacher, L=school leaders,

Teachers and school leaders were asked to indicate how often they faced shortages of qualified instructional leaders in the area of education. Data presented in table 11 items 1 indicated that 30 (34.9%) of teachers and 28 (42.4%) of leaders replied moderately, the next largest group 27 (31.4%) of teachers and 15 (22.7%) of leaders replied high. 9 (10.5%), 18 (20.9%), 2 (2.3%) of teacher and 7 (13.6%) 15, (21.2%) of leaders answered very high, low and very low respectively. From this scale, most teachers and leaders replied moderately and high respectively with issues about shortages of qualified instructional leaders in the area of education. The mean value of teachers and leaders were found to be ($M=3.27$, $SD=.987$) and ($M=3.29$, $SD=0.957$) respectively found to be moderate that there were shortages of qualified instructional leaders in the area of education in sampled schools.

As can be seen from table 10, item 2, teachers and leaders were asked to rate the extents to which lack of training on instructional leadership affect their school principals. Accordingly, 9 (10.5%) of teachers and 6 (9.1 %) of leaders said very high whereas 22 (25.6%) of teachers and 22 (33.3%) of leaders replied high. Remaining 39 (45.3%), 10 (11.6%), 6 (7%) of teacher and 24 (36.4%), 13 (19.7%) 1 (1.5%) of leaders rated moderately, low and very low respectively. From this scales the maximum of leaders and teachers replied high and moderately respectively with issues about which lack of training on instructional leadership. The mean value of teachers and leaders were found to be ($M=3.21$, $SD=1.019$) and ($M=3.29$, $SD=.941$) respectively moderately that the practice of principals had lack training on instructional leadership in sampled schools.

Item 3 of table 10 described the shortage of qualified teachers in all subjects. Accordingly, these items 4.7% of teachers and 3% of school leaders rated very high. 23.3% of teachers and 19.7% of school leaders replied high. 34.9% of teachers and 50% of school leaders rated moderately. The rest 19.8%, 17.4% of teachers, and 22.7%, 4.5% of school leaders replied low and very low respectively. From this scale, most leaders and teachers replied moderately with issues about which shortage of qualified teachers in all subjects. The mean value of teachers and leaders were found to be ($M=2.78$, $SD=1.131$) and ($M=2.94$, $SD=.857$) moderately respectively. There were shortages of qualified teachers in all subjects in sampled secondary schools. This indicated that, the dimension needs much effort to improve for better teaching-learning process and both groups of respondents have a similar view on teachers' skill and training.

As we have seen before on characteristics of respondents in section 2 indicates that all the participants (instructional leader and teachers) to this was not qualified with second degree.

As it can be seen from table 10 items 4 in the dimension of instructional leadership in the challenge of cooperation and commitment for instructional improvement of stakeholders (teachers, student. parents) examination indicated that 17.1% of teachers and 13.6 % of leaders said very high whereas 53.9% of teachers and 40.9% of leaders replied high. Remaining 30.3%, 10.5%, 1.3% of teacher and 28.8%, 15.72% 1.5% of leaders rated moderately, low and very low respectively. The average mean score of teachers and leaders was found to be (M=3, 66 SD=.889) and (M=3.50, SD=.965) respectively high. From this scale, most leaders and teachers replied high. There were challenges of cooperation and commitment for instructional improvement of stakeholders. This indicated that the dimension needs much effort to improve for better teaching-learning process and to make positive relationships with school communities' opinion on of cooperation and commitment for instructional improvement of stakeholders.

The principals said that on the parts of students, there were capacity problems to withstand created by years program and attain the expected results. Thus, there is some sort of cheating during examinations. Moreover, teachers lacked the required pedagogical and language skill to run the teaching and learning process. Most of them were below standard in terms of qualification. Some principals confirmed that the major challenges are a lack of facilities and resources.

Sufficiency of human and materials resources influences the extent to which school goals are achieved shortages of resources have a great influence on the quality of school output. Teachers and school leaders were asked to indicate how often they faced shortages of instructional resources (time stationary material. recurrent budget). Data presented in table 11 items 5 indicated that 10(11%) of teachers and 5 (8%) of leaders replied very high, next largest group 23(27%) of teachers and 14 (21%) of leaders replied high. 29 (34%), 21(24%), 3(8.1% of teacher and 23 (35%) 21,(32%), 3(4 %) of leaders answered moderately, low and very low respectively. From this scale, most teachers and leaders replied medium and high respectively with issues about shortages of qualified instructional leaders in the area of education. The mean value of teachers and leaders were found to be (M=3.19, SD 1.046)

and ($M=2.95$, $SD=1.014$) respectively found to be moderate. This implies that there is not enough knowledge in the practice of instructional leadership and highly challenges the implementation of the teaching-learning process in sampled schools.

