

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP  
EFFECTIVENESS IN GOVERNMENT SECONDARY  
SCHOOLS OF KAFFA ZONE, SOUTHWEST ETHIOPIAN  
REGIONAL STATE**

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A THESIS SUBMITTED TO JIMMA UNIVERSITY; COLLEGE OF  
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## Table of Contents

Contents	Page
Acknowledgments.....	i
List of tables.....	i
Abbreviations and Acronyms . . .	ivi
Abstract.....	iv
CHAPTER ONE.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	1
1.3. Objectives of the Study.....	3
1.3.1. General Objective.....	3
1.3.2. Specific Objectives.....	3
1.4. Significance of the Study.....	3
1.5. Delimitations of the Study.....	4
1.6. Limitation of the Study.....	4
1.7. Definition of Key Terms.....	4
1.8. Organization of the Study.....	5
CHAPTER TWO.....	6
REVIEW OF RELATED LITERATURE.....	6
2.1. Concept of Principals' Leadership and Effectiveness.....	6
2.2. Leadership Effectiveness.....	7
2.2.1. Instructional leadership and teaching and learning.....	8
2.2.2. The Role of Instructional Leadership in School Success.....	9
2.3. Characteristics of Effective Leadership.....	11
2.4. Functions of School Leaders.....	13
2.5. Major Challenges of School Leadership Effectiveness.....	16
2.6. School Instructional Leadership Development in Ethiopia.....	18
CHAPTER THREE.....	21
RESEARCH DESIGN AND METHODOLOGY.....	21
3.1. Research Design.....	21

3.2. Research Approach .....	21
3.3. Sources of Data .....	21
3.4. The Study Population .....	22
3.5. Sample size and Sampling Technique.....	22
3.6. Data Collection Tools .....	23
3.6.1. Primary data collection instruments .....	23
3.6.2. Secondary Data Collection Instrument.....	24
3.7. Procedures of Data Collection.....	24
3.8. Method of Data Analysis.....	24
3.9. Ethical Considerations.....	25
CHAPTER FOUR.....	26
PRESENTATION, ANALYSIS AND INTERPRITATION OF DATA .....	26
4.1. Introduction .....	26
4.2. Demographic Characteristics of Respondents.....	26
4.3. The Practices of Secondary School principals` Instructional Leadership.....	28
4.4. Performance of Instructional Leadership Dimensions .....	40
4.5. Factors that affect the instructional leadership effectiveness.....	50
CHAPTER FIVE .....	54
Summary, Conclusions and Recommendations.....	54
5.1. Summary .....	54
5.2. Conclusions .....	56
5.3. Recommendations .....	57
References.....	59
Appendix A: Questionnaire to be filled by Teachers	
Appendix B: Interview Guide for Principals and cluster supervisors	
Appendix C: Check List for Document Analysis	

## List of tables

Table 1: Sample size determination .....	22
Table 2: Demographic Characteristics of Respondents .....	26
Table 3: Subject Specialization of the Principals. ....	27
Table 4: The school principal's effectiveness in encouraging and motivating staff to participate in instructional issues .....	29
Table 5: The school principals' practices in promoting teachers' professional development .....	32
Table 6: The school principals' practices in the area of classroom observation and evaluation ..	35
Table 7: Practices of school principals in monitoring students' progress .....	38
Table 8: Principals' performance related to the vision and mission of your school .....	41
Table 9: Supervising and Evaluating the Instruction .....	44
Table 10: Monitoring Instructional Programs .....	46
Table 11: Promoting a Conducive School Learning Climate .....	47
Table 12: Factors that affect the instructional leadership effectiveness .....	51



## **LIST OF ACRONYM AND ABBREVIATION**

UNESCO: United Nations Education Scientific Cultural Organization

MOE: Minister of Education

EEDRM: Ethiopian Education Development Road Map

PTSA: Parent Teacher Student Association

KEB: Kebele Education Board

## Abstract

*This study is aimed at assessing the practices of school principals' instructional leadership effectiveness in kaffa zone government secondary schools. The study employed mixed research strategy of qualitative and quantitative research approaches with descriptive survey design. Data were collected from both primary and secondary data sources using questionnaires, interviews and document analysis. The study found that, school principals' effectiveness in encouraging and motivating staff to participate in instructional issues (M=2.824), which is found to be ineffective which shows principals gap in engaging teachers in instructional issues. Moreover, the school principals' practices in promoting teachers' professional development in kaffa zone government secondary school (M=2.514), which is found to be moderate level. School principals' practices in monitoring students' progress in kaffa zone government secondary schools (M=3.26), which is found to be moderately practiced. The extent of instructional principal s' performance in government secondary schools of Kaffa Zone (M=3.152), which is found to be not effective in the instructional leadership dimension. Among the factors that hinders the practices of instructional leadership kaffa zone government secondary schools the following are the most one; insufficiency of continuous and active delivery of competence and professional trainings, school principals always rely on non-instructional activities rather than instructional tasks, stakeholders do not offer effective guidance and support, as well as officials doesn't provided recognition and rewards for best performance in kaffa zone government secondary schools. Then, based on major findings of the study it is concluded that, principals' lead instructional activities of the school without having competency in educational leadership practices. So, they were assigned simply to fill the leadership position; ignoring the issue of professionalism, democratization and school improvement programs. Finally, based on the findings of the study and conclusions, the study recommended that school principals and woreda education office need to give attentions and support on instructional issues, principals should sometimes delegate some of his/her tasks to other staffs. Additionally, school principals and Cluster supervisors need to officially deliver trainings and workshops for all staffs to instructional performance. In writing the school mission and vision, school principals need to start consult students, parents, teachers, staff and any other members of the school community with insights to offer.*

**Keywords: Instruction, Instructional Leadership, Secondary School, School Principals**

# CHAPTER ONE

## INTRODUCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study definitions of key terms and organizations of the study.

### 1.1. Background of the Study

Effective school performance depends on effective school leadership as assisted by the relevant stakeholders (McEwan, 2003). It is the responsibility of the principals to provide instructional leadership which entails ensuring high-quality teaching and learning by supervising instructional programs and ensuring effective use of instructional time to foster the attainment of educational goals and objectives.

Similarly, Onuma (2016) asserted that the principal has the primary function of exhibiting effective instructional leadership practices for the improvement of a diversified curriculum and quality of the instructional program for effective attainment of set school goals. Instructional leadership practices are leadership roles that are directly related to the teaching process, involving the interaction between teachers, students, and the curriculum (Quah, 2011). Instructional leadership in the area of time management and supervising teachers will improve the quality of teaching and learning outcomes and enhance the attainment of the educational goals and objectives.

Ahmed (2016) highlighted instructional leadership practices to include: framing school goals, communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring students' progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, and promoting professional development and providing incentives for students. Instructional leadership roles of school leaders are directly linked to creating the conditions for optimal teaching and learning. Christina Boateng, (cited in Finch and Johansen, 1991, P.121) has suggested that effective leaders in organizations like schools initiate and motivate followers to collectively develop and realize the vision.

Accordingly, effective and successful school leaders must have a clear vision that shows how all components of a school will operate together. Similarly, work effectiveness of the school system requires an atmosphere of mutual trust and understanding between the school heads

and their subordinates in developing school goals, creating a unity of purpose, facilitating communication, and managing instruction (Biech, 2010)

The role of the school leaders in instructional time management is to ensure that instructional time is not interrupted by other school activities which are not related to the instructional process (Mohammad & Muhammad, 2011). Studies in the United States by Waters, Marzano, and McNulty (2003), Chrispeels, Castillo, and Brown (2000), England by Price Waterhouse Coopers (2006), and Nigeria by Enueme and Egwunyenga (2008) link high school attainment to effective instructional leadership of head teachers. The setting of a deadline, prioritizing school activities, and ensuring appropriate delegation of instructional tasks to teachers are instructional time management practices that enhance timely coverage of the scheme of work and maintenance of focus on instructional tasks. The school leader as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers (Nnebedum&Akinfolarin, 2017).

Similarly, Akinfolarin (2017) asserted that school administrators spend more time on meetings and other school activities yet, find it difficult to complete tasks at the appropriate time. School leaders must be competent in ensuring regular supervision and time management for school effectiveness. School effectiveness emphasis is on enhancing conditions of schooling and output measures; mostly academic achievement of students (Farhat, Zarghuna, Khalid, Ashiq& Muhammad, 2012). The ability of the school leader to effectively supervise instruction and manage school time to facilitate quality instructional delivery that offers rich learning opportunities for students to academically perform well is evident in school effectiveness. School leaders as instructional leaders play a key role in creating a conducive school environment in which instructional leadership can thrive (Poirier, 2009).

According to McEwen (2003) effectiveness of a school is mainly due to the leadership abilities of the school leaders, particularly in the area of instructional leadership. Besides, Hopkins (2003) noted that the most important single factor in the success of a school is the quality of school leaders' instructional leadership.

School leaders' supervision of instruction practices includes: checking teachers' lesson notes, scheme of work, students' notes, teachers' punctuality, teachers' regularity in class, classroom observation, and moderation of examination papers and marking schemes among others (Sule, Ameh & Egbai, 2015).

In line with the attention given to quality education, the importance of instructional leadership is considered a major vehicle for change and educational development (Musaazi, 1988). It is a leadership that is directly related to the process of instruction, teachers, learners, and the curriculum. The capacity to plan, manage and monitor the education system demands knowledge and skill in collecting, processing, analyzing, and managing educational information at all levels of the system, Ethiopian Education Development Road map (EEDRM,2018).

According to UNESCO, various research findings also show that the majority of school leaders in Ethiopia, were incapable of performing instructional leadership practices; they have not been trained in professional disciplines that making school leaders in secondary schools ineffective and inefficient in performing instructional leadership activities as expected of them (UNESCO, 2013). Because the government of Ethiopia has prepared guidelines that incorporate instructional leadership functions and criteria for the recruitment and selection of competent principals at secondary schools with a higher standard in academic readiness, well experience in instructional activities, and commitment aspects of teachers to be school leaders (MoE, 2013).

Concerning Kafa Zone, a substantial expansion of secondary education took place under ESDP II & III. Nevertheless, instructional leadership effectiveness in the zone is yet requiring much to be done. Thus, to improve this school leader needs to be well competent and effective in performing instructional leadership activities. Due to this pressing issue, the researcher was highly motivated to conduct a comprehensive study on the school leaders in instructional leadership effectiveness in government secondary schools in Kafa zone.

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

One of the most useful tools in creating a forward-looking, student-centered school improvement is instructional leadership. The schools are primarily responsible for the production and provision of qualified human resources. They are in charge of achieving educational objectives expected to shape pupils following the needs and interests of beneficiaries. It is generally believed that society's future depends on the success of schools in effectively carrying out their objectives. To accomplish their purpose or need to deliver learning through effective teaching counts much (Krug, 1992, p.432).

To measure school effectiveness, there must be adequate inputs in terms of good instructional leadership practices, effective management practices, and enabling teaching and learning environment leading to students' academic achievement. The ability of the school leader to effectively supervise instruction and manage school time to facilitate quality instructional delivery that offers rich learning opportunities for students to academically perform well is evidence of school effectiveness. School effectiveness means the ability of the school to accomplish its objectives (Botha, 2010).

As research can clearly show in Sanyder, Hallinger, and Murphy (1987:56) instructional leadership effectiveness makes a difference, there does a wide gap between the ideal and the actual behavior of instructional leaders own to barriers to principals exercising instructional leadership. Such mentioned problems are being faced practically in our education system.

Various schools in developing countries including Ethiopia which manifest limited concern for instructional leadership activities have been criticized for wastage of instructional time when teachers leave classes for various reasons, and for minimum participation of parents in following up on students learning progress (Lockheed and Vers poor, 1991: p.45).

Given its considerable importance to a school's success, School leaders' instructional leadership effectiveness, as well as factors influencing it, becomes a timely area of interest for research. The Kaffa Zone secondary schools are facing a problem in the actual implementation of in instructional leadership and thus the zone is facing the practice gap in that various documents reveal that it has become one of the problems for the quality of education. (Kaffa zone Education department, 2014). Until now there were not enough studies that show the effectiveness of instructional leadership in the Kaffa zone secondary schools.

