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COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL LEDERSHIP AND MANAGEMENT

SCHOOL PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICE IN SELECTED PRIMARY SCHOOL OF ADDIS ABABA CITY ADMINSTRATION

A SENIOR ESSAY SUBMITTED TO THE COLLEDGE OF EDUCATIONAL AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF BACHELOR OF ART IN EDUCATIONAL PLANNING AND MANAGMENT

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This is to certify that the thesis entitled "**SCHOOL PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICE IN SELECTED PRIMARY SCHOOL OF ADDIS ABABA CITY ADMINSTRATION** " submitted in partial fulfilment of the requirements for the Bachelor of Art in Educational planning and management and has been carried out by SABELA GEBEREWAHED under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence here by can submit the research paper to department of Educational planning and management

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ACRONYMS AND ABBREVIATIONS

EDLM: - Educational Leadership and Management

MOE: - Ministry Of Education

SIP: - Systematic investment plan

SPSS: - Statistical Package of Social Science

ABSTRACT

The major objective of this study was to assess principal's leadership practice and its role on quality of teaching learning process in selected primary schools in Addis Ababa City Administration. The study was delimited to assess the role principal's instructional leadership practice in 3 primary schools of Addis Ababa City. For these 3 primary schools I used cluster random sampling technique.The study was involved descriptive survey design. Teachers, principals and supervisors in the selected primary schools were the sources ofsurvey. In New LifeSchool, there are 13 teachers, in felege Yordanos School, there are 16 teachers and in Bluebird School, there are 11teachers. Totally 40 teachers will be taken as the sample of the study through comprehensive sampling technique and 3 school principals and 1 supervisor will be included by using Comprehensive sampling technique.

To collect valuable data for the study, two different types of data collection instruments were employed- questionnaire and interview. Datawas analyse by using descriptive statistics inform of frequency counts and percentage distribution technique to show the face values of the effects to each element of questions.The finding of the study shows that Primary school teachers of Addis Ababa city Administration perceive their school leaders (principals) plays a great role in the professional skill development teachers.Lack of training on instructional leadership lack of in-service training and teachers' development program, lack of cooperation and commitment between school leaders and teachers , school leaders and students, school leader and school communities , and lack of recurrent budget support, leaders unwillingness to devote more time for instructional issues , and lack of organizing the school community for leadership work were the major factors that affect the practice of principals' instructional leadership and their teaching and learning roles as an instructional leader,It is possible to conclude principal's instructional leadership practice in primary schools of Addis Ababa city Administration is going in good manner despite so many problems.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

As part of educational reform movement, the role of school principals as educational leader has become a familiar term in public education. The term educational leader clearly describes the primary role of the school principal in the quest for excellence in education. As educators enter into the 21st century, much discussion is taking place on the skills and competencies that are needed for to be effective instructional leaders. The importance of the instructional leadership responsibilities of the principal cannot be ignored, nor can the reality that good leadership skills are seldom practised. As instructional leader, the school principal, is the pivotal point within the school who affects the quality of individual teacher instruction, the height of students achievement, and the degree of efficiency in school functioning. Findley and Findley (2004) state that "if a school is to be an effective one, it will be because of the effective instructional leadership role of the principal.

Effectiveness of school principal's instructional leadership practice has much theoretical explanation. Due to this, Scholars do not have common understanding on what constitutes effective instructional leader. Effectiveness of instructional leadership can be manifested as they create vision for success, demonstrate effective leadership and promote staff member in decision making (Tony, 2005). According to Wallace (2008), a well design assessment of principals instructional leadership role could be a powerful and constructive way to identify their strengths and weakness to bring about better teaching and learning environment.

Research and practice confirm that there is slim chance of creating and sustaining high quality learning environments without committed principal's instructional leadership that shapes the teaching and learning especially in the most challenged schools (Wallace, 2006). There is great interest in principal's instructional leadership role in the early 21st century because of the widespread beliefs that the role of principals in instructional leadership make a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders who discharge their instructional leadership role to promote the best possible learning for their learners (Tony, 2007).

Harris et al. (2010) denotes that, research evidence concerning school improvement, underlies the importance of principals' instructional leadership role in every aspect of the school.

Shealso underline that principal instructional leadership role is a key factor in school in improvement program and the provision of quality education. Therefore, the current study will intend to assess principals' instructional leadership role and its impact on teaching profession in select primary schools in Addis Ababa city administration

1.2. Statements of the Problem

Many researchers like (Flath, 2009) stress the importance of the instructional leadership responsibilities of the principals; however, the consensus regarding this issue is that it is seldom practises. The majority of principals' time is focused on school management issues and little time is focused on program issues like SIP of schools. The consensus on the literature reveals that principals spend most of their time dealing with managerial issues. Although the role of principals as instructional leader is widely advocated, it is seldom practises. The principals' role is still, primarily, that of a manager. Moreover, , Ogunsaju (2005) said that Instructional leadership is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision.

The decision a principal makes concerning the issue of instructional leadership and the extent to which that principals develop the skills needed to exercise appropriate instructional leadership will influence what does or does not happen in classrooms throughout schools and the teaching profession at large (Anderson, 2004). According to Flath (2006), there is an apparent gap between what is and what needs to be as well as outlines of lack of education and training, time for instructional leadership role; and of the increasing volume of paper work.

Researchers like (Bird & Little, 2005 and they distinguish between educational leadership and instructional leadership. Educational leadership describes those initiations that attempt to preserve a favourable educational ethos within the school, while instructional leadership refers to the specific branch of educational; leadership that address curriculum and instruction. In spite of the clear distinctions between educational leadership and instructional leadership, school principals hardly considers the major forces that derives to shape and describe a school and fail to manipulate the forces to maximize the instruction.