Concerning Item 6 of table 10, deals with the practice of principals shortages of the adequate knowledge base of instructional leadership. Accordingly, 4(4.7%) of teachers and 4(6.1 %) of leaders rated very high. 25(37.9 %) of teachers and 12(18.2%) of leaders rated high. 40 (46.5%) of teachers and 25 (37.5%) of leaders rated moderately, 14 (16.3 %) of teachers and 22 (33.3%) of leaders responded low while 7 (8.1%) of teachers and 3 (4.5 %) of leader replied very low. The majority of respondents replied that instructional leadership has a moderate knowledge base of instructional leadership activities. The mean value teachers and school leaders were found to be ($M=3.01$, $SD=0.964$, and $M=2.88$, $SD=.969$ respectively moderately that practice of principals felt under moderate according to the rating of instructional leaders. This denotes that both groups of respondents were almost similar idea in shortages of the adequate knowledge base of instructional leadership.

The data obtained from an interview held with principals indicated that there was not an adequate knowledge base of instructional leadership activities.

In the same table of item7, teachers and school leaders respondents were asked whether the school principals lack the willingness to devote more time for instructional matters or not. As a result, 8.1 % of teachers and 4.5% of school leaders replied very high whereas 16.1% of teachers and 27.3% of school leaders replied high. 46.5 % of teachers and 43.9% of school leaders replied moderately whereas 24.4% of teacher's and 18.1% of school leaders replied low. The remaining 4.7 % of teachers and 6.1% of school leaders said very low. Therefore, a majority of respondents replied moderate stage of willingness to devote more time for instructional matters. The mean value teachers and school leaders were found to be ($M=2.99$, $SD=0.964$, and $M=3.06$, $SD=.943$ respectively moderately that practice of principals felt under moderate according to the rating of instructional.

Table 11 Multiple Linear Regression Analysis Results of Affective Teacher Commitment Dimension

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	0.032	0.062		0.525	0.600	-0.089	0.154
	Setting the School Vision and Developing School Mission (SSVDSM)	0.187	0.058	0.196	3.234	0.002	0.073	0.302
	Managing Curriculum and Instruction(MCI)	0.890	0.076	0.865	11.786	0.000	0.741	1.040
	Promoting Positive School Climate(PPSC)	-0.074	0.078	-0.075	-0.957	0.340	-0.228	0.079
R= .980 R ² = 960 Adjusted R ² = 0.960 F(3,148) = 1196.20 P= .000								

Thus, linear regression model is expressed as follows,

The results reported in table 12 the regression model used in prediction (Affective commitment= $a + B_1$ SSVDSMB₁ + B_2 MCIB₂ + B_3 PPSCB₃ +s) is statistically significant. The result shows that instructional leadership significantly predict the affective dimensions of teachers' commitment $F(3,148)= 1196.20$, $p<0.05$ sub-dimensions of instructional leadership explain 96.0%($R^2=0.960$) of the total variance in the affective dimensions of the teacher commitment. According to B values, the most important of predictive variables to predictive affective dimension was found to be the construction of a well-organized instructional in environment and climate (-0.075)

The same dimension was found to be the only significant predictor according to t-test results. Thus, the linear regression model is expressed as follows,

Affective commitment= $0.032+0.187$ (SSVDSMB₁) + 0.890 (MCIB₂) - 0.074 (PPSCB₃).

Regarding the above table, managing curriculum and instruction and setting school vision and developing school mission were significant predictors of teacher commitment. But promoting a positive school climate ($t=-0.957,p=0.340$) failed to significantly predict teachers' commitment to secondary school teachers of the Gurage zone.

Table 12. Multiple Linear Regression Analysis Results of Continuance Teacher Commitment Dimension

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-0.309	0.153		-2.012	0.046	-0.612	-0.005
	Setting the School Vision and Developing School Mission (SSVDSM)	0.428	0.144	0.411	2.970	0.003	0.143	0.713
	Managing Curriculum and Instruction(MCI)	0.228	0.188	0.204	1.214	0.227	-0.143	0.600
	Promoting Positive School Climate(PPSC)	0.310	0.194	0.287	1.601	0.112	-0.073	0.693
R= .890 R ² = 0.793 Adjusted R ² = 0.789 F(3,148) = 188.826,p= .000								