So far, different studies have been conducted on the area of instructional leadership effectiveness in many parts of Ethiopia, among them; Adugna Chemed (2019), did research on the instructional leadership effectiveness of primary school principals at Bechowereda and found that there is a good relationship among the primary school community. In addition, school principals are actively involving teachers and school department heads in school decision-making. Moreover, instructional leaders were subject specialists, lack skill and training, and lacks commitment and morals to accomplish their tasks, and had a severe shortage of finance.

Another study conducted by Serkalem Defere (2018), on the effectiveness of principals' instructional leadership in government secondary schools of north shoa zone, oromia regional state revealed that principals are less effective in instructional leadership practices. Particularly they were weak in using technology and multiple sources of data to improve classroom instruction; facilitating the development of a school vision and providing staff with professional development.

Belay Demissie (2017), also showed in his study that the school principals of Akaki kaliy sub-city are ineffective on many counts (supervisory support, professional support, community relation, curriculum development, etc.) to facilitate teaching and learning.

However, this study emphasizes the effectiveness of the school leaders' instructional leadership practices in public schools in Kaffa zone. The practices of instructional leadership effectiveness are assessed based on four factors namely; the school leaders' role in encouraging and motivating staff to participate in instructional issues, in promoting teachers' professional development, in the area of classroom observation and evaluation, and in monitoring students' progress. Additionally, the extent of school leaders' effectiveness in performing instructional leadership dimensions is evaluated in terms of school leaders' ability in; set school mission and visions, supervise and evaluate instruction, monitor instruction, and program, and promote a conducive school learning climate. Lastly, the study also showed the factors affecting instructional leadership effectiveness.

Consequently, this study attempted to obtain a reliable response to the following basic research questions.

1. What is the practice of instructional leadership in government secondary schools of Kaffa zone?
2. To what extent are instructional leaders effectively performing instructional leadership dimension in government secondary schools of Kaffa zone?
3. What factors affect the effectiveness of instructional leadership in government secondary schools in Kaffa zone?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of the study is to assess the instructional leadership effectiveness in government secondary schools in Kaffa zone.

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

- To explore the instructional leadership practice in government secondary schools of Kaffa zone.
- To identify the extent of instructional leaders' performance in the instructional leadership dimension in government secondary schools of Kaffa Zone.
- Find out the factors that affect the effectiveness of instructional leadership in government secondary schools of Kaffa Zone.

### **1.4. Significance of the Study**

The results of this study are expected to contribute to the school leaders, teachers, supervisors, and educational officers to improve their knowledge by gaining relevant and timely information concerning the existing system and practice of instructional leadership. In addition, principals and vice principals will get some ideas on how to become effective in their instructional leadership role in general and Kaffa zone particularly.

The school principals could get a clear insight into the magnitude and the nature of the problem, and help them to gear their program to the improvement of instructional leadership roles. Furthermore, other researchers may use this study as a reference for those who are interested in the related issues.



## **1.5. Delimitations of the Study**

Since it is difficult to cover all secondary schools found in the study area, geographically, this study is conducted in purposely selected governmental secondary schools found in Kaffa zone, southwest regional state of Ethiopia.

Conceptually, the study focused on the effectiveness of principals' instructional leadership practices based on four deliberately selected factors (the school leaders' role in encouraging and motivating staff to participate in instructional issues, in promoting teachers' professional development, in the area of classroom observation and evaluation and in monitoring students' progress); performances of instructional leadership dimensions mainly focusing on intentionally selected factors namely; (defining the school mission and vision, supervising and evaluating instruction, monitoring instructional program, promote conducive school learning climate) and finally, find out the major factors that affect the instructional leadership roles in the study area.

## **1.6. Limitation of the Study**

While conducting this study there are some limitations that the researcher faced. Firstly, there are limitations in the availability of well-organized data concerning the principal's instructional leadership effectiveness. Moreover, during data collection, the unlimited meeting programs of the principals and cluster supervisors for interview had an impact on the timely completion of the study.

## **1.7. Operational Definition of Key Terms**

To avoid confusion, some of the key concepts for this study in this paper are clearly defined in the following section.

**Instructional leaders:** in this context, are defined as school personnel who are responsible for instructional leadership of supervision of teaching and learning performance within the school.

**Instructional leadership:** - in this context, is supervision that encourages a continuous involvement of all school personnel in a cooperative attempt to achieve the most effective school program, through classroom observation, encouraging teachers, allocation of resource, development of academic climate and coordination of instructional programs.

**Leadership Effectiveness:** -The parameter or indicator which determines the outcome of a Leaders' behavior when he/she attempt to influence the others to achieve certain goal(s) in given Situation (Harris.A, 2004).

**Supervisor:** In this context, is a person who supervises workers or the work done by others.

**School leaders:** - in this study school leader is a person who designates a principal, assistant principal, department heads, unit leaders, PTSA (Parent Teacher Student Association), KEB (Kebele Education Board), or another individual who is an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary.

## **1.8. Organization of the Study**

This study is organized into five chapters. Chapter One contains background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the delimitations of the study, limitation of the study, and definitions of key terms. Chapter Two is a review of literature related to the concept of school leadership and the way of leadership effectiveness. Chapter Three focus on details about the methodology of the study. Chapter Four focuses on the presentation, analysis and interpretation of data and the summary, conclusions and recommendations about the findings is presented under Chapter Five.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Concept of Principals' Leadership and Effectiveness**

A conceptual framework developed by Hallinger(2003), summarized principals' instructional leadership practices in to three general dimensions: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. These dimensions were further delineated into ten instructional leadership functions: shaping the school goals, communicating the school goals, coordinating the school curriculum, supervising (evaluating) instruction, monitoring student progress, protecting instructional time, maintaining high visibility, providing professional development, providing incentives for teachers and providing incentives for learning.

On the other hand, leadership can be expressed as the process of influencing the activities of group individuals toward the achievement of an organizational goal (Rauch &Behling, 1984). As a concept it is an act of articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986). It can also be equated as a process of meaningful direction to the collective effort and creating an effort to be expended willingly to achieve some prescribed purposes (Jacobs &Jaques, 1990). This implies individuals can step outside the culture, and initiate and manage evolutionary changes (Schein, 1992) by influencing, motivating, and enabling followers committed to contributing toward the effectiveness and success of the organization (Drath&Palus, 1994).

Similarly, a school system that is made up of departments, teaching, and non-teaching staff, and the students requires effective educational leaders. The work effectiveness of the school depends on the cooperation between these people and the principal (Ibukun, 2011). The importance of school leaders in leadership responsibilities is becoming very significant, particularly in promoting student achievement (John, 2006). Often, School leaders seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice leadership as expected.

The School leader's effectiveness as a leader is measured in the school system by how far he/she carries out tangential duties which often reflect personal effectiveness (Ibukun, 2011). Work effectiveness of the school system requires an atmosphere of mutual trust,

understanding, and cooperation between the school head and the subordinate. Similarly, leadership is an important aspect of an organization. This is because the degree of accomplishment of organizational goals, by and large, lies in the degree of effectiveness of its leadership (Bolden, 2003).

Effective leadership results in higher performance where as ineffective leadership results in crippling an organization. This is the reason that when the leaders are effective, the subordinates are motivated and do up to their best to achieve their organizational objectives. Hallinger and Heck (1998) argue that educational leadership has a specific situation in the process of achieving the aims and objectives of the schools. To this end, the need for the smooth running of the school system calls for effective leadership.

## **2.2. Leadership Effectiveness**

The above controversy in the concept of leadership also rises in effectiveness. This is because educational leadership is said to be effective in terms of the goals it sets itself (Bundre. et al, 2003; p.133). However, for whom are the goals themselves effective? Are all goals equally morally acceptable? For example, in Germany, (in the period of Hitler) an effective school leader helps to produce young fascists for the Rich. In Presbyterian Church schools, the head's leadership style consists of doctrine Macbeth to cut out the "immoral" bits, showing how the Bible proves evaluation to be wrong, rejecting sex education of any kind and using corporal punishment to restrict the innate sinful tendencies of children, Ghouri, cited in Brundret, 2003; p.134). Then, if democracy is supposed to be the foremost political goal of education, should not this be reflected in how schools are led if schools are to be judged effective? (Brundrett, et al, 2003; p.135).

Porter et al, (2006; p.68), also emphasize that leadership operates within the social culture of its times. Nowadays, people expect a more 'democratic' style of leadership, and not one where they are deceived, coerced, or simply bribed to follow the leader's dictates. Fiedler, 1987: p.43 has developed a contingency model which, says that leadership effectiveness is the result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Drawing on the contingency theory of leadership effectiveness frame work bases its notion that no single style is effective in all situations but rather the situation determines the style that will most likely be effective (Sutcliffe, 1997; p.1).

Ayalew (2000; p.24) also stresses that different situations require different styles and the effectiveness of a style depends on the situations in which it is used. Therefore, effectiveness is context-based because it depends on the situation in which it is used and the leader acts. For an organization to be successful in the achievement of its goals functioning variables are required. However, the organization of the proper functioning of these inputs lies in the capability and competence of the leader. If the leader is capable to influence subordinates by using appropriate leadership styles following their level of job maturity, it is most likely that organizational goals will be achieved. Thus, the attainment of organizational goals is attributed to the effectiveness of the certain organization is a success.

Zenebe (1992; p.19) observed that effectiveness is an expression of a given quality of performance. Effectiveness refers to a level of achievement that results in high employer morale and the attainment of organizational goals. In an educational institution, particularly in secondary school leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied in consistent with a cultural and interpretive view of the organization. (Birnbaum, 1992; p.56) contends that a “leader who can command support constituent has met the needs of multiple and conflicting stake holders and has acclaim to be considered a good leader” and thus effective.

Though the leader cannot be effective without the support of his/her superiors and subordinates, it's in his/her hand that others can be made to contribute Likewise. Drucker (cited in Hersey, et al 2001; p.2) observes that successful managers must achieve the results valued by the people who have a stake in their organization's accomplishment. Thus, an effective leader commands the support of his/her superiors and subordinate for boosting employee morale and successful attainment of organizational goals.

### **2.2.1. Instructional leadership and teaching and learning**

In-depth studies of teachers' perceptions about characteristics of School leaders that influence teacher's classroom instruction have concluded that the behaviors associated with instructional leadership positively influence classroom instructions (Larson-knight, 2000; Blasé and Blasé 1998; Sheppard, 1996, & chrispeels, 1992). Especially, (Blasé and Blasé, 1998, 1999) findings indicate that when instructional leaders monitor and provide feedback on the teaching-learning process, there were increases in teacher reflection and are reflectively informed.

Instructional behaviors, in implementation of new ideas, greater variety in teaching strategies, more responses to students' diversity, lessons were prepared and planned more carefully teachers were more likely to take risks and more focus on the instructional process, and teachers used professional discretion to make changes in classroom practice. Teachers also indicated positive effects on motivation, satisfaction, confidence, and sense of security. Instructional leadership behaviors associated with promoting professional growth and staff development yield positive effects on classroom practice, (Chrispeel, 1992, p.231).

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

Locke and Latham (1990, p.52) assert that goal setting is an effective way to increase motivation and performance. They postulate that goals increased attention to the obtainment of the task, increase the effort expended on goals relevant to activities, increase persistence to achieve, and increase the development of strategies to obtain the goal. This is true even in loosely coupled organizations, such as public schools. Book Binder (2001) explains frequent communication of school goals by instructional leaders promotes accountability, a sense of personal ownership, and instructional improvements. A principal that defines and communicates shared goals with teachers provides organizational structures that guide the school toward a common focus. This common focus on academic press challenges teachers' behaviors within the classroom, which leads to more effective schools (Book Binder, 1992; Blasé and Blasé, 1998).

### **2.2.2. The Role of Instructional Leadership in School Success**

Early studies by Anderson and Soder, Hollinger and Heck (cited in McEwen, 2003, P.123), wallence (cited in Harris and Muijs 2005, p.34) asserted that the principal's role has a significant impact on the achievement of students, their studies demonstrate that high student's achievement has a direct relation with the function of strong instructional leadership.