As teachers are the active participants in organizational change, school principals are expected to facilitate change through class observation by providing reasonable feedback for the teacher to consider and reflect upon it. As principal, one must critically question and success of the Instructional program and determines what changes need to occur by utilizing method of observation (Glickman, 2006). The principal is a key figure in promoting an environment

within the school to be conducive for student learning. Such an environment expresses how the school impacts the teachers' good morale and student achievement. however, , in Addis Ababa city Administration primary schools, to the best of the researchers knowledge, there are not enough studies conducted on it provided that principals instructional leadership role and its effect on teaching practice is not seen to what extent it has a significance effect on teaching practice and the degree of the prevalence of problems in relation to principals managing of schools haven't seen and supported b y the previous findings. . Thus, the study was attempted to assess principal's instructional leadership practice and its role on quality of teaching learning process in selected primary schools in Addis Ababa city administration In line with the objective, answered the following basic research questions.

1.3. Research Question

1. To What extent principals practices instructional leadership roles in selected primary schools Addis Ababa city Administration?
2. To what extent principal's practice the teaching learning roles of instructional leadership in selected primary schools in Addis Ababa city Administration?
3. What are the factors that hinder principals to practice instructional leadership in selected primary schools in the City Administration?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study was to assess principal's instructional leadership practice in selected primary schools of Addis Ababa city Administration..

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To assess the extent principals' instructional leadership roles in selected primary schools in Addis Ababa City Administration
2. To see the extent principal's practice the teaching learning roles of instructional leadership in selected primary schools in Addis Ababa city Administration
3. To identify the factors that hinder principal's to practice instructional leadership in selected primary schools in the Addis Ababa administration

1.5. Significance of the Study

The study was concerned on the assessment of principal's instructional leadership practice in selected primary schools. Hence, it is expected to benefit various beneficiaries.

- The study is believed to assess the nature of instructional leadership role of principals and its impacts on teaching profession awareness creation role.
- The study may provide some plausible suggestions for policy makers, educational experts and other stakeholders on the extent of the impacts of principals' instructional leadership role in selected primary schools in the Woreda.
- The study might serve as a stepping point for other similar or related researches that explores the issue in a wider context.

1.5. Delimitation of the Study

This study was delimited to assess the role principal's instructional leadership practice in 3 primary schools of Addis Ababa city Administration. Topographically, this study is delimited to only Addis Ababa city Administration.

1.6. Operational definition of key terms

1. **Instructional leadership;** refers to the principals ability to develop school mission, managing curriculum, supervising and evaluating the curriculum, monitoring instruction program**.**
2. **Primary schools:-** refers to school level which comprised of 1-8 grades

1.7. Limitation of the study

During data analysis lack of skill to use SPSS also the main challenges. However, the researchers did their senior easy by using different mechanisms

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter presents a review of the existing literature related to instructional leadership and its impact on the teaching and learning process. It explores key concepts, historical developments, and integral aspects of instructional leadership, with a focus on the roles and practices of school principals. The chapter also examines the positive and negative impacts of instructional leadership on teachers, the relationship between instructional leadership and instructional practices, and factors influencing its effectiveness. By reviewing relevant theories, empirical studies, and scholarly discussions, this chapter aims to provide a solid theoretical foundation for understanding the role of principals as instructional leaders in the context of primary education.

2.1. The Concept of Instructional Leadership

Most writers acknowledge there is no single definition of instructional leadership nor specific guidelines or direction as to what an instructional leader does. However, the term instructional leadership encompasses the actions that principal take or delegate to others, to promote growth in student learning and comprises the following tasks: defining purpose of schooling; setting school-wide goals; providing the resources needed for learning; supervising and evaluating the teachers; coordinating staff development programmers; and creating collegial relationships with and among teachers (Wildy&Dimmock,2006).The term instructional leader clearly describes the primary role of the principal in the quest for excellence in education. To achieve this quest, it will take more than a strong principal with concrete ideas. According to Richardson et al. (2008), he or she must lead toward educational achievement, must be a person who makes instructional quality the top priority of the school, and must be able to bring that vision to realization.

2.2. Historical Context of Instructional Leadership

According to Mitchell and Castle (2005) the concept of school principal as instructional leader emerged in the field of education during 1970s as a factor of improving school effectiveness. The principal became the leader who shaped the organization into the instructional leadership model. Hallinger (2003) identified instructional leadership as strong and directive leadership

that focused on curriculum and instruction. He synthesized essential elements of researchers' explanations of instructional leadership and noted that principal's expertise and the principal's character both needed to be goal-oriented, and there must be a focus on student outcomes and achievement. Principals also needed to help improve teaching and learning through curriculum and instruction.

Hallinger pointed out that principals who shared leadership responsibility with others would be less subject to burnout than principal 'heroes' who attempt the challenges and complexities of leadership alone. Brewer (2001) outlined the focus of instructional leadership as the focusing on instruction; building community of learners; sharing decision making; sustaining the basics, leverage time; supporting ongoing professional development for all staff; redirecting resources to support a multifaceted school plan and creating climate of integrity, inquiry and continuous improvement.

The top-down approach became apparent in leadership that focuses predominately on the role of the school principal in coordinating, controlling, supervising and developing curriculum and instruction in the school. The historical role of instructional leadership gradually evolved from an individual responsibility to a school-based responsibility. However, principal's leadership is the central element as facilitator of the instructional leadership in the school, that is connected to the purpose of instructional leadership.