The results reported in table 13 the regression model used in prediction (Continuance commitment= $a + B_1$ SSVDSMB1 + B_2 MCIB2 + B_3 PPSCB3 +s) is statistically significant. The result shows that instructional leadership significantly predict the continuance dimensions of teachers' commitment $F(3,148) = 188.826, p < 0.05$. Sub-dimensions of instructional leadership explain 79.3 % ($R^2=0.793$) of the total variance in the continuance dimensions of the teacher commitment. According to B values, the most important predictive variable to predictive continuance dimension was found to be the construction of a well-organized instructional in environment and climate (0.287). The same dimension was found to be the only significant predictor according to t-test results. Thus, the linear regression model is expressed as follows,

$$\text{Continuance commitment} = -0.309 + 0.428 (\text{SSVDSMB1}) + 0.228 (\text{MCIB2}) + 0.310 (\text{PPSCB3})$$

Regarding the above table, setting the school vision and developing the school mission was a significant predictor of teacher commitment. But managing curriculum and instruction ($t=1.214, p=0.227$ and Promoting Positive School Climate ($t= 1,601, p= 0.112$) failed to be

significantly predicts teacher's commitment of secondary school teachers of the Gurage zone..

Table 13. Multiple Linear Regression Analysis Results of Normative Teacher Commitment Dimension

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-0.076	0.064		-1.175	0.242	-0.203	0.052
	setting the school vision and developing school mission	0.270	0.060	0.271	4.464	0.000	0.150	0.389
	managing curriculum and instruction	-0.045	0.079	-0.042	-0.570	0.569	-0.201	0.111
	promoting positive school climate	0.783	0.081	0.758	9.640	0.000	0.623	0.944
R= .980 R ² = 0.960 Adjusted R ² = 0.959 F (3,148) = 1190.843. P= .000								

Dependent Variable: Normative commitment

The results reported in table 13 the regression model used in prediction (Normative commitment=a + B1 SSVDSMB1 +B2 MCIB2 +B3 PPSCB3 +s) is statistically significant. The result shows that instructional leadership significantly predict the normative dimensions of teachers' commitment F (3,148) = 1190.843, p>0.05 sub-dimensions of instructional leadership explain 96.0 % (R²=0.960) of the total variance in the normative dimensions of the teacher commitment. According to B values, the most important predictive variables to predictive normative dimension were found to be the construction of a well-organized instructional in environment and climate (0.758). The same dimension was found to be the only significant predictor according to t-test results. Thus, linear regression model is expressed as follows, Normative commitment=-0.076+0.270 (SSVDSMB1) -0.045(MCIB2) +0.783 (PPSCB3).

Regarding the above table, setting the school vision and developing the school mission, and promoting a positive school climate were significant predictors of teacher commitment. But managing curriculum and instruction ($t = -0.570$, $p = 0.569$) failed to significantly predict teachers' commitment to secondary school teachers of the Gurage zone.

Table 14. Dimension of Instructional Leadership Practice with Teacher Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-0.134	0.098		-1.363	0.175	-0.134	0.098
	Setting the School Vision and Developing School Mission	0.448	0.092	0.438	4.867	0.000	0.448	0.092
	Managing Curriculum and Instruction	-0.042	0.120	-0.038	-0.352	0.726	-0.042	0.120
	Promoting Positive School Climate	0.598	0.124	0.565	4.830	0.000	0.598	0.124
		R = .955, R ² = 0.912, Adjusted R ² = 0.910		F (3,148) = 1038.404. P = .000				

The above Model summary offers the multiple r and coefficient of determination (r^2) for the regression model. As one can see $r^2 = 0.912$ which indicates that 91.2% of the variances in the teacher's commitment can be explained by the regression model

ANOVA test associated with the prediction of teacher's commitment from independent variable instructional leadership dimension (setting school vision and mission, managing instruction, and promoting school climate). This test is used to identify whether the regression analysis is a better way of stating the relationship between dependent and independent variables. The verification is done at a 5% significance level, the test is significant, $F (3,148) = 1038.404$, $P < .001$. This suggests that the regression analysis is a better way of expressing the relationship between commitment and predictors

Multiple linear regression was calculated to predict teacher commitment based on setting the school vision and developing school mission, managing curriculum, and instruction, and promoting positive school climate, From the table, setting school vision and mission predicts teachers school/ organizational commitment at 5% significant level($t=4.867, p<0.05$). The result indicates a 1unit increase in setting school vision and mission leads to about 44.8% increase in school/ organizational commitment at a 5% level of significance with a confidence interval of 0.448 to 0.0.092. Promoting a positive school climate predicts teachers' school/ organizational commitment at a 5% significant level ($t=4.830, p<0.05$). The result indicates 1unit increase promoting a positive school climate leads to about a 59.8% increase in school/ organizational commitment at a 5% level of significance with a confidence interval of 0.598 to 0.0.124. Regarding the above table, setting the school vision and developing the school mission, and promoting a positive school climate were significant predictors of teacher commitment. But managing curriculum and instruction ($t= -352, p= 0.726$) failed to significantly predict teachers' commitment to secondary school teachers of the Gurage zone.