However, many of the recent findings state that the influence of instructional leadership impact is rather indirect Bell et al, (cited in Harris and Muijs, 2005, p.231). In the same way, Deal and Lec (cited in Heck, 2006, p.65) suspected the direct link between school success and effective instructional leadership is very complex than easy to link. Blasé and Blasé, (1999, p.221). Further forwarded their argument that early researchers could not give enough evidence, which validates the direct link between strong instructional leadership and improved learning outcome. Regardless of the discrepancies observed from the point of view of the intellectuals, nowadays, instructional leadership are being accountable and unlike the customary management function like planning, organizing, allocating resources, creating equilibrium, controlling, etc. the present function of leadership mostly focused on developing and communicating mission and purpose, motivating and inspiring of followers towards the achievement of shared goals (Mctwen, 2003, Carlson, 1996; locke,1991).

Leadership, as to Locke, (1991) is the power of inducing others towards some commonly perceived goals, his definition encompasses three basic elements, namely followers, function, and influencing powers first, leadership is rational action that exhibits the presence of followers willing to act, second as a process, there is something to be done finally as a power, the leader has to possess either formal or informal power that the influences others, leaders at the higher post may use their legitimate power to facilitate situation, however, there are many other ways that formal and informal leadership motivate followers to get things done (Blasé and Blasé, 1999, p.154.,Hcewen, 2003, P.87). In addition, it is the leader's responsibility to communicate a picture of what the organization should be, convince followers Sand channel all activities towards accomplishing it. (Hoy and Miskel's, 2000, p.32).

Definition of leadership appears to be a more recent perspective; defines leadership as the art to transform people and an organization with aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done, they oversee the follower's activities and are responsible for improved learning outcomes. Most of the responsibilities in improving instructions by developing teachers' leaders are the province solely left to instructional leaders at whatever levels. (Sergiovanni, 2001; p.66-100); Fullan, (2001, p.175); Marks &Printy (2003; P.272), Harris and Mujjs, (2005, p.221).

However, stressed that the link between instructional leadership and school effectiveness is yet unclear and best indirect (Heck, 2006; Sergiovanni, 2001). Responsibility and accountability for effective instructional outcomes call leaders to design better ways for those

students can learn and the highest school outcome could be produced the role of the principal as an instructional leader through complex, loaded, and unclear in the past, now it is in the way of transition towards transformational leadership. (Chell, 1991, p.311). The role of principals as instructional leaders is still in the state of transition from administrative emphasis to more instructional, democratic, and participatory leadership (marks & printy, 2003).

The pressure of globalization and social expectation is inducing principals to take the lead in instructional activities such as setting goals, leading academic programs, and examining and evaluating teachers' performance. Hence, the contemporary thinking of facilitative instructional leadership requires school leaders to have vision, quality, and value to transform their school towards envisioned success (Smith, et al., 2004). Thus, elaborations of instructional leadership dimensions that support learning-centered school building can be tapped from the work of Dim mock. (2000).

The focus areas of the leader include; Goal emphasis, particularly towards students learning outcomes, Technical knowledge, and management of effective teaching and learning, Knowledge and management of technology, computer, internet, etc. Knowledge and management of organizational structure for service, Capacity and willingness to desirable model behaviors, building organizational culture that value learning of all, Leadership of human resource and management of other resources, Monitoring and reviewing performance in the school accountability, and finally Strategies for organizational change and innovations that contribute for building learning centered School (Smith, 2003).

Similarly, Weber (cited in Lashway, 2007, p.34) identified the following main functions that an instructional leader, a conducive learning climate, providing feedback on class, and evaluation of instructional performances. Colney and Pragger, (cited in Lash way,2007, p.45) Argued that aligning individual interest to a common vision, value and belief is changing that needs continuous effort and dialogue of the principal with school members until collegial leadership practice become the culture of the school (Burndret, Burfon, & smith, 2003; p.15).

### **2.3. Characteristics of Effective Leadership**

Schools are increasingly under public inspection, supervision at the regional level is established for visiting schools to monitor the effectiveness of school management, teachers' performance, and students' achievement, and School leaders are becoming more accountable



to expectations of school improvement (MoE, 2008, p11). In addition, leadership cannot be separated from the socio-political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; being responsive to the needs of students and society, and being accountable for effective teaching and learning processes.

Effective school leaders can utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective leaders as follow: “Good school leaders are those who can maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals.

Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. Harris’ (2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio-economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations Harris (2004), found that factors affecting success include the school’s vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people-centered and those who give importance to human needs rather than to organizational needs according to personal and professional values. They also distribute their leadership to other teachers. They extend the boundaries of participatory leadership and can combine a moral purpose with a willingness to promote collaboration amongst colleagues through investing in teacher development. This study suggests that school leadership is a collective endeavor that succeeds by involving all teachers in leadership and tapping their skills.

Under different challenging circumstances, leaders could be successful by building the community of the school through developing relationships and involving others, and providing the best opportunities for teaching and learning. Harris believes that success cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011).

Effective leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have the potential to contribute to leadership for school improvement but need a scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate, and provide support for all teachers to be able to contribute their knowledge and skills to leadership helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other form of leadership Harris (2004).

## **2.4. Functions of School Leaders**

The roles and responsibilities of school leaders are changing frequently due to a wave of reforms which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may be considered leadership, it is difficult to sketch the boundaries of leaders' work (Mayrowetz, 2008). Depending on the school situation and personal characteristics, leaders may work alone or collaboratively to reach their goals.

Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others (Duignan, 2006; Riley & MacBeath, 2003).

As noted, many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases. Researchers have attempted to define different characteristics of a successful principal (Hughes, 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher effective in an organization (Adedoyin, 2013; Walter, 2003; Everard, 2004, p. 34).

**1. Planning:** among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre-thinking, predication, and forecasting the future expectations in administration.

**2. Organizing:** this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, funds, information, and other resources to where and when needed.

**3. Directing:** a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and an effective communication system in the establishment are required. A leader will direct others successfully by setting the pace i.e. leading by good examples. Coordinating: this is referred to as the ability of a leader to advise a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.

**4. Supervision:** a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among the teachers so that they can be self-directive, creative, and more productive. As a school leader, a legitimate effort should be made in assisting the classroom teacher to improve on their own for them to be a self-propelling practitioner as well as ensure a favorable setting for effective teaching and learning.

**5. Controlling:** this refers to the ability of a leader to have the subordinate subjected to him to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standards, which provides the basis for comparing the actual output against the intended output to make corrective measures.

**6. Staffing:** this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major

duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.

**7. Reporting (Communication):** the principal must realize that he or she must be an excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the students.

Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must be able to gain acceptance and articulate the vision to willing followers.

**8. Motivation:** The key to effective management is the ability to get results from other people, through other people, and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive, energy, or degree of activities and individuals display towards goal achievement, many means can be used by the school manager in motivating personnel in the school system for higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics, and social value.

Motivating the personnel by the school manager will help in achieving quality control in the school, improve the level of cooperation among the staff and enable the school personnel in putting in their best in the work they do.

**9. Evaluation:** Among the major indispensable functions of an educational manager is program evaluation. In any educational institution, there is a need for the school administrator to evaluate the performance of his school against the goals and objectives of the society informed of the annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements.

Furthermore, Everard, (2004, p. 227) states that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. Leadership, they look for: Clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, Strategic planning, Leaders inspiring, motivating, and influencing staff and pupils, Creation of effective teams, Knowledgeable and innovative

leadership of teaching and curriculum, Commitment to an equitable and inclusive school where each matter.

Similarly, Stronge, (2008) states that today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed. Consequently, principals are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students.

## **2.5. Major Challenges of School Leadership Effectiveness**

The major factors that demoralize teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, the inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries (MoE, 2008).

Similarly, according to Harris (2004) problems that principals face is classified in various ways: problems related to principals and relationship with top personal characteristics and their relationship with top authorities, problems related to principals, problems related to time, and problems related to parents for the sake of convenience, in this study, the problems that would be dealt with are as follow.

### **1. Problems related to instructional staff.**

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

### **2. Lack of vision.**

McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is a lack of vision, will, and encouragement on the part of instructional leaders. A

successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable others to empower themselves to be willing to work long and hard duties.

### **3. Lack of support from top authorities.**

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

### **4. Lack of sufficient time.**

Lack of sufficient time is also another problem for instructional leadership. Time is the bane of any busy professional, but for instructional leaders, it poses a particular challenge because they seek to spend substantial time in the classroom where instruction is delivered. Every principal operates within the same time constraints. One major difference among principals is how they choose to use the time they do available (McEwan, 2003, P.13).

Rosser, Vicki J. (cited Roaden, 1970) further stated that to enhance the schools' performance, principals should focus on major missions of the school, teaching and learning, research, and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, un informed, and often inconsistent.

### **5. Personal characteristics of the principals.**

Another impediment of instructional leadership is the personal characteristics of the principals which affect their decision-making processes and their style of instructional leadership. the principal brings something to his/her principal ship position.

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

#### **6. Lack of skilled teachers.**

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to cooperate and collaborate with their colleagues (Camburn, Rowan & Taylor, 2003).

#### **8. Decision-making.**

Decision-making is an important component of any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long-term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as the need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse. B., 2009).

In addition, Biech, (2010) identified using survey five leadership challenging models, Model the Way, inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institution.

### **2.6. School Instructional Leadership Development in Ethiopia.**

Principal in schools is one of the influential administrative positions in the success of school plans concerning the historical background of the principal ship, authorities give their argument. As indicated in Knezevich, (in Ahmed, 2006) the origin of the principal ship can be traced to 1515 to the time of Johann Sturm in the USA. The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal. The history of the Ethiopian education system traces its origin to the introduction of Christianity about the fourth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Ahmed, 2016).

However, the western type of education system was formally introduced to Ethiopia in 1908 with the opening of Menilik Secondary School and there was no government-owned high school in this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened. According to Ahmed the history of the principal ship in Ethiopia, at its early stage was dominated by foreign principals. In all government-owned schools that were opened before and a few years after the Italian occupation expatriates from France, Britain, Sweden, Canada, Egypt, and India were assigned as school principals. After the restoration of independence in 1941, education was given priority which resulted in the opening of schools in different parts of the country. As there were not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR 1990).

According to MOE (2002), before 1962, expatriate principals were assigned to the Elementary and Secondary Schools of different provinces of Ethiopia during the 1930s and 1940s'. During this time Indians were given the principal ship position which may be for their higher education level and experiences in the principal ship. However, history had developed into a new phase where Ethiopians began to replace expatriates which started in 1964, According to Ahmed (2006). This new phase of the principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community where the school was located from the second half of 1940's, documents prove that Ethiopian school Heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given the highest priority of the principal ship. After 1960 it was known the Ethiopians who graduated with B.A. BSC degrees in any field were assigned as principals in schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MOE, 2002; p. 42).

However, during the first few years of the 1960s, it was understood that those graduates of B. A degree in pedagogy was directly assigned in secondary schools. On the other hand, career structure, and promotion that secondary school principals were those who held the first degree, preferably in the educational management field, and those who had at least worked for a limited time as a unit leader or department head, or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision include sufficient work experience. Currently (MOE), uses different criteria to select School principals, especially to lead preparatory school leaders who should have MA Degree in



EDPM. The main objective of the program is to maximize students learning outcomes by improving the conditions that might have an impact on them. As was mentioned before, the program focuses on four major domains of the school namely improving the teaching and learning, creating a conducive learning environment, improving school leadership, and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership (MOE, 2007). The Ethiopian education and training policy (1994; p.29-30) states that educational management should be democratic, professional, efficient coordinated, and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principles.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

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

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). In this study, a descriptive survey was employed to get the general picture of the effectiveness of school leaders' instructional leadership practices in the government secondary school in Kaffa zone. Abiy et al., (2009) suggested that a descriptive survey is used to gather data at a particular point in time to describe the nature of existing conditions or identify standards against which existing conditions can be compared, or determine the relationships that exist between specific events.

#### **3.2. Research Approach**

This study employed mixed research approach involving both qualitative and quantitative research strategies because the combination of both approaches provides a more complete understanding of a research problem than either approach alone, Creswell (2014). Besides in a mixed research strategy, the qualitative approach helps to clearly describe the existing reality in the study area and the quantitative approach helps to describe the objective ideas in a more detailed manner.

#### **3.3. Sources of Data**

Data were collected from primary and secondary sources. The primary sources of the data include key informants from supervisors, principals, and teachers of secondary schools. Those in the managerial position were contacted for information sources for the reason that they were directly involved in the practices of school leadership. Teachers were taken as a source of information because they are direct beneficiaries of the service delivered. In addition, a secondary source of data was collected from documents mainly focusing on records like a strategic plan, annual plan, lesson plan, checklists used in the school-based supervision, and instructional leadership support in secondary schools. Moreover, other relevant documents of the schools such as brochures that state the vision, mission, goals, and manuals were used.