2.3. Integral Aspects of Instructional Leadership

2.3.1. Communication

The first function of instructional leadership falls under communication as communicating the school's mission or goals for instruction, discussing instructional issues, high expectations for students' achievement and creating positive relationship and attitudes in the school community among students, parents, teachers, and partners. Andrews and Solder (2002) mentioned that the importance of principals' organizational skills, especially written and verbal ability, in order to be precise and concise when communicating the school visions and recognizing the school community's accomplishment.

Furthermore, Heck (2002) and King (2004) emphasized the importance of discussion with the teachers about student results and data to assist in the decision-making process. The function of communication is to begin the process of developing positive relationships with the school community, which helps principals to understand the need of students, teachers and community. Understanding the needs of students, teachers, and community can only be

accomplished if the principals do not forget the most important aspect of effective communication that is to listen.

Brubaker (2004) emphasized the importance of the skill of listening: Listening is probably the most powerful civility available to the leader. The art of listening becomes an integral part of the communication process for the principals, especially as principals' move toward the second function of instructional leadership, the instruction. The purpose of effective communication is to allow both teachers and principal to share and reflect on the supervision process. Effective communication should assist in improving student achievement, which is the ultimate purpose of instructional leadership.

2.3.2. Instruction

Improving instruction is the central motivation for instructional leadership. According to Heck (2001), stated the common denominators for the instructional category consist of supervision and evaluation, professional development, monitoring student progress, providing support for teachers, developing teachers' skills and abilities, and protecting instructional time. Principals provide both the diagnoses of good teaching but also provide the teachers with feedback that enables professional growth because they understand how students learn. Instruction becomes a group effort and the principal acts as the facilitator by providing support and opportunities for teachers to work collaboratively (King, 2002).

2.3.3. Culture

The early function of instructional leadership centered on developing the climate of the school. Steller (2007) stated the central objective of an effective principal is academic achievement; the principal must create a school environment through policies and procedures that provide the appropriate support for teachers to focus on the goal. The notion of developing a supportive environment for teacher support is also apparent in the function of instructional leadership and noted the importance of the principal being visible in order to have informal conversations, model behavior, and advance the school's vision and mission.

For one to understand the importance of culture, shared leadership becomes a salient factor for cultural development, instructional leadership. The practices of supervision cannot be changed without understanding the school culture. Hallinger and Leithwood (2006), noted that culture

and climate were composed of those facets of a school that shape the attitudes and behaviors of staff and students toward instruction and learning. The movement toward sharing leadership and developing leaders within the school showed shift in the instructional leadership paradigm from the *hero-principal* complex to the *collective-empowering* model of education.

Movement towards shared leadership provide the model for teachers to move out of isolation towards collaboration, results in people working together and talk to each other about things that matter. People in collaborative schools watch, help, teach, and learn from each other. The result of the principals letting go of complete control and moving to collaboration, collegiality and empowerment, assists in the development of a positive school culture. To function as an effective instructional leader, a principal must be able to communicate, instruct, and promote a healthy culture (McEwan, 2008.

2.4. The Roles of instructional leader

2.4.1. Staff Development

Supervision and instructional leadership often go hand-in-hand. It is impossible for principal to be instructional leader without knowledge, self-understanding, and a vision to improve student outcomes. Increasing teachers' professional skills and abilities is usually accomplished through the process of staff development. Staff development consists of programs that assist personnel to meet school districts' objectives and provide individuals with the opportunity for personal growth and professional growth. Principals play a fundamental role in teacher development by being a role model for continual learning (Fink &Resnick, 2001).

Payne and Wolfson (2000) noted that, the principal is the leader of the learning organization, the motivator and supporter, the resources provider, and the facilitator for staff development. Staff development is as important for the principals as it is for the teachers. By providing staff development in these areas, principals would develop their abilities, skills, and knowledge, all needed to be effective instructional leaders. Staff development is a prerequisite for supervision as it equips both teachers and supervisors with the necessary knowledge of both instruction and supervision. It is important to realize the interconnectedness between staff development and supervision. Thus, through the instructional supervisory process, principals are made aware of the staff development needed to assist their teachers' needs.

2.4.2. School Community Involvement

Schools exist in the heart of each community. School-community relationships are a mutually beneficial relationship in which the principal can play a leading role. The community can assist the learning climate of a school in many ways. It is a recognized fact that student achievement is higher when parents display interest by being actively involved in their children's education. Such invitations can be extended for participants in school activities and parents can be encouraged to assume leadership roles. School-community relationship can promote a sense of responsibility within the community (Buffie, 2002)

2.4.3. Staffing

Staffing is considered as a vital part of the functioning of any organization, including a school. Nel et al. (2008) calls staffing ‘a technique used by an organization to place the right person in the right position’. He describes it as the process which ensures that the best available person is appointed to the right job position. Appointing someone to the right job position requires a careful determination of the job description as well as job specification. Hence, the success of school depends on the availability of qualified teachers. This suggests that for proper running of school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives (Nakpodia, 2011).

2.4.4. Action Research

A recent movement in supervision has been action research, used by principals and teachers to discover which pedagogical practices are the most effective in raising the achievement level of particular classes or students in a given school or grade. Action research can provide data on specific problems for which teachers or principals needed to find a solution to increase student performance. To effect an improvement in student performance, the principal must encourage teachers to reflect, refine, and improve teaching. Such approach of examining improvements to instruction shows a paradigm shift in supervision from the principal-directed towards the self-directed inquiry into best practices (Glanz, 2005).p

2.4.5. Reflection

An essential part of instructional leadership is the development of teacher reflection to improve teaching. Teachers will improve their skills and abilities if they are given the opportunity to reflect. Much educational literature leans heavily toward developing reflective practices within schools. One goal of supervision and professional development is to let teachers develop their

Reflective practices. Blasé and Blasé (2006) identified the behavior of principals for reflective practice and the benefits this had for teachers. The principal needs to model effective teaching, show interest through formal or informal observations, create dialogue on instruction, allow teachers to experiment with instruction, give teacher praise, create relationships based on trust and collaboration, and allow time for the reflective process to develop.