Table 15. Average of Instructional Leadership Practice with Teacher Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-0.113	0.111		-1.017	0.311	-0.113	0.111
	Instructional Leadership Practice	0.989	0.031	0.935	32.224	0.000	0.989	0.031
R= 0.935 $R^2= 0.874$ Adjusted $R^2= 0.873$ $F(3,148) = 1038.404 . P= .000$								

Dependent Variable: teacher commitment.

Multiple linear regression was calculated to predict teacher commitment based on instructional leadership practice, From the table, instructional leadership practice predicts teachers' school/ organizational commitment at a 5% significant level($t=32.224, p<0.05$). The result indicates 1unit increase in instructional leadership practice leads to about a 98.8%

increase in school/ organizational commitment at a 5% level of significance with a confidence interval of 0.989 to 0.031. According to the above table, instructional leadership practice was a significant predictor of teacher commitment. This indicated that there were strong significant relationships between instructional leadership practice and teacher commitment.

Table 16. The Relationship between Instructional Leadership and Teacher Commitment Dimension

	Dimension	Setting the School Vision and Mission	Managing Curriculum and Instruction	Promoting Positive School Climate	Instructional leadership practice	Affective Commitment	Continuance Commitment	Normative commitment	Total teacher Commitment
1	Setting the School Vision and Mission	1							
2	Managing Curriculum and Instruction	.953**	1						
3	Promoting Positive School Climate	.959**	.972**	1					
4	Instructional leadership practice	.969**	.982**	.975**	1				
4	Affective Commitment	.948**	.979**	.954**	.969**	1			
5	Continuance Commitment	.881**	.875**	.879**	.877**	.875**	1		
6	Normative Commitment	.958**	.953**	.977**	.962**	.937**	.887**	1	
7	Total teacher Commitment	.943**	.928**	.947**	.935**	.915**	.901**	.966*	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 18 shows the results of the correlation analysis between instructional leadership and teacher commitment. These results related the whole sample size n = 152 respondent teachers, principals, department head, unit leaders and supervision taken from the 4 Woredas

and 1 administrative town 9 secondary schools of Gurage Zone. These analyses have been taken from the Pearson correlation coefficient matrix. In Table 18, statistically significant correlations are indicated by * $p < .05$ (1 – tailed) and ** $p < .01$ (2 – tailed).

Table 16 shows the existence of a statistically significant correlation between three dimension of instructional leadership and teacher commitment in the secondary schools of Gurage Zone. Instructional leadership practice has a statistically significant correlation with and teacher commitment in the secondary schools of Gurage Zone. This hypothesis test was conducted using the correlation coefficients and t-test. As to the strength of the correlation between the dependent variable and the independent variables different authors suggested different interpretations of the values of the correlation coefficients; however, the researcher used (Taylor, 1990) roughly categorized r values as, $r = 0.35$ (or $- 0.35$) are generally considered to represent low or weak correlation, $r = 0.36$ to $r = 0.67$ or $r = - 0.36$ to $r = - 0.67$ as moderate correlations, $r = 0.68$ to $r = 0.89$ or $r = - 0.68$ to $r = - 0.89$ as strong or high correlations, and as (Beaumont, 2012, p. 8 of 28) indicated that r values very close to 1 as high positive correlation. Among the significant correlations between the two of them, instructional leadership practice and teacher commitment were a high correlation ($ILP=.935$).

As shown, a table 16, the correlation matrix analysis teachers' commitment correlated with Setting the school vision and mission ($r=.943$), managing curriculum and instruction($r=.928$), and promoting a positive school climate($r=.947$) were gotten respectively. Accordingly, all the above results had a strong positive relationship with teachers' commitment. As a result, instructional leaders' practice and teacher's commitment have a positive significant relationship at the level of $p<0.01$ (2-tailed). Hereafter, the detail of the discussion for each correlation matrix is presented as follows.

The mean score of instructional leadership in sampled schools was (mean= 3.49 SD=0.956) rated moderately. This implies that instructional leadership practice in secondary schools of Gurage zone was not very high It was medium and to make the teaching learning process active it needs to work effectively by school leadership. On other hand the mean score of teacher commitment was (mean= 3.35 SD= 1.012) and also rated moderately. The mean score of instructional leadership and teachers commitment presented in table 19 were

correlated using Pearson correlation It indicated that the direction of correlation coefficient (r) between instructional leadership and teacher commitment $r=.935$, $N=152$, $p=.000$) This implies that an increase in role of instructional leadership increase teacher commitment in secondary schools of Gurage zone. This indicated that there was high instructional leadership role in school in order to achieve teacher commitment.