### 3.4. The Study Population

The study population of this study includes all the secondary schools in Kaffa zone, teachers, principals (school leaders), vice principals, and supervisors. According to the information taken from Kaffa zone education department, there are 60 secondary schools in the Kafa Zone (Kaffa zone education department, 2014).

### 3.5. Sample size and Sampling Technique

According to Kafa Zone education office statistical data, currently, there are 12 Woredas and 5 administrative towns in the zone with 60 Secondary schools. Since it is difficult to cover all areas of the study and manage it properly, the study used 3 Woreda's which are selected by purposive sampling method because it is easy to get detailed information better than others.

From these 3 Woredas, the study used six (6) government secondary schools by simple random sampling method because it gives each possible sample combination an equal probability of being picked up, and each item in the entire population has an equal chance of being included in the sample Kothari (2004).

For semi-structured interviews, the study used all the principals and cluster supervisors found in six study schools.

In the selected six secondary schools, there are a total of 237 teachers; since the total number is manageable the study used all the teachers as a source of data for questionnaires through purposive sampling technique.

**Table 1: Sample size determination**

Name of school	Targeted population (Teachers)	Sample size (%)	Sampling technique
Bitta Millenium	75	100%	Purposive sampling
Melles No 1	33	100%	
Buta	35	100%	
Wareta	39	100%	
Kulish	27	100%	
Dosha tuga	28	100%	
<b>Total</b>	<b>237</b>	<b>100%</b>	

Source: own survey, 2022

## **3.6. Data Collection Tools**

### **3.6.1. Primary data collection instruments**

In order to collect relevant primary data, survey questionnaires and semi-structured interviews were used in the process of gathering necessary firsthand information.

#### **i) Questionnaire**

A questionnaire was used as the major instrument to collect adequate information from teachers. Questionnaires were chosen and considered appropriate because they can cover a large sample of participants, thereby allowing a reasonable degree of generalization of the findings. It makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). Moreover, Schermerhorn, Hunt, & Osborn (2000) state that, a questionnaire is relatively economical, has the same questions for all subjects, can ensure anonymity, and contains questions written for specific purposes. Each item on the questionnaire will be developed to address a specific objective of the study. The questionnaires were translated into Amharic language for both representatives to minimize communication barriers.

The questionnaires have two parts. The first part of the questionnaire describes respondents' background information; Sex, age, and name of the school. The second part incorporates both closed and open-ended question items. The close-ended items were prepared by using Likert scales and the value of the scale was between one and five. Similarly, the Likert scale questions asking the respondents to rate the practices of school leaders' instructional leadership and the response categories to each of the questions are in descending order weighting: The response categories to each of the questions are in ascending order of weighting: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree.

#### **ii) Semi-Structured Interview**

The semi-structured interview was used to gather in-depth qualitative data from secondary school principals and cluster supervisors. Employing a semi-structured interview is quite important because the interview has great potential to release more in-depth information, provide an opportunity to observe the non-verbal behavior of respondents; give opportunities for clearing up misunderstandings, as well as adjusted to meet many diverse situations (Abiy

et al., 2009). The interview questions were translated into Amharic language for all respondents to minimize communication barriers.

### **3.6.2. Secondary Data Collection Instrument**

#### **i) Document Review**

Document analysis refers to the process of using any kind of document, like written sources, such as papers, and letters, for the analysis of a particular research question (Abiy et al., 2009). Thus, in this study, the researcher collected relevant secondary data which are related to the topic by analytically reviewing different documentary sources; including books, articles, published and unpublished thesis, reports, and any other relevant academic writings.

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

To answer the research questions raised and to confirm, cross-validate findings a study passed through a series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interviews, and document review. Having letters of authorization from Jimma University and the Kafa Zone education office, the researcher directly contacted each sampled school.

### **3.8. Method of Data Analysis**

After the collection of the required data from the respondents, the researcher analyzed data by using tables according to similarities of issues raised in the questionnaires. Depending on the nature of the variables quantitative and qualitative data analysis method was employed. The data gathered through open-ended questions, interviews, and document analysis were analyzed qualitatively through descriptive narration for triangulation. To begin the analysis, different characteristics of respondents are analyzed by using frequency, percentage, mean and standard deviations. Secondly, the quantitative data obtained through the Likert Scale in questionnaires were inserted into modern statistical software or SPSS (version 23) organized and tabulated around the sub-topics related to the research questions and analysis were done by using mean and standard deviation values. Descriptive statistics like mean and standard deviation are calculated for those items prepared in a Likert type of scale.

### **3.9. Ethical Considerations**

In order to ensure the confidentiality of data collection and to keep the right of the respondents the following ethical respects will be carefully observed: The respondents will be asked for their willingness, based on their permission they are going to be oriented or informed about the objectives and aim of the research.

Besides, a letter of confirmation for conducting the research will be presented to the education office. The researcher will consider cultural, religious, gender, and other significant differences into account within the population.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRITATION

#### 4.1. Introduction

This study aimed to assess the practices of principals' instructional leadership in government secondary schools of Kafa zone in the southwest Ethiopian regional state. This chapter presents a detailed presentation and discussion of the results of the study. It covers the data gathered from the study participants using a questionnaire (open and close-ended) from a total of 237 teacher respondents from which 96% (228) of the questionnaire were properly returned to the researcher and analyzed. This means only 4% (9) of the questionnaires were not returned or lost. In addition, 6 school principals and 4 secondary school cluster supervisors were interviewed about the practices of instructional leadership in the zone and; analyzed and interpreted.

#### 4.2. Demographic Characteristics of Respondents

The demographic features of the respondents are presented in terms of; gender, work experience, and educational status in the following table.

**Table 2: Demographic Characteristics of Respondents**

Respondent Teachers		Frequency	Percent (%)
<b>Gender</b>	Male	142	62.44
	Female	86	37.55
	<b>Total</b>	<b>228</b>	<b>99.99</b>
<b>Work Experience</b>	1-5 years	116	51.05
	6-10 years	86	37.55
	11-15 years	26	11.39
	Above 16 years	-	-
	<b>Total</b>	<b>228</b>	<b>99.99</b>
<b>Level of Education</b>	Diploma	17	7.59
	BA/BSc.	199	87.34
	MA/MSc.	12	5.06
	PhD and above	-	-
	<b>Total</b>	<b>228</b>	<b>99.99</b>

In this study, from a total of 228 sample respondents, 62.44% (142) were male teachers and the remaining 37.55% (86) were females. The information indicated that the male participants of this study balance females. Thus, in this study majority of the respondents are male teachers. This result tells us that most of teachers in Kaffa zone government secondary schools are males than females.

Concerning work experience, 51.05 % (116) of respondents have 1-5 years of teaching experience. Similarly, 37.55% (86) of the study participants have 6-10 years of teaching experience. Whereas, the remaining 11.39% (26) of the study participant teachers have 11-15 years of service in teaching. This result shows that most of the respondents have 1-5 years of teaching experience.

The educational status of study participants also shows that the majority of respondents 87.34% (199) have BA/MSc. Degree in a specific discipline. While the remaining 7.59% (17) and 5.06% (12) of the study participants have Diplomas and MA/MSc Degree in specific fields respectively. Even though secondary school teachers need to have BA/BSc Degree, there are still Diploma holders who are teaching in government secondary schools of the study area. However, majority of the study participants have BA/MSc. Degree in specific subjects.

Table 3: Subject Specialization of the Principals.

<b>Field of the study</b>	<b>Frequency</b>	<b>%</b>
Educational planning and management	2	33.34
Economics	1	16.66
Geography	1	16.66
Amharic	1	16.66
Civic and ethical education	1	16.66
<b>Total</b>	<b>6</b>	<b>100</b>

As displayed in the Table above, among 6 principals only two (33.34%) of them graduated in Educational Planning and Management. The remaining 66.65% of them graduated in other subjects namely; Economics, Geography, Amharic, Civic, and ethical education.



This implies that the majority of principals lead instructional activities in government secondary schools of the zone without having relevant qualifications and competency in educational leadership practices. This confirmed the regulation of MOE (2010) that stated; that individuals assigned as principals or vice principals at the secondary school level should be qualified at the Master's Degree level in Educational Leadership; did not implement in kaffa zone government secondary schools.

### **4.3. The Practices of Secondary School principals` Instructional Leadership**

The study assessed the practices of the school principal's instructional leadership effectiveness in government secondary schools of kaffa zone on the basis of four factors namely; the school principals' role in encouraging and motivating staff to participate in instructional issues, in promoting teachers' professional development, in classroom observation and evaluation, and in monitoring students' progress.

In the process of improving teachers' instructional competencies and quality education, effective school leadership has many contributions. It is useful in equipping teachers with the necessary knowledge and skills to solve educational problems by creating dynamic methodological changes, in the teaching-learning process (Goker, 1998). To assure this, the study has surveyed school principals' role effectiveness in the following table.

Table 4: The school principal's effectiveness in encouraging and motivating staff to participate in instructional issues

No.	The school principal's effectiveness in encouraging and motivating staff to participate in instructional issues	Responses	Freq.	%	Mean	SD
1.	Encourages teachers to carry out action research	Strongly Disagree	39	17.0	2.67	1.189
		Disagree	76	33.2		
		Not decided	53	23.1		
		Agree	42	18.3		
		Strongly Agree	18	7.9		
		Total	228	99.6		
2.	Support teachers in using innovative teaching methods	Strongly Disagree	50	21.8	2.36	.925
		Disagree	89	38.9		
		Not decided	68	29.7		
		Agree	21	9.2		
		Strongly Agree	-	0.00		
		Total	228	99.6		
3.	Decide on good teaching among teachers	Strongly Disagree	67	29.3	2.41	1.279
		Disagree	71	31.0		
		Not decided	41	17.9		
		Agree	28	12.2		
		Strongly Agree	21	9.2		
		Total	228	99.6		
4.	Debates instructional-related policies and issues with the staff	Strongly Disagree	31	13.5	3.33	1.377
		Disagree	46	20.1		
		Not decided	18	7.9		
		Agree	82	35.8		
		Strongly Agree	51	22.3		
		Total	228	99.6		
5.	Give some of his instructional leadership tasks to teachers.	Strongly Disagree	27	11.8	3.35	1.354
		Disagree	49	21.4		
		Not decided	21	9.2		
		Agree	79	34.5		
		Strongly Agree	52	22.7		
		Total	228	99.6		
Aggregate mean					2.824	

Source: own survey, (2022)

The principal has to play a significant role in motivating his or her teachers in order to facilitate the effective functioning of the school as an organization. Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best (Marshall 1993:1). The teacher needs the full support of the management to be motivated (Murthy 2003).

In most developing countries of the world, there has been a growing awareness about teacher motivation is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness v. Onjoro, etal, (2015).

In the above table, respondents were asked about the school principals' effectiveness in encouraging and motivating staff to participate in instructional issues.

As illustrated in item 1 of the table above demonstrates that 115(50%) of respondents disagreed on the practice of Encouraging teachers to carry out action research, 53(23.1%) out of teachers undecided, 60(26.31%) of teachers agreed. The school principals' practice in encouraging teachers to carry out action research ( $M= 2.67$ ,  $SD= 1.18$ ) which is moderate level of agreement.

In item 2 of the same table, majority 139(60.96%) of respondents disagreed on the school principals' practice to support teachers towards using innovative teaching methods, 68(29.7%) of teachers not decided and 21(9.2 %) of the respondents agreed on the item. The school principals' practice to support teachers towards using innovative teaching methods ( $M= 2.36$ ,  $SD= 0.925$ ), which is low level of agreement.

In item 3 of the same table, majority 138(60.52%) of respondents decided their disagreement on the practice of principals in deciding good teaching among teachers, 41(17.9%) of teachers undecided, 49(21.49%) of the respondents decided their agreement. respondents disagreed on the school principals' practice to support teachers towards using innovative teaching methods ( $M= 2.41$ ,  $SD= 1.279$ ), which is low level of agreement.