Principals who encouraged teachers to reflect on their teaching allowed teachers to become aware of their own strengths and weaknesses in order to grow as professionals. Developing teachers' reflections allows principals or teachers to identify areas professional of development to improve instructional skills. For a principal to advance teachers' reflective practices within a school, principal must create a working environment that does not limit teachers' involvement, rather develops teachers' skills and abilities through reflection, collaboration, shared leadership and empowerment (Blasé and Blasé, 2006).

2.4.6. Supervision

Lovell and Wiles (2002) defined an instructional supervision as a subsystem of the educational organization, which is formerly provided by the organization to interact directly with teaching behaviors to improve the effectiveness and efficiency of teaching. Supervision is a key to the principal's role in the effective classroom. It is also central to the improvement of the quality of teaching in a school and if educators are well led and are aware of the benefits in supervision, they need to be amenable towards supervision. The principal is the key person in the exercising supervision. Therefore, it is important for principal, to possess a shared perception of what is supposed to be happening in the classroom with the teacher.

Bondi and Wiles (2004) pointed out that in improving instruction through supervision, the principals should become more clinical to review the process and procedure of the classroom. They further argued that, it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that principal should systematically draw the connection between curriculum and instruction for the teacher. This will help in enabling the principals to understand the educator's classroom concerns and be in a position to provide the necessary assistance. This is because the principal is an instructional expertise who helps novice educators by actually going into classrooms to demonstrate how.

2.4.7. Curriculum Management

Curriculum management is primarily conceded with promoting quality learning and teaching in the classroom. It also recognizes that what happens in the whole school affect the classroom experiences of learners and educators. Hall, MacKay and Morgan (2002) view the principal as the key element in dealing with both educational policy and curricular matters in his school. They suggest that all activities connected with the setting of the maintains and objectives of the school, the provision of an academic and pastoral curriculum to meet the needs of the whole range of pupils, and the management and methods of teaching, rests with the principal.

It becomes the principal's major responsibility to coordinate the delivery of the curriculum as it was intended by those who planned the programme. Principals are thus the linkage between the desired ends identified in a departmental plan and the delivered curriculum as found in the classroom. According to Bondi and Wiles (2000) principals are perfectly positioned to observe curriculum planning and implementation because they operate at the school and the classroom level. They further state that principals must ensure that the desired change is occurring, that improvements are directional and that the results obtained are those projected in the planning process.

2.4.8. Monitor student progress

The principal should have the ability to track the students' progress through monitoring results and the students' performance in exams on an ongoing basis as well as evaluate strengths and weaknesses to discuss them with teachers. Thus, "Successful principals regularly analyze data with teachers and support them in collecting and using data to monitor student progress and evaluate and improve instructional approaches".(Mead, 2011, p. 7)

2.4.9. Provide incentives for teachers

This can be seen in terms of the principal's ability to provide incentives for teachers, either individually or in front of their colleagues at meetings, as well as reward programs that fulfill the professional growth required to achieve the goals of the school.

2.5. Impacts of Instructional Leadership on Teachers

2.5.1. Negative Impacts

According to Blasé and Blasé (2004) ineffective instructional leadership becomes dictatorial in nature and limits the involvement of teachers in decision making, unilaterally directing a wide range of instructional aspects of teachers' work and manipulating teachers to control classroom

instruction. The controlling aspect of instructional leadership has a negative impact on teachers in the following areas: motivation, anger, self-esteem, fearfulness, confusion, loss of respect and trust for the principal, thoughts of quitting teaching, compliance, avoidance, resistance or rebellion, quitting, and lack of communication with the principal. The principal's use of direct controlling strategies to influence teachers' instruction-related behavior results in compliance or resistance; in contrast, the use of supportive and empowering strategies is linked to teacher commitment and compliance.

2.5.2. Positive Impacts

For the principals, to produce a positive impact from their instructional leadership, they should utilize and emphasize the instructional supervisory role which includes an understanding and commitment to the following elements:

- ✓ Training for administrators as well as teachers in supervision, mentoring, and coaching;
- ✓ Sensitivity to the processes of professional growth and continuous improvement;
- ✓ Training in observation and reflection on practice in teacher preparation programs;
- ✓ Integration of supervision with staff development, curriculum development, and school improvement systems;
- ✓ Improved professional practice both inside and outside the classroom;
- ✓ Continuous improvement as part of every educator's daily life;
- ✓ Focus on group processes in classroom rather than a one-on-one supervisory experience;
- ✓ Collegial assistance among educators, parents, and students;
- ✓ Use of terms such as colleague, consultation, and coaching to describe collaboration among professionals helping each other to improve practice. (Blasé, 2004).

2.6. Effect of Instructional Leadership on Teaching and Learning

Many studies of effective schools emphasized instructional leadership as one of the features of effective schools. It has been identified as the driving force behind the principal to ensure that effective teaching and learning take place in a school. Principals who possess instructional leadership qualities show concern for the students and what teachers do by being visible, they walk around the school to observe how teaching and learning are occurring and when there is something good occurring, they will praise the teachers (Blasé & Blasé, 2001).