The first subgroup instructional leadership practice and teacher commitment correlation were calculated at($r=.943$). the more the correlation coefficient (r) approaches (1) shows a strong positive relationship between two variables, In the finding of this study correlation coefficient .943 between setting the school vision and mission and teachers' commitment shows as two variables have a strong positive relationship between two variables at the level of $p<0.01$ (2-tailed). This means that teachers participate in developing school goals, communicating school mission and vision, work cooperation with principals in the school leadership function instructional forms of leadership. Literature supports this finding by; Leithwood (2004) suggested a teacher's positive participation in leadership functions builds loyalty; enhances job satisfaction, morale, self and teacher's commitment; and erodes feelings of powerlessness and alienation.

The second subgroup managing instruction and curriculum and teacher commitment correlation were calculated at($r=.928$). the more the correlation coefficient (r) approaches (1) shows a strong positive relationship between two variables, In the finding of this study correlation coefficient, .928 between managing instruction and curriculum and teachers' commitment shows as two variables have a strong positive relationship between two variables at the level of $p<0.01$ (2-tailed).

The third subgroup promoting positive school climate and teacher's commitment correlation were calculated at (.947). Remember the correlation coefficient (r) approaches to '1' perfect positive relationship between two variables, the more the correlation coefficient (r) approaches to 0 shows no relationship between two variables, and the correlation coefficient (r) approaches to -'1' perfect negative relationship between two variable. In the finding of this study correlation coefficient, .947 between promoting positive school climate and teacher's commitment shows as two variables have a strong positive relationship between two variables at the level of $p<0.01$ (2-tailed

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

A brief introduction, a review of the research methodology, and a summary of findings and conclusions are included in chapter five, which serves as an overview of the study. The findings, conclusions, and recommendations are presented after the summary. The basic question revolves around the relationship between instructional leadership practices and teacher commitment in secondary schools in the Gurage zone based on this study. The questionnaire was distributed and its results were tabulated and analyzed with the help of both descriptive and inferential statistical techniques. In order to get answers for the above basic questions, among 14 secondary schools found in sampled 4 weredas and 1 administrative town in Gurage zone, the study was carried out in 9 secondary schools that were selected by random sampling techniques (lottery methods) to the study. The data received from 9 secondary school teachers 86, school leaders 75 (principals, vice-principals, department head, cluster supervisors and unite leaders) in secondary schools of the Gurage zone.

5.1 Summary of the major findings

The study has manipulated the instructional leadership practice and teacher commitment in the role of instructional leaders including setting school vision and developing mission, managing instruction, and curriculum, promoting a positive school climate. In addition to challenges, instructional leadership practice and dimensions of teacher commitment include affective commitment, continuance commitment, and normative commitment. The data collected was used to respond to the four research questions listed below.

1. To what extent instructional leadership is effectively practiced in Gurage zone secondary schools? (Defining school visions, managing instructional program, and creating positive school climates).
2. What is the current status commitment of teachers (affective, continuance, and normative) In Gurage zone secondary schools?
3. What are the main challenges that instructional leadership practice in Gurage zone secondary schools?

4. What is the relationship between instructional leadership practices and teachers' commitment dimension in Gurage zone secondary schools?

As explained in chapter-3 this study correlation research design was employed to conduct this study. The researcher employed both quantitative and qualitative data-gathering instruments to collect data related to the issue under-researched. That is closed-end and semi-structured interviews related to instructional leadership were used as data collection instruments. A pilot test study was conducted to check the reliability of the questionnaire using Cronbach Alpha.

After the establishment of a complete agreement to work with the school society and a brief understanding of the purposes of the data collection in the schools, questionnaires distributed for respondents. A total of 152 respondents were selected and all of them presented their responses. Respondents for the interview were 9 principals. Totally 161 from 349 populations have participated. One set of questionnaires was used for data collection in the study. All the questionnaires that were distributed to the teachers and instructional leaders were completed and returned to the researcher.

Data obtained from principals, teachers, supervisors, departments head, and unit leaders' demographic data indicated that the majority of 73.3% of teachers are male and the rest of 26.7 % teachers are female and 62.8 % of leaders are male and 37.2% of leaders are females. In both groups, the number of females participating is the minimum number.

Demographic analysis of the data, principals, teachers, supervisors, departments head and unit leaders of secondary schools' demographic data demonstrated that the majority of them were found to be in the age of 26-30 years. This shows that the majority of respondents in Gurage Zone sampled secondary schools in the young age group. It has limited to get matured idea about problem of principal's leadership practice and teachers commitment of secondary schools and most of 81.6% they had been less than fifteen years of experience in both the school leadership and the teaching profession, and only a few(20%) of them had a second degree in different subject areas including educational leadership

Among 3.1% of leaders and 10.5% of teachers had diplomas, 87.9% of leaders' and 81 % of teachers had qualifications in BA/BSC, and only a few 9% of teachers and 8% of leaders

had had qualifications in MA/MSC.. Most of the respondents' area of specialization was found 84.2% subject matter.8.6% of EDPM and the rest of 5.2% of them had other.