Likewise in item 4, about 77(33.77%) of the teachers decided their disagreement on school principals' practice in debating instructional related policies and issues with the staff, 18(7.9%) of the teachers undecided and majority 133(58.33%) of respondents agreed on school principals' practice in debating instructional related policies and issues with the staff ( $M= 3.33$ ,  $SD= 1.377$ ), which is moderate level of agreement.

In item 5 of the same table, 76(33.33%) of the teachers decided their disagreement on school principals' ability to give some of his instructional leadership tasks to teachers, 21(.2%) of the teachers not decided on the item, the majority 131(57.45%) of respondents agreed on school principals' ability to give some of his instructional leadership tasks to teachers with (M= 3.35, SD= 1.354), which is moderate level of agreement.

The average mean score of the school principal's effectiveness in encouraging and motivating staff to participate in instructional issues is found to be moderate level.

From this result, we can understand that the school principal's effectiveness in encouraging and motivating staff to participate in instructional issues in Kaffa zone government secondary schools is not effectively practiced. This shows that shortage of staff participation due to inadequate motivation of principals had led to low quality education in kaffa zone government secondary schools.

Regarding the principals' view during interviews, majority of the respondents replied that they formally invite all staffs of the school to take part in instructional issues. According to one of the respondent interviews on staff participation in instructional issues;

*"Since instructional issues need the involvement of several stakeholders, staffs of the school are encouraged to participate in instructions. Among the stakeholders the school staffs take the higher role to play in instruction. However, teacher's participation is not enough as it is expected. This due to loaded activities of our tasks the expected outcome is not achieved."*(PR2, March 25/2021)

The other respondent similarly stated that;

*"School instructional issues cannot be effective without the involvement of concerned bodies. Thus, for the success of the instruction teachers has to be encouraged and motivated on their tasks through their respective school principals. But, in our school the engagement and motivation of teachers is not enough because low participation of teachers in action researches, not using innovative teaching methods rather teachers focus on usual method of teaching."* (PR4, April 11/2021)

From this result, we can understand that school principal's effectiveness in encouraging and motivating staff to participate in instructional issues is found to be ineffective which shows principals gap in engaging teachers in instructional issues.

The findings of this study is coincides with Demekech (2020) which showed principals ineffectiveness in encouraging and motivating staff to participate in instructional issues in

secondary schools of the study area. Therefore, the similar findings of this study and Demekch's research conducted in the same study area but, with different sample secondary schools and sample size shows the severity of the problem.

Table 5: The school principals' practices in promoting teachers' professional development

No.	The school principals' practices in promoting teachers' professional development	Responses	Freq.	%	Mean	SD
1.	Takes clear steps to aid teachers' professional development	Strongly Disagree	74	31.8	2.28	1.235
		Disagree	81	34.8		
		Not decided	19	8.2		
		Agree	43	18.5		
		Strongly Agree	11	4.7		
		Total	228	97.9		
2.	Organize school workshops for teachers related to instruction	Strongly Disagree	82	35.2	2.19	1.229
		Disagree	79	33.9		
		Not decided	23	9.9		
		Agree	30	12.9		
		Strongly Agree	14	6.0		
		Total	228	97.9		
3.	Administer experience sharing program related to instruction for teachers inside the school	Strongly Disagree	26	11.2	3.24	1.319
		Disagree	61	26.2		
		Not decided	12	5.2		
		Agree	91	39.1		
		Strongly Agree	38	16.3		
		Total	228	97.9		
4.	Arrange experience sharing program related to instruction for teachers with other school	Strongly Disagree	69	29.6	2.33	1.263
		Disagree	86	36.9		
		Not decided	18	7.7		
		Agree	39	16.7		
		Strongly Agree	16	6.9		
		Total	228	97.9		
5.	Arrange an induction program for novice teachers related to teaching and learning	Strongly Disagree	63	27.0	2.53	1.403
		Disagree	81	34.8		
		Not decided	16	6.9		
		Agree	36	15.5		
		Strongly Agree	32	13.7		
		Total	228	97.9		
Aggregate mean					2.514	

Source: own survey, (2022)

Teacher professional development offers a relevant tool toward motivating teachers because it makes them feel sufficiently equipped and prepared for their task. As to The Wallace Foundation

(2011), principals play a major role in developing “professional community” of teachers who guide one another in improving instruction. The key role of instructional leadership is the promotion of teachers’ professional growth and development with respect to teaching methods and collegial interactions about teaching and learning. The principal, as chief coordinator of the schools staff development program, provides the resources for activities that are necessary to meet perceived needs (Snyder, 1983).

Accordingly, the above table shows respondents' responses on the school principals' practices in promoting teachers' professional development focusing on four items.

Hence, on the first item, the majority 155(67.98%) of respondents decided their disagreement on principals take clear steps to aid teachers' professional development, 19(8.2%) of the teachers undecided, 54(23.68%) of the teachers decided their agreement on given item with (M= 2.28, SD= 1.235), which is low level of agreement.

Similarly, on item 2 of the same table, majority 161(70.61%) of respondents decided their disagreement on the principals' practice on organizing school workshop for teachers related to instruction, 23(9.9%) of respondents undecided, 44(19.29%) of teachers agree. The calculated mean value of 2.19 expresses respondents' disagreement with the standard deviation of 1.229.

Item 3 of table 5 about 87(38.15%) of teachers decided their disagreement, 12(5.2%) of respondents undecided and majority 129(56.57%) of respondents decided their agreement on the school principals' administration experience sharing program related to instruction for teachers inside the school. A mean value of 3.24 expressed the respondents' agreement with a standard deviation of 1.319.

Moreover, item 4 of table 5 above, majority 155(67.98%) of respondents decided their disagreement on the school principals arrange experience sharing program related to instruction for teachers with the other school, 18(7.7%) of respondents undecided, 55(24.12%) of the teachers decided their agreement. The school principals arrange experience sharing program related to instruction for teachers with the other school (M=2.33, SD= 1.263), which is low level of agreement.

Item 5 of table 5 above, majority 144(63.15%) of respondents expressed their disagreement with the school principal's arrangement induction program for novice teachers related to teaching and learning, 16(6.9%) out of the teachers undecided, 36(15.5%) out of the teachers strongly agree with (M=2.53, SD= 1.403), which is moderate level of agreement.

Therefore, from this result, we can conclude that the aggregate mean of all items under the school principals' practices in promoting teachers' professional development in Kaffa zone government secondary school is found to be moderate level.

Similar study conducted by Serkalem in government secondary schools of North Shoa zone, Oromia regional state showed that the schools under study were not effective in engaging in results-oriented professional development aligned with school goals, collaboratively plan professional development programs, to participate in professional development, and aligning professional development programs with national teachers professional standards.

In line with this, almost all of the interview respondents' idea also supported this result that school principals do not support teachers to participate in CPDs, low arrangement of an induction program for beginner teachers related to teaching and learning, and cannot arrange experience sharing programs with other schools. This is related with the reason that principals' lack sufficient knowledge of continuous professional development.

**Table 6: The school principals' practices in the area of classroom observation and evaluation**

No.	The school principals' practices in the area of classroom observation and evaluation	Responses	Freq.	%	Mean	SD
1.	Regularly follow up teachers on curriculum implementation	Strongly Disagree			4.00	.898
		Disagree	24	10.4		
		Not decided	19	8.3		
		Agree	117	51		
		Strongly Agree	68	30		
		Total	228	99.7		
2.	Continuously approve the teachers' lesson plan	Strongly Disagree			4.13	.751
		Disagree	11	5		
		Not decided	18	8		
		Agree	129	56.1		
		Strongly Agree	70	30.4		
		Total	228	99.5		
3.	Offer immediate feedback after proving teachers' lesson plan	Strongly Disagree			4.06	.769
		Disagree	13	6		
		Not decided	22	10		
		Agree	132	57.4		
		Strongly Agree	61	26.5		
		Total	228	99.9		
4.	Regularly evaluates the instructional methods	Strongly Disagree	68	30	2.55	1.446
		Disagree	74	32.2		
		Not decided	11	5		
		Agree	42	18.3		
		Strongly Agree	33	14.3		
		Total	228	99.8		
5.	Discuss with teachers as colleagues to know the progress of the instruction	Strongly Disagree	57	25	2.46	1.288
		Disagree	91	39.6		
		Not decided	21	9.1		
		Agree	37	16.1		
		Strongly Agree	22	10		
		Total	228	99.8		
Aggregate mean					3.44	



According to MOE (1994 E.C) principals has to develop mechanism by which competent teachers share their experience with the staff. If competent teachers share their experiences with colleagues, it will make the schools more fruitful and sounded.

In order to meet the demanding requirements of the Ministry of education, principals in schools are expected to play a great role in supervision, research work, planning, goal setting, and provision of instructional materials in schools (MoE, 2013).

Accordingly, the table above shows respondents' arguments on the school leaders' practice in the area of classroom observation and evaluation.

Therefore, in item 1 of table 6, about 24(10.4%) of the teachers decided their disagreement, 19(8.3%) out teachers undecided and the majority 185(81.14%) of respondents expressed their agreement with the school principal to follow up on teachers' curriculum implementation regularly with (M= 4.00, SD= 0.898), which is high level of agreement.

Likewise, item 2 of the same table, about 11(5%) out of the teachers disagree, 18(8%) of respondents undecided and the majority 199(87.28%) of respondents expressed their agreement with the school principals' continuous approval of the teachers' lesson plan with (M= 4.13, SD= 0.751), which is high level of agreement.

Item 3 also showed 13(6%) out of the teachers disagree, 22(10%) of respondents undecided, the majority 193(83.9%) of respondents expressed their agreement with school principals' delivery of immediate feedback after proving teachers' lesson plans with (M= 4.06, SD= 0.769), which is high level of agreement.

Whereas, item 4 reveals the majority 142(62.28%) of respondents decided their disagreement on school principals' regular evaluation of the instructional methods, 11(5%) of teachers undecided and 75(32.89%) out of the teachers decided their agreement with (M= 2.55, SD= 1.446), which is moderate level of agreement.

The last item shows the majority 148(64.91%) of respondents expresses their disagreement with principals' discussion with teachers as colleagues to know the progress of the instruction, 21(9.1%) out of the teachers undecided and 49(21.49%) of respondents decided their agreement. (M= 2.46, SD= 1.288), that express respondents' low level of agreement with principals' discussion with teachers as colleagues to know the progress of the instruction.

From this result, we can understand that there is a moderate level of agreement on the aggregate mean of all items under school principals' practice in the area of classroom observation and evaluation in kaffa zone government secondary schools.

Moreover, the result of interviews conducted with cluster supervisor showed the following;

*“Sometimes I observe and evaluate classroom teaching methods of teachers at different schools. Through classroom observation, I frequently detect that teachers normally conduct teaching with curriculum using annual and daily lesson plans. After classroom observation, I offer feedbacks on general teaching methods used as well as lesson plan of teachers.”( SUP2, April 19/2021)*

This shows that there is clear following up of implement curriculum in kaffa zone government secondary school. Moreover, school leaders approve lesson plans and give feedbacks for teachers on lesson plans.

This result is opposite with the result of Belay Demise (2017), which showed that though Principals engagement in curriculum development activities at school level and involvement of others was highly expected to facilitate teaching and learning, however, they performed to a low degree in Akaki Kaliti sub-city.

Table 7: Practices of school principals in monitoring students' progress

No.	Practices of school principals in monitoring students' progress	Responses	Freq.	%	Mean	SD
1.	Regularly collect classroom information on student achievement	Strongly Disagree	23	10.1	3.38	1.356
		Disagree	53	23.2		
		Not decided	27	11.8		
		Agree	65	28.5		
		Strongly Agree	60	26.3		
		Total	228	100.0		
2.	Use assessment result reports in assessing the academic progress of students	Strongly Disagree	8	3.5	3.97	1.106
		Disagree	29	12.7		
		Not decided	7	3.1		
		Agree	101	44.3		
		Strongly Agree	83	36.4		
		Total	228	100.0		
3.	Frequently meet teachers to deal with students' academic progress	Strongly Disagree	32	14.0	3.16	1.351
		Disagree	61	26.8		
		Not decided	9	3.9		
		Agree	91	39.9		
		Strongly Agree	35	15.4		
		Total	228	100.0		
4.	Regularly discuss with parents regarding student's academic progress	Strongly Disagree	59	25.9	2.53	1.339
		Disagree	83	36.4		
		Not decided	16	7.0		
		Agree	47	20.6		
		Strongly Agree	23	10.1		
		Total	228	100.0		
Aggregate mean					3.26	

Source: own survey, (2022)

Anderson and Soder, Hollinger and Heck (cited in Mcewen, 2003), wallence (cited in Harris and Muijs 2005) asserted that principals role has significant impact on the achievement of students, their studies demonstrate that high students achievement has direct relation

with the function of strong instructional leadership. In line with this, the above table shows the respondents' response to the practices of school principals in monitoring students' progress in kaffa zone government secondary schools.