Instructional leadership may not encompass all the other aspects of a school; however, it focuses on the core business of a school which is teaching and learning. As an instructional

leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. Findley and Findley (2003) state that "if a school is to be an effective one, it will be because of the instructional leadership of the principal" (p. 102)

Western literature offer conceptual lenses about the nature, components and consequences for instructional leadership, among which several studies suggest the indirect effects of leadership on student learning [Hallinger& Heck, 2008; Robinson et al., 2009]. Several claims have been made for supporting the impact of instructional leadership on teaching and learning. A claim is that instructional leadership is evident as the primary source of educational expertise when principals facilitate high-quality instruction of teachers (Marks &Printy, 2003). Hallinger‟s (2005) claim suggests that instructional leadership is a "directive and top-down approach" to lead "first-order changes" in school instruction. As such, indirect effect of instructional leadership on student achievement mediated through teacher collaboration and capacity was significant (Miller et al., 2010; Ovando&Cassey, 2006). Lane (2009) claims that instructional leadership is devised to nurture learning community for facilitating teacher learning. Promoting supervision of teachers, one of important leadership approaches, is clearly associated with the improvement of teacher attitudes toward professional development and instruction [Tschannen-Moran & Hoy, 2001; Frase& Sorenson, 2002; Youngs& King, 2002].
Principals as leaders of instructional designers for teaching and learning have to "enable others to act" by improve professionalism of instructors [(Kouzes& Posner, 2007). The changing school environment constructs the more dynamics view of the principals as instructional leader (Nettles & Herrington, 2007). Neumerski (2012) suggests that knowledge about instructional leadership has to be expanded across the wider sphere of national-cultural boundaries. Therefore, it is important to explore the contextualized instructional leadership linked to the improvement of teacher capacity.

Under the banner of quality education, the state stressed a revolutionary change in curriculum which aims to improve students'‟ all round learning by changing teachers‟ approaches to instruction student learning processes (MoE, 2001). The curriculum reform has resulted in a series of conceptual and practical innovations on classroom teaching at the school level([Ryan et al., 2009). Traditional teacher development activities are embedded in the system of teaching and research in Chinese education. The normal activities of teaching and research comprise: opening classrooms for observation, preparing curricular content together and

organizing mentor program for young teachers (Hu, 2005). The shifts in teaching and learning require new kinds of teachers and new forms of teacher professional development.

In order to „free up" curriculum innovation and relevance, the government has introduced three-level curriculum management. Schools are granted more autonomy to develop school-based curriculum. Principals and teachers are involved in the development of school based curriculum with a focus of student self-directed learning, creativity and cooperative learning (Guan &Meng, 2007). Concern is given to teacher professional development as teachers are critical in achieving desired curriculum reform outcomes by improving effective approaches to teaching (Paine & Fang, 2006; York-Barr & Duke, 2004). The current eminent change in relation to instructional matters results in the rising expectation and challenges for schools principals" work and duties. For instance, principals are confronted with the problem of how the concepts and practices originated from western countries could be suited to the Chinese tradition instruction design (Yin et al., 2013).

2.7. The relationship between instructional leadership and instructional teaching practices:

Researchers have demonstrated the importance of transformational leadership to create a professional community that gives the opportunity for teachers to associate with the principal in making decisions related to school quality performance, caring about positive relations among teachers and inspiring them and increase their motivation. Nevertheless, this has proven insufficient to get distinguished educational outcomes, so educationalists have developed more concern about instructional leadership because of its attachment to daily practices of teachers which in turn has a significant, influential role to promote students' learning. (Robinson, Lloyd & Rowe, 2008, p. 665) .The principal may not be as expert and aware of all cognitive fields and modern methods of teaching overall, so he can't provide relevant feedback to all specializations of teachers. The principal doesn't have adequate time to supervise and follow up all school teachers individually. This requires time and effort from the principal. In spite of these limitations, many studies appeared on the educational fields which indicate the importance of instructional leadership and its influence on enhancing students' learning. The review of literature has significantly deepened my understanding of the multifaceted nature of instructional leadership and its critical influence on the effectiveness of teaching and learning in schools. The various scholarly perspectives and empirical findings emphasize that instructional leadership is not just about overseeing school operations but about actively

shaping the instructional environment, setting clear visions, managing curriculum and instruction, supporting teacher development, and fostering a positive school culture. It requires principals to be visionary leaders, instructional coaches, and facilitators of collaboration among staff and the broader school community.What stands out most to me is the consistent emphasis across the literature on the principal's ability to influence student achievement indirectly through teacher motivation, professional growth, and a focused instructional climate. At the same time, I have become more aware of the challenges many principals face in enacting these roles—such as limited time, insufficient training, and lack of support structures. Despite the theoretical clarity surrounding what effective instructional leadership entails, its practical implementation remains uneven, particularly in resource-constrained or traditionally management-focused school settings like those found in some areas of Addis Ababa. This reflection has allowed me to recognize the gap between ideal leadership practices and the realities many school leaders encounter on the ground. It has also affirmed the need for on-going professional development, systemic support, and policy attention to strengthen instructional leadership in primary schools. Moreover, the literature has inspired me to consider the local context more critically and explore how global ideas around instructional leadership can be adapted to suit the specific educational and cultural environment of Addis Ababa. This understanding reinforces the importance and relevance of my study in addressing these issues and contributing practical insights to the field.

CHAPTER THREE

THE RESEARCH DESIGN METHODOLOGY

3.1 Description of study area

This study was cited on Addis Ababa town. Addis Ababa town is found in zone Addis Ababa region, it is located in the southern area for the capital city of Ethiopia (Addis Ababa) by faring about 159km: and this city has a latitude and longitude of 7o57N39o7E with an about 159km: and this city has a latitude and longitude.

3.2 Research method

In this study descriptive survey method used select to collect quantitative data and qualitative data used to collect through interview. Descriptive survey used to collect quantitative data and interview used to collect qualitative data.

3.3. Research Design

This study focusedon assessing the role principal's instructional leadership practice in selected primary schools in City Addis Ababa administration. Thus, it was involved descriptive survey design. This is because descriptive survey design is suitable for describing the participants' opinions, attitudes and feelings towards the variables of principals' instructional leadership practice.