The result of the study revealed that practice of instructional leadership perceived as positive in setting school vision and defining mission were agree implemented with average mean values of 3.47 and 3.56 respectively.

The majority of the respondents believed that regarding the overall judgment of the practice in setting the school vision and defining school mission were found to be agreed in developing a set of annual school-wide goals focused on student learning, using data on students' performance when the developing the school's goal's and school principals works with the staff towards the highest academic achievement of the students had high implementation. In contrast, the remaining activities were responded to as moderate implementation.

The data obtained from both groups of respondents imply the effective implementation of instructional leadership practice in managing curriculum and instruction high in sampled schools. The results show that the aggregate mean of respondents was 3.52 which is high performance in managing curriculum and instruction.

Similarly, some respondents understood that regarding the overall judgment on practice instructional leadership in managing curriculum and instruction in agree in sampled schools found to be highly successful coordinate the curriculum evaluation process of the school to address problems related to the curriculum, encourage and provide the necessary support to periodically school leaders and teachers to evaluate and comment for curriculum improvement encourage teachers to use different instructional methods in dimension. In the remaining, activities of instructional leadership practice both groups had different views, majority of instructional leaders rated practice higher than teachers' respondents, in contrast, teachers rated like regularly taking with parents regarding students' academic progress and making regular follow up and feedback to teachers.

From the data obtained, both groups of the respondents believed that concerning the overall judgment on the practice of instructional leadership in promoting a positive school climate was found to be highly practiced in promoting a suitable instructional climate. The data

collected from respondents revealed that the practice of instructional leadership perceived as positive in promoting a positive school climate was moderately implemented with an average mean of 3.47. In general, from the above findings, one can understand that almost all the instructional leaders were performing moderate dimension on average as well as in overall instructional leadership practice.

Regarding another finding, affective teachers' commitment has the highest mean scores followed by normative teachers' commitment and then continuance teachers' commitment has the least score. Therefore, it can be said that teachers' perceptions of their commitment are positive. These mean scores indicate that some teachers felt more about wanting to stay monitored to stay and less about having to stay with the schools. The lowest mean score of continuance teachers' commitment implies that they get much lesser than the effort they are required to apply on performing their work.

In schools, there were problems in practicing school leadership. The major challenges were lack of resources, skill, and training, qualified instructional leaders and teachers) the challenged practice of instructional leadership effectiveness with average mean value and 2.94-3.29 and 2.78-3.27 respectively this data analysis indicated that there is no better achievement with by average of 3.12, so it needs further research in this area.

In general, shortage of availability of resources lacks knowledgeable, skilled, and trained manpower (shortage of qualified instructional leader and qualified teachers), the limit of community participation based on students learning, lack of commitment of stakeholders present of leaders and teachers skill gap were majors challenges which hinder instructional leadership practice in the secondary school of the sampled area.

The correlation matrix analysis teachers' commitment correlated with Setting the school vision and mission ($r=.943$), managing curriculum and instruction($r=.928$), and promoting positive school climate($r=.947$) were gotten respectively. Accordingly, all the above results had a strong positive relationship with teachers' commitment. As a result, instructional leaders practice and teacher's commitment have a positive significant relationship at the level of $p<0.01$ (2-tailed)

5.2. Conclusion

According to the analysis results and discussion of the study, conclusions are made on the nature and relationship of instructional leadership practice and teachers' commitment.

The majority of the teachers in preparatory and principals were found to be having educational qualifications below the standards. In light of this concept, to permit leaders to play their role more effectively, there is a need to upgrade their qualifications while teachers desiring to become principals will receive special training (MOE, 2010). Even if the ministry has the planning to improve the qualification, of both teachers and education leaders till the achievement of this design, the current unqualified power of leadership will continue having an influence on the effectiveness of school leadership.

2. Successful school leaders develop a vision and set direction, understand and develop people, redesign the organization and manage the teaching and learning program. Besides, they are expected to engage with staff and other stakeholders to provide higher levels of commitment to achieve the goals of the school which, in turn, are linked to the vision. However, the findings somehow showed that school leaders encourage development of school mission and shared vision but the sensible implications to the common educational goal are insufficient, which may affect the quality of education and implementation of school improvement programs in general and students' achievement particular.