Accordingly, in item 1, about 76(33.33%) of the teachers decided their disagreement, 27(11.8%) of respondents undecided and the majority 125(54.82%) of respondents expressed their agreement with the school principals' regular collection of classroom information on student achievement. (M= 3.38, SD= 1.356), which express the respondents' moderate level of agreement.

In item 2 of table 7, about 37(12.7%) of teachers decided their disagreement, 7(3.1%) out of the teachers undecided and majority 184(80.70%) of respondents expressed their agreement with the school principals' use of assessment result reports to assess the academic progress of students. (M=3.97, SD= 1.106), which express the respondents' agreement.

Similarly, in item 3, about 93(40.78%) of the teachers decided their disagreement, 9(3.9%) out of teachers undecided and the majority 126(55.26%) of respondents expressed their agreements with school principals frequently meeting teachers to deal with students' academic progress. (M= 3.16, SD= 1.351), which express the respondents' moderate level of agreement.

Item 4 of table 7 showed the majority 142(62.28%) of the respondents decided their disagreement on school principals' regular discussion with parents regarding students' academic progress, 16(7%) out of the teachers undecided and 70(30.70%) out of the teachers decided their agreement. (M= 2.53, SD= 1.339) which express the respondents' moderate level of agreement.

Generally, the aggregate mean of all items in school principals' practices in monitoring students' progress in kaffa zone government secondary schools is found to be not effectively practiced.

The result from interviews with principals and cluster supervisors also revealed that monitoring students' progress is continuously being done by school principals in order to improve the progress of students. This is done after reviewing students result report per semester. Principals conduct a meeting with teachers to improve students' achievement. However, most of the interviewees replied that there are no frequent discussions with students' parents on students' achievement.

#### **4.4. Performance of Instructional Leadership Dimensions**

Williams (2006) asserted that effective leaders lead through a vision, shared sets of values and shared objectives. The leader had a vision and acted upon the vision to make their aspirations and the aspirations of others happen. Therefore, if the school principals are not effective and lack setting school vision, they will not properly design action plans and implementation strategies of school plans.

Effective leadership begins with the development of a school-wide vision of commitment to high standards and the success of all students. The principal helps to spell out that vision and get all others on board with it.

Teacher in secondary school under study were asked about Principals' performance related to the vision and mission of their respective schools and the result were discussed here under.

**Table 8: Principals' performance related to the vision and mission of your school**

No.	Principals' performance related to the vision and mission of your school	Responses	Freq.	%	Mean	SD
1.	Express well the vision to all stakeholders	Strongly Disagree	41	18.0	2.75	1.335
		Disagree	89	39.0		
		Not decided	10	4.4		
		Agree	62	27.2		
		Strongly Agree	26	11.4		
		Total	228	100.0		
2.	Allocate sufficient resources for the effective implementation of a school vision and mission	Strongly Disagree	26	11.4	3.00	1.301
		Disagree	85	37.3		
		Not decided	9	3.9		
		Agree	79	34.6		
		Strongly Agree	29	12.7		
		Total	228	100.0		
3.	Develop missions that are simply understood and used by teachers in the school	Strongly Disagree	8	3.5	3.91	.994
		Disagree	21	9.2		
		Not decided	12	5.3		
		Agree	129	56.6		
		Strongly Agree	58	25.4		
		Total	228	100.0		
4.	Identify the hindrance to achieving the missions of the school and design strategies to address the obstacles in advance	Strongly Disagree	47	20.6	2.69	1.312
		Disagree	82	36.0		
		Not decided	11	4.8		
		Agree	70	30.7		
		Strongly Agree	18	7.9		
		Total	228	100.0		
5.	Prepare a set of annual school-wide goals focused on student learning	Strongly Disagree	21	9.2	3.41	1.244
		Disagree	41	18.0		
		Not decided	33	14.5		
		Agree	89	39.0		
		Strongly Agree	44	19.3		
		Total	228	100.0		
Aggregate mean					3.152	

Source: own survey, (2022)

The table above shows respondents' agreement level on school principals' performance related to the vision and mission of the school.

In item 1 of table 8 showed, majority 130(57.01%) of the respondents expressed their disagreement with principals well expression of the vision to all stakeholders, 10(4.4%) out of teachers undecided and 88(38.59%) of the teachers decided their agreement. (M= 2.75, SD= 1.335), which expressed their moderate level of agreement.

This shows principals gap in communicating the school visions to all concerned stakeholders in kaffa zone government secondary schools.

Moreover, on items 2 of the same table, the majority 111(48.68%) of respondents express their disagreement with principals' allocation of sufficient resources for the effective implementation of a school vision and mission, 9(3.9%) of the teachers undecided and 108(47.38%) of respondents decided their agreement. (M= 3.00, SD= 1.301), which express the respondents' moderate level of agreement.

Item 3 of the same table revealed that 29(9.2%) out of respondents decided their disagreement, 12(5.3%) of respondents undecided and the majority 187(82.01%) of respondents decided their agreement with development missions that are easy to understand and used by teachers in the school. (M= 3.91, SD= 0.994), which expresses high levels of agreement.

Similarly, item 4 shows the majority 129(56.57%) of respondents decided their disagreement with principals on identifying the factors affecting to achieve missions of the school designing strategies to address the obstacles in advance, 11(4.8%) of respondents undecided and 88(38.59%) out of respondents decided their agreement on the given item. (M= 2.69, SD= 1.312), which expresses the respondents' moderate levels of agreement.

Finally, item 5 shows 62(27.19%) of respondents decided their agreement, 33(14.5%) out of teachers undecided and the majority 133(58.33%) of respondents expresses their agreement on principals in preparing a set of annual school-wide goals focused on student learning. (M= 3.41, SD= 1.244), that express the respondents' moderate levels of agreement.

Therefore, from this result, we can conclude that the aggregate mean depicts a moderate level of agreement on school principals' performance related to the vision and mission of schools in kaffa zone government secondary school.

This result compiles with a study conducted by Belay Demise (2017), in Akaki Kality sub city which revealed that principals /vice principals gather data from various sources to create a common vision for the school when developing the school goals and were posted on transparent place but the school society have big gap in understanding and implementing them.

Interviews conducted with principals showed that schools do have visions and missions which were drafted by principals themselves. In drafting visions and missions no more stakeholders have participated and principals use the education sector's vision and mission as a sample. Moreover, this information was supported by the document analysis by the researcher that the schools under study have vision and mission statements that are posted in their respective school compounds as well as documented in their offices.



Table 9: Supervising and Evaluating the Instruction

No.	Supervising and Evaluating the Instruction	Responses	Freq.	%	Mean	SD
1.	Perform classroom visits to improve the instructional process	Strongly Disagree	31	13.6	3.04	1.300
		Disagree	67	29.4		
		Undecided	21	9.2		
		Agree	81	35.5		
		Strongly Agree	28	12.3		
		Total	228	100.0		
2.	Provide adequate time after class visits to discuss the problems as well as plan improvement together	Strongly Disagree	29	12.7	2.78	1.182
		Disagree	89	39.0		
		Not decided	26	11.4		
		Agree	71	31.1		
		Strongly Agree	13	5.7		
		Total	228	100.0		
3.	Create opportunities for professional discussions among teachers	Strongly Disagree	42	18.4	2.63	1.226
		Disagree	92	40.4		
		Not decided	14	6.1		
		Agree	69	30.3		
		Strongly Agree	11	4.8		
		Total	228	100.0		
4.	Promote teachers to use different instructional methods	Strongly Disagree	33	14.5	2.69	1.155
		Disagree	85	37.3		
		Not decided	44	19.3		
		Agree	52	22.8		
		Strongly Agree	14	6.1		
		Total	228	100.0		
5.	Make regular follow-ups of an instructional process to give immediate feedback to teachers	Strongly Disagree	39	17.1	2.54	1.135
		Disagree	97	42.5		
		Not decided	31	13.6		
		Agree	52	22.8		
		Strongly Agree	9	3.9		
		Total	228	100.0		
Aggregate mean					2.736	

Source: own survey, (2022)

The above table reveals respondents' views on supervision and evaluation of the instruction in kaffa zone government secondary schools.

Thus, in item 1 of table 9 showed 98(42.98%) of respondents decided their disagreement, 21(9.2%) out of teachers undecided and majority 109(47.80%) of teachers decided their agreement with school principals on performing classroom visits to improve the instructional process. ( $M=3.04$ ,  $SD= 1.300$ ), which express respondents' moderate level of agreement.

Item 2 of the same table, the majority 118(51.75%) of the teachers expressed their disagreement with school principals on providing adequate time after class visits to discuss the problems as well as plan improvement together, 26(11.4%) out of teachers undecided and 84(36.84%) of teachers expressed their agreement. ( $M=2.78$ ,  $SD= 1.182$ ) expresses respondents' moderate level of agreement.

In item 3, majority 134(58.77%) of the respondents decided their disagreement with school principals on creating opportunities for professional discussions among teachers, 14(9.1%) of the teachers undecided, and 80(30.3%) of respondents agree. ( $M=2.63$ ,  $SD= 1.226$ ) expresses respondents' moderate level of agreement.

Similarly, items 4 of the same table showed that majority 118(37.3%) of the teachers expresses their disagreement with school principals on promoting teachers to use different instructional methods, 44(19.3%) of teachers undecided and 66(28.94%) out of respondents agree. ( $M=2.69$ ,  $SD= 1.155$ ), which express respondents' moderate level of agreement.

Finally, in item 5 of the same table, majority 136(59.64%) of respondents decided their disagreement with school principals on making regular follow-ups of the instructional process to give immediate feedback to teachers, 31(13.6%) of teachers undecided and 61(26.75%) out of respondents agree. ( $M=2.54$ ,  $SD= 1.135$ ), which expresses respondents' moderate level of agreement.

Thus, overall the aggregate mean of all items 2.736 showed a moderate level of agreement on supervision and evaluation of the instruction in kaffa zone government secondary schools. Whereas, study conducted in Akaki Kaliti sub city by Belay Demise (2017), found that the frequency of supervision was low and thus inadequate for contributing to the improvement of student achievement in the sub-city.

Table 10: Monitoring Instructional Programs

No.	Monitoring Instructional Programs	Responses	Freq.	%	Mean	SD
1.	Report the school's performance results to teachers after effective monitoring of the activities.	Strongly Disagree	21	9.2	3.37	1.215
		Disagree	44	19.3		
		Not decided	27	11.8		
		Agree	102	44.7		
		Strongly Agree	34	14.9		
		Total	228	100.0		
2.	Discuss individually with teachers to deal with students' academic progress	Strongly Disagree	49	21.5	2.33	1.091
		Disagree	112	49.1		
		Not decided	14	6.1		
		Agree	49	21.5		
		Strongly Agree	4	1.8		
		Total	228	100.0		
3.	Apply test results to assess progress toward school goals	Strongly Disagree	47	20.6	2.40	1.128
		Disagree	106	46.5		
		Not decided	19	8.3		
		Agree	49	21.5		
		Strongly Agree	7	3.1		
		Total	228	100.0		
Aggregate mean					2.7	

Source: own survey, (2022)

The above table reveals respondents' views on monitoring instructional programs in kaffa zone government secondary schools.

Thus, In item 1 of the same table, 65(28.50%) of respondents disagree, 27(11.8%) out of teachers undecided and majority 136(59.64%) of the teachers expressed their agreement with school principals' reporting of the school performance result to teachers after effective monitoring of the activities. (M=3.37, SD= 1.215) express respondents' moderate level of agreement.

Whereas, on items 2 of the same table, the majority 161(70.61%) of the teachers decided their disagreement with school principals discussing individually with teachers to deal with students' academic progress, 14(6.1%) out of respondents undecided and 53(23.24%) of

respondents agree. ( $M=2.33$ ,  $SD= 1.091$ ), which express respondents' low level of agreement.