3.4. Sources of data

In this study, both primary and secondary sources of data were utilized. The primarysources of data included teachers, school principals, and a supervisor from the selected primary schools in Addis Ababa. These participants provided first-hand information through questionnaires and structured interviews. The secondarysources of data consisted of relevant books, journals, research articles, and official reports related to instructional leadership and school management. These documents were used to support the theoretical framework and provide background information for the study.

3.5. Population, sample and Sampling techniques

There aremany primary schools in Addis Ababa city Administration. Among these schools, three of them were selected these are New life School, Bluebird school and Felege yordanos

School were taken as a sample of the schools by cluster random sampling. This is because cluster random sampling techniques is used to select the sample units contain groups of elements (cluster schools Hence by using cluster random sampling the selection of teachers was default in which all the population in the selected cluster school were involved by using comprehensive sampling technique. In Felege Yordanos School, there are 13 teachers, in Blue bird School, there are 11 teachers and in New Life School, there are 16 teachers. Totally 40 teachers were taken as the sample of the study through comprehensive sampling technique and 3 school principals and 1 supervisor were included by using purposive sampling techniques in order to get tangible and reliable information. Totally the numbers of samples in the study area were 40.

3.6. Data Gathering Instruments

To collect valuable data for the study, two different types of instrumentations were employed which were interview and questionnaire.

3.6.1 Questionnaires

Questionnaire Can be define as written forms that ask exact questions of all individuals (Gall et al.,2007) The questionnaire is the most widely use type of instrument in education. The data provide by questionnaires can be more easily analyse and interpret then the data obtain from verbal responses. Questionnairesprovide greater uniformity across measurement situation than do interview. So in this study was employee of close -end questionnaires.

3.6.2 Interview

An interview can be defined as the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, a structured type of interview which was prepared in English was employed to collect additional information from the school principal

3.7 Procedures of data collection

After the questionnaire and interviews was prepared, followed the following procedure to collect the data.

First, I go to the schools with the letter of permission after receiving the letter from the department of education leadership and management, next, will give some orientation concern the purpose of the study and how fill the questionnaires. Then i will make interview with principals and vice principals, finally, the questionnaire will be distributed to teachers .lastly

data will be analyse using destructive statics. theinterview result was analysing mathematically.

3.8. Data Analysis Tools

Quantitative data collected by means of questionnaire was analysed by using descriptive statistics inform of frequency counts and percentage distribution technique to show the face values of the effects to each element of questions. Data gathered through interview was analysed through narrations.

3.9 Ethical considerations

On the assessment of this Research. The ethical value and moral of the teachers, principals, vice principals and supervisors was to consider when it assesse. The purpose and usefulness of this research proposal was clearly introduced to the teachers,principals and supervisor to get accurate information from them.

CHAPTER FOUR

4.1 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this research was to investigate the instructional leadership practice of principals' in Addis Ababa city administration primary schools. The study was also aimed at identifying the practice of instructional leadership, the teaching and learning roles of instructional leaders and the major factors that affect their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader

.To this end, data was gathered by using questionnaire rate by scales. These scales were administered to 40 sample teachers in the selected schools. All the participants were returned the questionnaires by filling all items in each scale properly. This makes the return rate 100%. Hence, the presentation and analysis of the data as well as the discussion of results is made based on the data gathered from all the participants included in the sample. This chapter, therefore, organizes itself into – sections. First it deals with the characteristics of participants, then presents the results and finally discusses the results.

4.2. Characteristics of Respondents

Table 1- Summery of descriptive statistics on the characteristics of respondents by their school, gender, age, educational qualification, specialization and years of experience.

No		**N**	**Percent**
Primary Schools	Blue bird Primary School	11	27.5%
	Newlife primary school	16	40%
	Felgeyordanos Primary School	13	32.5%
Sex of Respondents	Female	9	22.5%
	Male	31	77.5%
Age of Respondents	20-25	18	45
	26-30	20	50
	31-40	1	25%
	41 and above	1	25%
Educational Level Of Respondents	BA	14	35%
	Diploma	2 6	6 5

Specialization		14	35%
	Subject area major	26	65%
Years Of Experience Of Respondents	11-15 years	6	15%
	16-20 years	1	25%
	20years Above	1	25%
	6-10 years	5	15%
	Under 5	25	20%
Total		**40%**	**100%**

The descriptive statistics section shows basic demographic data collected from the general questionnaire allowed the participants to be grouped by school, gender, age, educational level and experience. As it is indicated in the table above the number of teachers who responded appropriately were 40. Among these 13 from Felege yordanos 16 from Bluebird and 11 from New life primary schooladministered the Questionnaire.

The sample was believed to be fairly representative of the demographic profile of primary schools. From Table 1, it is apparent that the sample consisted of considerably more males than females There were 31 (77.5) male and 9 (22.5%) female respondents were involved inure found at their first degree education level of education. With regard to the educational specialization majority of teachers i.e26 were specialized in Subject area major while 14 teachers were specialized in EDLM. The study participants' experience was categorized by years of service: teachers with 1-5 years of experience, 6-10 years, 11-15 years, 16-20 and 20 years and above. Thus, majority of the respondents had an experience of below 5 years and small number of teachers had an experience of 16 years and above.

4.2 Presentation and Analysis of Data

4.2.1 The practice of principals' Instructional leadership in Addis Ababa city Administration Primary Schools as perceived by teachers

As stated elsewhere one of the major purposes of the study was to find out the extent to which principals' practice instructional leadership in Addis Ababa city Administration primary schools as perceived by teachers. To achieve this, the participants were required to fill questionnaire on different dimensions. The data obtained is presented and analysed by using mean, standard deviation and one sample t-test as shown in Table 2 below.