3. School leaders play a key role in providing and promoting in-service professional development programs for teachers and delivering training to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint themselves with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. The result of the study, however, revealed that school leaders were not playing an active role in facilitating teachers' professional development and there was no staff training to create a spirit of cooperative working atmosphere. In addition, school leaders did not encourage teachers to collaborate with and share experiences. Thus, this guides to the conclusion that most of the school leaders were not aware of the responsibility they had for the professional development of teachers and failed to play their role in creating a conducive environment to bring professional competence to teachers.

In school, there were problems in practicing instructional leadership. The major constraints were problems of finance identifying and allocating resources in order to support students and teachers on the teaching-learning process were not well done.

The researcher has raised various challenges of instructional leadership and identified some of them as moderately making. Hence, there are some challenges in the instructional leadership process in secondary school. Thus there is a need to tackle these challenges and things will be good for the smooth running of the secondary school.

The finding of this study suggests that the principal instructional leadership practice are strongly correlated to teachers' commitment. There was a positive relationship between instructional leadership practice and teacher commitment. Therefore, the role of the principal in creating a teacher's commitment to the school is vital. For future research, it is suggested that the perception of other stakeholders such as parents and students should be considered to measure teachers' organizational commitment.

5.3 Recommendation

Based on the results and conclusions the following recommendations are suggested to raise instructional leadership practice and increase teachers' commitment in secondary schools of the Gurage zone.

1. For regional education bureau was recommended to allocate enough budgets to improve school facilities such as staffroom, recreation center, chemicals and laboratory, pure water, road, transportation & lack of health care services in the schools. In addition to, giving appropriate training for principals based on instructional leadership practice.
2. Poor working conditions could lead teachers to develop the negative perception that they could be obstacles to effective teaching and weaken teachers' commitment to their work. Therefore, the school administration try to improve classroom conditions teachers' workload, instructional material supply, build a decent house (shelter),& shop the overall working condition of schools to enhance teachers' commitment in the school.

3. Secondary school leaders need to clearly communicate the school vision with all stakeholders by avoiding the perceived negative perceptions and work together to achieve it as a common endpoint for the school communities by environment conducive.

Moreover, school principals always need to show instructional leadership practice and this give high emphasis on academic environment issues rather than administrative or political issues. In addition to this, the Gurage Zone education department should make an effort to increase the commitment of school leaders by working with leadership training, teacher's development program to re-examine the selection, procedures of school principals' especially, select the right person for the right place in secondary schools

Comparatively younger teachers and leaders who worked in the same school They have lower perceptions of instructional leadership. Therefore, the reasons for this can be studied by qualitative research. Training can be implemented for leaders and teachers to raise teachers' organizational commitment.

Finally, as established by the study on teacher training and development, the study recommends that teachers attend in-service training to update their skills. By attending training, teachers will develop confidence in teaching their subject and become motivated and committed to their work.

In general, based on the finding of the study, instructional leadership practice and teachers' commitment are mutually supporting each other in the sense that one predicts the other. This indicated that instructional leadership practices interrelated teachers' commitment positively.

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APPENDIX A

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning & Management

A questionnaire to be filled by teachers and instructional leaders (main and vice principals, unit leader, supervisors department head).

The main purpose of this questionnaire is to gather information on instructional leadership practice and teacher commitment in secondary schools of Gurage zone.. 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 truthful response. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All information will be kept confidential and will be used solely for academic purposes.

Thank you in advance for your cooperation!

PART ONE PERSONAL INFORMATION

1. You do not need to write your names.

2. Give response by putting (√) in the appropriate box against each closed ended items .

3. Background Information

1. Name of the school_____ Woreda /city_____

2. Sex: Male Female

3. Age: 20-25 26-30 31-35

36-40 41 and above

4 Level of education or Qualification

Diploma 1st degree BA/ BED MA / MSc

5 Area of specialization or field of study:

Subject Major EDPM Pedagogical Science Other spec

6. Total work experience or service year:

Below 5 years 6-10 11-15

16-20 21 years above

7. Service year in current position:

Below 5 years 6-10 years 11years and above

Part Two

Below is a table that consists of questions that show instructional leadership practices at your school. Each table consists five responses instructional leadership practice please indicate the extent to which each statement represents your school by putting tick mark (✓) in one of the boxes against each item. .