Similarly in item 3 of table 10, the majority 153(67.10%) of the respondents decided their disagreement on principals' applying test results to assess progress toward school goals, 19(8.3%) of teachers undecided and 56(24.56%) of respondents agree. ( $M=2.40$ ,  $SD= 1.128$ ), which express respondents' low level of agreement.

Therefore, the aggregate mean value of all items 2.88 on monitoring instructional programs in kaffa zone government secondary schools depicts a moderate level of agreement

Table 11: Promoting a Conducive School Learning Climate.

No.	Promoting a Conducive School Learning Climate	Responses	Freq.	%	Mean	SD
1.	Generate an encouraging atmosphere in which staff, parents, and students are motivated to work as a team in the school.	Strongly Disagree	31	13.6	2.71	1.173
		Disagree	96	42.1		
		Undecided	17	7.5		
		Agree	75	32.9		
		Strongly Agree	9	3.9		
		Total	228	100.0		
2.	Form a positive environment in which good working relationships exist.	Strongly Disagree	49	21.5	2.65	1.300
		Disagree	79	34.6		
		Not decided	21	9.2		
		Agree	60	26.3		
		Strongly Agree	19	8.3		
		Total	228	100.0		
3	Elucidate the importance of a school conducive environment to student achievements.	Strongly Disagree	11	4.8	2.76	1.179
		Disagree	71	31.1		
		Not decided	31	13.6		
		Agree	82	36.0		
		Strongly Agree	33	14.5		
		Total	228	100.0		
4	Afford support in building collaborative cultures among teachers.	Strongly Disagree	36	15.8	2.64	1.120
		Disagree	83	36.4		
		Not decided	43	18.9		
		Agree	59	25.9		
		Strongly Agree	7	3.1		
		Total	228	100.0		
Aggregate mean					2.69	

Source: own survey, (2022)

In the above table, respondents were asked about principals' ability of creating and promoting a conducive school learning climate.

Accordingly, on item 1 of table 11, majority 127(55.70%) of the respondents decided their disagreement on the principals' ability to generate an encouraging atmosphere in which staff, parents, and students are motivated to work as a team in the school, 17(7.5%) of teachers undecided and 84(36.84%) of respondents decided their agreement. ( $M=2.71$ ,  $SD= 1.173$ ) shows respondents' moderate level of agreement.

Similarly, in item 2 of the same table shows majority 128(56.14%) of respondents expressed their disagreement on the school principals' practice to form a positive environment in which good working relationships exist, 21(9.2%) of respondents undecided and 79(34.64%) of respondents decided their agreement. ( $M=2.65$ ,  $SD= 1.300$ ), expresses respondents' moderate level of agreement.

In item 3 of the same table, 82(35.96%) of respondents disagree, 31(13.6%) of respondents undecided and majority 115(50.43%) of the respondents stated their agreement on principals' ability to elucidate the importance of a school conducive environment to student achievements. ( $M=2.76$ ,  $SD= 1.179$ ), expresses respondents' moderate level of agreement.

Likewise, on item 4 of table 11, majority 119(52.19%) of the respondents stated their disagreement on principals' ability to afford support in building collaborative cultures among teachers, 43(18.9%) of teachers undecided and 66(28.94%) out respondents agree. ( $M=2.64$ ,  $SD= 1.120$ ), shows moderate level of agreement.

Hence, the aggregate means of all items 2.69 showed that school principals are not effectively encouraging good working atmosphere with parents and students in the school.

Therefore, generally, the extent of instructional principal s' performance in government secondary schools of Kaffa Zone is found to be not effective in the instructional leadership dimension.

Similarly, other studies conducted on the School principals provide support in building collaborative cultures among teachers; Adugna Chemedda (2011) suggested that the school principals do not provide in school collaborative culture.

#### **4.5. Factors that affect the instructional leadership effectiveness**

Instructional leadership practices might be affected by various factors at different levels. However, for the purpose of this research, the study used the following factors in order to collect data from respondents in government secondary schools of kaffa zone, southwest Ethiopia. these factors are; Lack of competency and professional trainings, usually occupied by non-instructional activities, lack of teachers' interest to follow the principals, Lack of guidance and support, Absence of recognition and rewards for outstanding performances, Inappropriate selection and assignment of principals and Shortage of resources and facilities required for instructional programs. Accordingly, the respondents' response is presented and analyzed as follows.

**Table 12: Factors that affect the instructional leadership effectiveness**

No.	How do you rate on the factors that affect the instructional leadership effectiveness?	Responses	Freq.	%	Mean	SD
1.	Lack of competency and professional trainings	Strongly Disagree			3.85	.928
		Disagree	29	12.7		
		Undecided	31	13.6		
		Agree	114	50.0		
		Strongly Agree	54	23.7		
	Total	228	100.0			
2.	Usually occupied by non-instructional activities	Strongly Disagree	8	3.5	3.63	1.073
		Disagree	41	18.0		
		Not decided	18	7.9		
		Agree	122	53.5		
		Strongly Agree	39	17.1		
	Total	228	100.0			
3.	Lack of guidance and support	Strongly Disagree	9	3.9	3.61	1.123
		Disagree	47	20.6		
		Not decided	11	4.8		
		Agree	119	52.2		
		Strongly Agree	42	18.4		
	Total	228	100.0			
4.	Absence of recognition and rewards for outstanding performances	Strongly Disagree	4	1.8	3.73	1.047
		Disagree	42	18.4		
		Not decided	13	5.7		
		Agree	121	53.1		
		Strongly Agree	48	21.1		
	Total	228	100.0			
5	Inappropriate selection and assignment of principals	Strongly Disagree	11	4.8	3.58	1.209
		Disagree	49	21.5		
		Not decided	21	9.2		
		Agree	91	39.9		
		Strongly Agree	56	24.6		
	Total	228	100.0			
6	Shortage of resources and facilities required for instructional programs	Strongly Disagree	-	-	4.18	.821
		Disagree	19	8.3		
		Not decided	3	1.3		
		Agree	125	54.8		
		Strongly Agree	81	35.5		
	Total	228	100.0			
Aggregate mean					3.763	

Source: own survey, (2022)



The above table reveals respondents view on the factors that affect the instructional leadership effectiveness of principals in kaffa zone government secondary schools.

Hence, item 1 of table 12 showed 114(50.0%) of respondents stated their agreement with school principals on the factor of lack of competency and professional trainings. Its mean value 3.85 expresses respondents' high level of agreement with standard deviation of 0.928. This means there is insufficiency of continuous and active delivery of competence and professional trainings.

Similarly, item 2 of the same table, majority 122(53.5%) of respondents stated their agreement with the factor that school principals are usually occupied by non-instructional activities. The calculated mean value 3.63 expresses respondents' high level of agreement with standard deviation of 1.073. This means school principals always rely on non-instructional activities rather than instructional tasks.

On item 3, majority 119(52.2%) of respondents stated their agreement with the factor that school principals do not receive guidance and support from concerned bodies. The mean value 3.61 expresses respondents' high level of agreement with standard deviations of 1.123.

In item 4 of the same table, 121(53.1%) of respondents stated their agreement absence of recognition and rewards for best performances 3.73 expresses respondents' high level of agreement with standard deviations of 1.047. This result shows that stakeholders do not offer effective guidance and support, as well as officials doesn't provide recognition and rewards for best performance in kaffa zone government secondary schools.

Moreover, in item 5, majority 91(39.9%) of respondents detailed their agreement with the factor that inappropriate selection and assignment of principals and shortage of resources. Its mean value 3.58 expresses respondents' high level of agreement with standard deviations of 0.821.

Item 6 shows 125 (54.8%) of respondents stated their agreement Shortage of resources and facilities required for instructional programs. Its mean value 4.18 expresses respondents' high level of agreement with standard deviations of 1.209.

From this result we can conclude that there is no right selection and assignment of right person for the right position and sufficient resources and facilities required for instructional programs in kaffa zone government secondary schools.

Besides, the result from interviews shows that the effectiveness of instructional leadership is affected by factor like; principals are busy by others administrative tasks given by woreda officials, reduced students` interest in learning, inadequate training for the position, shortage of school facilities and laboratories, lack of motivated staff and shortage of parent`s support.

Therefore, out of the factors mentioned in the study, the following are the most one that affect the instructional leadership practices in secondary schools under study. Hence, Lack of competency and professional trainings, principals usually occupied by non-instructional activities, Lack of guidance and support, Absence of recognition and rewards for outstanding performances, Inappropriate selection and assignment of principals and Shortage of resources and facilities required for instructional programs are the most factors that hinder instructional leadership practices in government secondary schools of kaffa zone, southwest Ethiopia.

Correspondingly, other studies like Adugna Chemda (2011), Belay Demise (2020), Serkalem Defere (2018), and Tadesse Atnafu (2014) suggested that that lack of sufficient budget and support, absence of qualified and well trained school leaders, lack of providing constructive feedback that helps the school members to solve their problems, absence of effective communication between school leaders and teachers, lack of commitment in providing detailed information by teachers and lack of skill and knowledge by school leaders in performing school leadership activities are among the main challenges of principal`s instructional leadership effectiveness in different schools.

## **CHAPTER FIVE**

### **Summary, Conclusions and Recommendations**

In this chapter, summary of major findings, overall conclusions of the study and recommendations are forwarded to improve school principals' instructional leadership practices and challenges were presented.

#### **5.1. Summary**

The overall objective of the study was to assess the instructional leadership effectiveness in government secondary schools in Kaffa zone. More specifically, this study focused on objectives; to assess the practice of instructional leadership in government secondary schools of Kaffa zone, to identify the extent of instructional leaders' performance in the instructional leadership dimension and find out the factors that affect the effectiveness of instructional leadership in government secondary schools of Kaffa Zone.

To attain the objectives, the study attempted to answer basic research questions: what is the practice of instructional leadership; to what extent are instructional leaders effectively performing instructional leadership dimension; and what factors affect the effectiveness of instructional leadership in government secondary schools in Kaffa zone, southwest Ethiopian regional state?

The research method used in this study was descriptive survey design. Data were collected from both primary and secondary data sources. Primary data were collected from principals, cluster supervisors, and teachers using questionnaires and interviews whereas secondary data were collected from document analysis, published and unpublished materials.

The analyses and interpretation of the data was conducted using descriptive statistics; like mean, percentage, standard deviation, and frequencies. The data were illustrated using tables and the analysis was carried out following each table.

Besides, qualitative data collected through interview and open-ended questions were analyzed and discussed under the tables they are associated with. Accordingly, the results of the data analysis and major findings of the study were summarized and presented as follows.

The demographic features of the respondents indicated that the male participants of this study balance females. Thus, in this study majority of the respondents are male teachers. Concerning work experience, most of the of respondents 51.05 % (121) have 1-5 years of

teaching experience in government secondary schools in Kaffa zone. Similarly, 37.55% (89) of the study participants have 6-10 years of teaching experience. Whereas, the remaining 11.39% (27) of the study participant teachers have 11-15 years of service in teaching.

The school principals' effectiveness in encouraging and motivating staff to participate in instructional issues in Kaffa zone government secondary schools is not effectively practiced which shows principals gap in engaging teachers in instructional issues.

The school principals' practices in promoting teachers' professional development in Kaffa zone government secondary school is found to be moderate level.

School principals' classroom observation and evaluation, and monitoring students' progress is not effectively practiced in Kaffa zone government secondary schools.

The average mean depicts a moderate level of agreement on school principals' performance related to the vision and mission of schools in kaffa zone government secondary school.

the average mean of all items showed a moderate level of agreement on supervision and evaluation of the instruction in kaffa zone government secondary schools.

The extent of instructional principals' performance in government secondary schools of Kaffa Zone is found to be not effective in the instructional leadership dimension.

There is no right selection and assignment of right person for the right position and sufficient resources and facilities required for instructional programs in kaffa zone government secondary schools.

The most one that affect the instructional leadership practices in secondary schools under study. Therefore, Lack of competency and professional trainings, principals usually occupied by non-instructional activities, Lack of guidance and support, Absence of recognition and rewards for outstanding performances, Inappropriate selection and assignment of principals and Shortage of resources and facilities required for instructional programs are the most factors that hinder instructional leadership practices in government secondary schools of kaffa zone, southwest Ethiopia.