Table 2 -- One Sample T-Test on the Principals' Practice of Instructional Leadership as Perceived by Teachers in Addis Ababa city administration Primary Schools

	N	M e a n	Test Value	Std. Devi	T		Sig. (2-tailed)
Setting school visions and developing school missions	40	28.97	24	4.80645	6.546	39	000
Managing curriculum and instruction	40	20.67	18	4.70890	3.593	39	001
Supervising and evaluating instruction	40	26.22	21	5.43723	6.078	39	000
Monitoring instructional programs	40	13.65	12	3.62010	2.883	39	006
Promoting conducive school learning climate	40	25.22	21	5.04080	5.301	39	000
The practice of instructional leadership	**40**	**114.75**	**96**	**18.8**	**6.3**	**39**	**.000**

As indicated in table 2, the reported mean value of practice of instructional leadership (114.75) exceeds the test value (96). The standards deviation (18.80228) also shows that the average deviation of teacher respondent's score to the principals' instructional leadership practice from the mean is expected and this implies that the responses of the participants can represent the population under study. To check whether the observed mean difference between the reported and expected mean values is statistically significant.This result, therefore, implies that the participants (teachers in the selected primary schools) are agreed on their principal's

instructional leadership practice. This is to mean that teachers in the selected primary schools of Addis Ababa city Administration reported their principals' were practicing instructional leadership.

To see whether there is a significant mean score difference on the different dimensions of principals' instructional leadership practice one sample t- test was computed. The result in table 2 also shows that the t-values for, setting school visions and developing school missions (6.546) , managing curriculum and instruction (3.593), supervising and evaluating instruction (6.078) , monitoring instructional programs (2.883) and promoting conducive school learning climate(5.301) are statistically significant at p=0.05 and df=39. Hence, it is possible to infer that the primary school teachers of Addis Ababa city administration perceive their school leaders(principals) as those who exhibit and practice setting school visions and developing school missions , managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional programs and promoting conducive school learning climate in their schools.

A **set** of interviews were conducted for a supervisor and a principals concerning the practice of instructional leadership role in the study area and they said that the practice of instructional leadership in Addis Ababa City Administration is good.

Table 3 -- One Sample T-Test on the Teaching and Learning Roles of Instructional Leaders as Perceived by Teachers in Addis Ababa city administration Primary Schools

	N	Mean	Test Value	Std. Devi	T	df	Sig. (2-tailed)
Professional skill development role	40	36.3000	30	6.95111	5.732	39	.000
Building effective relationship role	40	25.6500	24	5.67292	1.840	39	073
Supportive roles	40	15.1500	15	4.95389	192	39	849
Directive roles	40	16.7750	15	5.53074	2.030	39	049
Conflict management role	40	13.2750	12	4.97165	1.622	39	113
The teaching and learning roles of instructional leaders	40	107.15	96	22.85916	3.085	39	0.004

As indicated in table 3, the reported mean value of teaching and learning roles of instructional leaders (107.15) exceeds the test value (96). The standards deviation (22.85916) also shows that the average deviation of teacher respondent's score to the teaching and learning roles of instructional leaders from the mean is expected and this implies that the responses of the

participants can represent the population under study. To check whether the observed mean difference between the reported and expected mean values is statistically significant, one sample t-test was computed. The result in table 2 shows that the computed t-value (3.085) at dfa level of significance p=.000. Since the observed level of significance is higher than the acceptable (p= 0.05), it testifies that the observed mean difference is statistically significant. This result, therefore, implies that the participants (teachers in the selected primary schools) are agreed on their principal's as instructional leaders' practice different teaching and learning roles. This is to mean that teachers in the selected primary schools of Addis Ababa city adminstration reported their principals' were instructional leaders who practice teaching and learning roles.

To see whether there is a significant mean score difference on the different dimensions of teaching and learning roles of instructional leaders' one sample t- test was computed. The result in table also shows that the t-values for, Professional skill development role (5.732) was statistically significant at p=0.05 and df=39. Hence, it is possible to infer that the primary school teachers of Addis Ababa city administration perceive their school leaders (principals) play a great role in the professional skill development teachers.

On the other hand, building effective relationship role (1.840), supportive roles (.192), directive roles (2.030) and conflict management role (1.622) were not statistically significant at p=0.05 and df=39. Hence, it is possible to infer that the primary school teachers of Addis Ababa city adminstration were not sure about their school leaders(principals) were provide in building effective relationship, supporting and directing teachers as well as managing conflicts in their schools. This may be due principals may not have consistent behaviours in building effective relationship, supporting and directing teachers as well as managing conflicts or the role in building effective relationship, supporting and directing teachers as well as managing conflicts by principals may not be visible for the teachers yet to prove it needs further investigation.

A **set** of interviews were conducted for a supervisor and a principals concerning the practice of instructional leadership role in the study area and they said that the practice of instructional leadership in Addis Ababa city administration is good. Furthermore, they stated clearly their mission, vision and goals of the schools as well as the teaching learning process also effective. Means the schools are conducive for instructional process.