2.1 Setting the School Vision and Developing School Mission

To what extent do you agree or disagree with the numbers shows: (1=strongly disagree, 2=disagree, 3=moderately agree 4=agree, 5=strongly agree). the school leadership practices related to the vision and mission of your school? Write your opinion briefly on the space provided for closed-end questions.

no	Items	Response				
		SA	A	MA	D	SD
		5	4	3	2	1
	Your school principals					
1	improve a set of annual school-wide goals focused on student learning					
2	Use data on students' performance when the developing the school's visions and missions.					
3	Frame the school missions in terms of staff responsibilities for meeting					
4	Well express or communicate school vision to all stakeholders					
5	Ensure that the school goals a reflect in high visible displaying the school.(eg bulletin boards emphasizing academic progress)					
6	School principals works with the staff towards the highest academic achievement of the students					

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	MA	D	SD
		5	4	3	2	1
	Your school principal /as school principals					
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
2	Encourage and provide the necessary support to departments, unit leaders and teachers to periodically evaluate and comment for curriculum improvement					
3	Regularly takes with parents regarding students' academic progress					
4	Evaluate the going achievements of the students learning					
5	Make regular follow up and feedback to teachers.					
6	Make classroom visits for purpose of improving instructional process					
7	Encourage teachers to use different instructional methods					

3. Promoting positive school climate

no	Items	Response				
		SA	A	MA	D	SD
		5	4	3	2	1
	Your school principal /as school principals					
1	Promote suitable instructional climate on the basis of the school's strategic plan and its objectives					
2	Provides relevant information's parents and students about available school service					
3	Provide rewards for students where the rewards are well aligned with the student's healthy discipline.					
4	Uses different recognitions or reward system for greater achievement of students					
5	Recognize and reward teachers for their productive work					''
6	Reward special efforts by teachers with opportunities for professional recognition					
7	Encourage teachers to use instruction time for teaching and practicing new skill and concept					
8	Develops school level policy that communicates the need for protecting instructional time from disruptions.					
9	Allocate enough budgets for staff development activities					
10	Create professional growth opportunities or teachers as a reward for special contributions to the school.					

Part III

Teachers Opinion Survey- Organizational Commitment Questionnaire (OCQ) Please indicate the extent of your agreement or disagreement with each statement as objectively as you can by circling a number from 1 to 5. Use the following rating scale 5=very high(VH). 4= high (H), 3= moderately(M), 2 =low (L), 1=very low (VL)

No	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	I feel like member of the family at school.					
2	This school has a higher personal meaning for me.					
3	I feel emotionally attached to this school.					
4	Too much of my life would be distributed If I decided that I wanted to leave this school.					
5	I would leave this school right now because of what I would stand to lose.					
6	It would be very expensive for me to leave this school at this time.					
7	.For me personally, the cost of leaving this school would be far greater than the benefit.					
8	Even if it was to my advantage do not feel it would be right to leave my school now.					
9	I would not leave right now because I have a sense of obligation to the people in it.					

Part IV: challenges of instructional leadership Effectiveness

Challenge of skill and Training

No	Item	Response				
		VH	H	M	L	VL
		5	4	3	2	1
	How do you rate the following challenges of instructional leadership in your school					
1	Shortages of qualified instructional leader in area of education					
2	Lack of training on instructional leadership					
3	Shortage of qualified teachers in all subject area					

Challenge of Cooperation and Commitment for instructional improvement

	Items	VH	H	M	L	VL
		5	4	3	2	1
No	How do you evaluate the school leader's interaction with the following stakeholders in your school					
1	School community					
2	Teachers					
3	Students					
4	Wereda education managers					

Challenge of Resource Availability and Allocation

	Items	VH	H	M	L	VL
		5	4	3	2	1
No	How do you evaluate the Availability of the following resources in your school?					
1	Shortages of instructional time					
2	Shortages of stationary materials for teaching					
4	Shortages of recurrent budget support					

Challenge of vision will and courage

	Items	VH	H	M	L	VL
		5	4	3	2	1
	Evaluate your leader in relation to the following roles.					
1	Shortages of adequate knowledge base of instructional leadership					
2	Shortages of organizing the school community for leadership work					
3	Lack of willingness to devote more time for instructional matters					
4	Unwillingness to assess staff and school capacity for leadership					

APPENDIX B
Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning & Management

Interview for school principal

Background Information

1. Name of the school _____ Woreda /city _____

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 or Qualification

A/ Diploma B/ 1st degree C/ BA/ BED D/ MA / MSc

5 Area of specialization or field of study:

Subject Major EDPM Other specify

6. Total work experience or service year:

A/ Below 5 years B/ 6-10 C/ D/ 11-15

E/ 16-20 F/ 21 years above

7, Service year in current position:

A/ Below 5 years B/ 6-10 years C/ 11years and above

1. How do you express the instructional leader ship practices in your school in terms of:

a. Defining and communicating college mission

b. Managing Curriculum and Instruction

c. Supervising instruction

d. Monitoring student progress

e. Promoting instructional climate

2. To what extent is the instructional leadership practices align with the strategic plan and objectives of the schools?

3. What are the major challenges you faced in leading the instructional process? In terms of:

a. Students

b. teachers

c. . How appropriate it is the way you allocate instructional resource

d. Others...