## 5.2. Conclusions

Based on the findings of this study, the following conclusions were drawn. Now a days, the functions of school principal's leadership gets substantial positions in all schools' activities as their contribution is very high for the successful achievement of the instructional process.

There is lack of individual discussion with teachers to deal with students' progress and work towards school goals.

School principals sometimes visit the classroom in order to check the teaching-learning process in the school. But they do not forward immediate feedbacks on teachers' instructional methods after visiting. However, principals do not regularly follow up the instructional process in the school. Therefore, supervising and evaluating the instruction in government secondary schools of kaffa zone is ineffective in terms of selected variables.

Principals when developing school vision and mission; they do not effectively gather data from various sources and express it for the stake holders for its well implementation.

Though the school principals prepare clear and simple vision and missions which are simple to understand and used by teachers in the school, practically missions and visions lack implementation. Resource allocation in the school is not sufficient for the effective implementation of school visions and missions.

Overall, the school principals identify the challenges of the school mission and vision, but there is a problem in designing strategies to well address the problems. This is due to a lack of participatory problem identification at first and the shortage of skills in designing strategies.

Different factors affect effective instructional leadership practices in kaffa zone government schools. The school principals most of the time rely on instructional activities rather than non-instructional tasks. Stakeholders do not offer effective guidance and support, as well as officials don't provide recognition and rewards for best performance in kaffa zone government secondary schools. In assigning instructional leaders, concerned bodies do not consider the principle of the right selection of the right person for the right position. Finally, the shortage of resources and facilities required for instructional programs is also one of the factors that hinder instructional leadership practices in kaffa zone government secondary schools.

### 5.3. Recommendations

Based on the findings and conclusions, the study forwarded the following recommendations to improve instructional leadership.

- School principals and woreda education office need to give attentions and support on instructional issues like; encouraging staffs to effectively participate in action researches and use innovative teaching methods.
- To improve staff motivation towards instructional issues, principals sometimes should delegate some of his/her tasks to other staffs.
- School principals and Cluster supervisors need to officially deliver trainings and workshops for all staffs to instructional performance.
- Principals together with cluster supervisor and concerned woreda officials, should give emphasis on teachers' continuous professional development, conduct experience sharing with other schools on instructional issues, offer trainings for beginner teachers who are newly joining the school.
- School principals must regularly evaluate the instructional methods and discuss with teachers to know the progress of the instruction in the school as well as frequently discuss with parents regarding student's academic progress.
- In writing the school mission and vision, school principals need to start consult students, parents, teachers, staff and any other members of the school community with insights to offer. Moreover, arrange the school missions in terms of staff responsibilities.
- They should give attention to observe classroom instruction regularly through devoting much time at the expense of administrative tasks to identify learning difficulties.
- For the successful practices of instructional leadership, the principals should have to do their best in setting the school vision and mission, supervising instruction, promoting school learning climate, managing curriculum and instruction and monitoring student progress.
- Kafa Zone Education Department in collaboration with regional Education Bureau and even MoE, need to facilitate conditions in which principals get short and long term instructional leadership and management training.
- Ministry of education with kafa zone education office in corporate to assign qualified principals or adjust in-service program to fulfill the required minimum qualification

(MA/Msc/Med) and create community awareness towards instructional leadership at school level to achieve the intended educational objective.

- It is also recommended that the Woreda Education Office should providing training on planning and management of resources to school leaders, by establishing the role of leadership team member with budgeting qualifications at the school level or by providing financial support or services to schools.
- School principals in kaffa zone should involve school management teams in decision making. This will help to create participative management within the school. Participative management can encourage the establishment of team work with in schools. When all school community is united it becomes very easy for the principals to exercise his instructional leadership role within the school. School principals should build consensus in their schools for academic improvement
- School Principals and teachers should operate under a theme of working to gather. Should reward teachers for things done correctly, and for things done incorrectly; there must be corrective measures. School Principals should work to improve the disciplinary problems of students with the stakeholders and school principals should monitors and evaluate the effectiveness of curriculum, instruction and assessments with the stakeholders. School principal should have to discuss instructional related policies and issues with staff.

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## Appendix A

### Questionnaire to be filled by Teachers

JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Questionnaire to be filled by Teachers

#### General Directions

This questionnaire is designed to assess the school leaders' instructional leadership effectiveness in secondary schools of southwest Ethiopia regional state, Kaffa zone. The researcher kindly requests you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your responses will be kept confidential and will only be used for academic purpose. In addition, the researcher would like to inform you that there is no right or wrong answer for each item rather the answers reflect your perceptions. Finally, there is no need of writing your name.

Thank you in advance for your cooperation!

#### SECTION A: Background information.

##### Part I: Respondents' back ground

**Direction:** Please check by writing '√' mark on the space provided against the items.

1. Name of school \_\_\_\_\_
2. Sex: M  F
3. Teaching experience a) 1-5-year  b) 6-10-year  c) 11-15-year  d) >16 year
4. Level of education a) Diploma (10+3/12+2)  b) B.A/B.Sc.   
c) M.A/ M.Sc.  d) Other specify
5. Field of qualification a) EDPM  b) subject area  c) Other \_\_\_\_\_

##### Part II: Items on instructional leadership effectiveness

#### SECTION B

Below are Tables consisting of questions that show the secondary school leaders' effectiveness in instructional leadership practices of your school. Each table contains five responses. Please indicate the correct statement representing your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your

school context.

The numbers show:

**Key: 5=strongly Agree (SA), 4=Agree (A), 3= Not decided (ND), 2= Disagree (D), 1= Strongly Disagree (SD)**

**1. The effectiveness of school leaders' instructional leadership practices in secondary schools**

No	The school principal's effectiveness in encouraging and motivating staff to participate in instructional issues	Responses				
		5	4	3	2	1
1.	Encourages teachers to carry out action research					
2.	Support teachers towards using innovative teaching methods					
3.	Decide good teaching among teachers					
4.	Debates instructional related policies and issues with the staff					
5.	Give some of his instructional leadership tasks to teachers.					
<b>1.1.The school principals' practices in promoting teachers' professional development</b>						
1.	Takes clear steps to aid teacher's professional development					
2.	Organize school workshop for teachers related to instruction					
3.	Administer experience sharing program related to instruction for teachers inside the school					
4.	Arrange experience sharing program related to instruction for teachers outside the school					
5.	Arrange induction program for novice teachers related to teaching and learning					
<b>1.2.The school principals' practices in the area of classroom observation and evaluation</b>						
1.	Follow up teacher's curriculum implementation regularly					
2.	Continuously approve the teachers' daily lesson plan					
3.	Offer immediate feedback after proving teachers' lesson plan					
4.	Regularly evaluates the instructional methods					
5.	Discuss with teachers as colleagues to know the progress of the instruction					
<b>1.3.practices of school principals in monitoring students' progress</b>						
1.	Regularly collect classroom information on student achievement					
2.	Use assessment result reports to assess academic progress of students					
3.	Frequently meet teachers to deal about students' academic progress					
4.	Regularly discuss with parents regarding students' academic progress					

1.4. Mention if there are other effective roles that school leaders play to improve the performance of teachers to make meaning full teaching learning process.

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

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## 2. Instructional Leadership Dimensions

**Note:** Instructional leadership is conceptualized as the activities of principal in setting school mission, supervising instruction, monitoring student progress and promoting school learning climate. Each dimension is described in terms of the principal's job-related practices. Here the performance of secondary school leaders' instructional leadership dimensions in secondary schools of Kaffa Zone is going to be measured in the following measurement scales:

1 = strongly disagree (SDA) 2 = Disagree (DA) 3 = undecided (UD) 4 = agree (A)

5 = strongly agree (SA)

No	2.1. Setting school mission and vision					
1	To what extent do you agree or disagree with the principal performance related to the vision and mission of your school?	Responses				
		5	4	3	2	1
A	Gather data from various sources to create a common vision for the school					
B	Express well the vision to all stakeholders					
C	Allocate sufficient resources for the effective implementation of a school vision and mission					
D	Develop missions that are simply understood and used by teachers in the school					
E	Identify the hindrance to achieve missions of the school and design strategies to address the obstacles in advance					
F	Prepare a set of annual school-wide goals focused on student learning					

2.2. Supervising and Evaluating the Instruction		Responses				
		5	4	3	2	1
To what extent do you agree or disagree with the principal practices related to instructional supervision and Evaluation in your school?						
	Perform classroom visits for the purpose of improving instructional process					
	Provide adequate time after class visit to discuss the problems as well as plan improvement together					
	Concoct opportunities for professional discussions among teachers					
	Promote teachers to use different instructional methods					
	Make regular follow-up of instructional process to give immediate feedback to teachers					

### 2.3. Monitoring Instructional Programs

To what extent do you agree or disagree with the following activities of principal about the monitoring of instructional programs in your school?		Responses				
		5	4	3	2	1
a	Report to the school's performance result to teachers after effective monitoring of the activities.					
b	Discuss individually with teachers to deal with students' academic progress					
c	Apply test result to assess progress toward school goals					

2.5. To what extent do principals' activities measure to the dimensions of instructional leadership performance?

2.4. Promoting a Conducive School Learning Climate		Responses				
		5	4	3	2	1
To what extent do you agree or disagree with the following activities of principal about creating conducive learning environment in your school?						
A	Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school.					
B	Form positive environment in which good working relationship exist.					
c	Elucidate about the importance of school's conducive environment to student achievements.					
d	Afford support in building collaborative cultures among teachers.					
e	Promote a culture of trust between teaching staff					

2.6. Does the school have a well-designed, smart, and arranged vision, missions, and goals?

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### 3. Factors that affect the instructional leadership effectiveness

**Key: 5=strongly Agree (SA), 4=Agree (A), 3= Not decided (ND), 2= Disagree (D), 1= strongly Disagree (SD)**

No.	How do you rate the factors that affect instructional leadership effectiveness?	5	4	3	2	1
3.1	Lack of competency and professional training					
3.2	Usually occupied by non-instructional activities					
3.3	Lack of teachers' interest to follow the principals					
3.4	Lack of guidance and support					
3.5	Absence of recognition and rewards for outstanding performances					
3.6	Inappropriate selection and assignment of principals					
3.7	Shortage of resources and facilities required for instructional programs					

1.8. Specify and discuss if there are other barrier which affect the practices of instructional leadership. \_\_\_\_\_

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What solution do you suggest to improve the problems?

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## Appendix B

### Interview Guide for Principals and cluster supervisors

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Interview Guide for Principals and cluster supervisors

The purpose of this interview is to assess the school principals' instructional leadership effectiveness in secondary schools of southwest Ethiopia regional state, Kaffa zone. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

Thank you in advance for your cooperation!

#### Section I: Personal Information

1. Name of the school ..... Woreda .....
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 educational or qualification:  
A. Diploma  B. B.A/BED/BSc Degree  C. M.A/MSc Degree  D. PhD
5. Field of study: A. Subject Major..... B. EDPM/ Pedagogical Science
6. Total work experience or service year:  
A. under 5 years  B.6-10  C .11-15  D.16-20  E.21 years above
7. Service year in current position: A. under 5 years  B.6-10 years  C.11years and above

#### Section 2: Interview Guide Questions

1. Do you encourage and motivate staff to participate in instructional issues? If yes how?
2. How the goals, missions, and visions of your school are set?
3. Do you think a shared vision has been developed within your school? And what were your major roles?
4. How do you promote teachers' professional development?
5. Do you observe and evaluate the classroom teachings of your staff?
6. Do you monitor students' progress? If yes How?
7. How do you promote a conducive school learning climate?
8. Have you faced problems in your instructional roles? If yes, please specify some of the major problems that negatively affect leadership effectiveness.

9. What do you think are the possible measures to be taken by the different bodies to solve the problems that you encountered in carrying out leadership functions?

## Appendix C:

### Check List for Document Analysis

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Check List for Document Analysis

The purpose of this check list for document analysis is to assess the school leaders' in instructional leadership effectiveness in secondary schools of southwest Ethiopia regional state, Kaffa zone.

1. Does the school have a well-designed, smart and arranged vision, mission, and goals?

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2. Does the schools have a strategic plan? Do they have the written report documents or minutes?

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3. How do you obtain school climate and atmosphere constructiveness for teaching learning?

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

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5. How do school leaders monitor instructional programs?

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6. Is there a periodically prepared checklist that can help to accomplish the measurable task and duties?

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