4.3. Lacks of Skill and Training

Table 4 – Man ranking on Factors that are affecting the practice of principals' instructional leadership and the teaching and learning roles of instructional leaders

No	Factors	Mean	Expected mean	N	St. dev
1	Lack of qualified instructional leaders in the area of education	2.9000	3	40	1.42864
2	Lack of training on instructional leadership	3.6000	3	40	1.23621
3	Lack of in-service training and teachers development program	3.4000	3	40	1.46410
4	Lack of qualified teachers in all subject area	3.5750	3	40	1.39390
	Total	13.4750	12	40	3.83631

From the table above, lack of skill and training (13.475) affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader. The mean ranking indicates that, lack of training on instructional slearning roles as an instructional leader but lack of qualified instructional leaders in the area of education (2.9) was not the factors that affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader

4.4. Lack of cooperation and commitment for instructional improvement

No	Factors	Mean	Expected mean	N	St. dev
1	School leaders and Teachers	3.4500	3	40	1.43133
2	School leaders and students	3.5250	3	40	1.03744

3	School leaders and school boards	3.2250	3	40	1.18727
4	School leaders and school communities	3.5750	3	40	1.05945
5	School leaders and Woreda Educational managers	3.3500	3	40	1.27199
	Total	17.1250	15	40	

From the table above, lack of cooperation and commitment for instructional improvement (17.125) affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader. The mean ranking indicates that, lack of cooperation and commitment between school leaders and teachers (3.45), school leaders and students (3.525), school leaders and school boards (3.225) school leaders and school communities (3.575) as well as school leaders and Woreda Educational managers (3.35) were the major factors that affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader.

4.5. Lacks of resource availability and allocation

No	Factors	Mean	Expected mean	N	St. dev
1	Lack of adequacy of instructional time	3.3750	3	40	1.37165
2	Lack of stationary materials for teaching	3.2750	3	40	1.33949
3	Lack of student text book	2.7500	3	40	1.39137
4	Lack of school furniture	3.3250	3	40	1.40306
5	Lack of library space and time	3.6000	3	40	1.39229
6	Total	3.1750	3	40	1.53402
		19.5000	18	40	

From the table above, lacks of resource availability and allocation (19.5) affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional

leader. The mean ranking indicates that, lack of adequacy of instructional time (3.3755), lack of stationary materials for teaching (3.275), lack of student text book (2.75), Lack of school furniture (3.325), Lack of library space and time (3.6) and lack of recurrent budget support were the major factors that affect their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader. While, the result of mean ranking indicates that lack of student text book (2.75) was not a major factor that affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader

4.6. Lack of vision, will and courage

No	Factors	Mean	Expected mean	N	St. dev
1	Lack of courage to take risks, at time for the improvement of instruction	3.125	3	4 0	1.32409
2	Unwillingness to devote more time for instructional issues	3.375	3	4 0	1.31437
3	Lack of adequate knowledge base of instruction leadership	2.9500	3	4 0	1.39505
4	Lack of organizing the school community for leadership work	3.3000	3	4 0	1.32433
5	Unwillingness to assess staff and school capacity for leadership	2.8250	3	4 0	1.43201
	Total	15.575	1 5	4 0	4.27087

From the table abovelack of vision, will and courage (15.575) affects their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader. The mean ranking indicates that, Lack of courage to take risks, at time for the improvement of instruction (3.125), leaders unwillingness to devote more time for instructional issues (3.375) and lack of organizing the school community for leadership work (3.30) were the major factors that affect the practice of principals' instructional leadership and their teaching and learning roles as an instructional leader. While, the result of mean ranking indicates that lack of adequate knowledge base of instruction leadership (2.95) and principals' unwillingness to assess staff and school capacity for leadership (2.825) were not a major factors that affect their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader.

A **set** of interviews were conducted for a supervisor and a principals there are some challenges that affect the instructional process. They said that school leaders have varied challenges of drawbacks which can hinder their activities. For example, unwillingness to assess staff, Lack

of recurrent budget support, and Lack of qualified teachers in all subject area.

In order to improve the problem which related to this instructional leadership practice the all concerned bodies like woreda education offices, supervisors, school communities etc. should work together and giving good or continuous training and assess what look like instructional leadership practice though periodic evaluation and giving positive feedback in order to fulfil the gab of teachers and enhance their level of capacity effectively and efficiently to work their tasks effectively. The researchers also suggested for woreda educational office to give training for the school principal how to use school budget properly and how to give awareness for the school community

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

`The major objective of this study was attempted to assess principal's instructional leadership practice and its role on quality of teaching learning process in selected primary schools in Addis Ababa city administration . In line with the objective, answered the following basic research questions.

1. To what extent principals' practiced instructional leadership roles is selected primary schools in Addis Ababa city administration?
2. To what extent principal's practice the teaching learning roles of instructional leadership in selected primary schools in Addis Ababa city administration?
3. What are the factors that hinder principal's to practice instructional leadership in selected primary schools in the City Administration?

This study was delimited to assess the role principal's instructional leadership practice in 3 primary schools of Addis Ababa city administration. Topographically, this study is delimited to only Addis Ababa city administration, .The study was involved descriptive survey design. Teachers, principals and supervisors in the selected primary schools were the sources of There were 10 primary schools in Addis Ababa City administration. Among these schools, three of them Blue bird School, New life School and Felege yordanos School were taken as a sample of the schools by cluster random sampling. In Blue bird there are 11 teachers, in Felege yordanos 16 there are teachers and in New Life School, there are 13 teachers. Totally 40 teachers will be taken as the sample of the study through comprehensive sampling technique and 3 school principals and 1 supervisor will be included by using purposive sampling technique. To collect valuable data for the study, two different types of instrumentations were employed- questionnaire and interview. Structured type of interview was employed to collect additional information from the school principals and supervisors Datawas analysed by using descriptive statistics inform of frequency counts and percentage distribution technique to show the face values of the effects to each element of questions. One sample t-test was employed to see the level of instructional leadership practice and the level of principal's role in practicing

instructional leadership for teaching and learning.

The major findings of the study were:

1. Teachers in the selected primary schools were agreed on their principal's instructional leadership practice. This is to mean that teachers in the selected primary schools of Addis Ababa city administration reported their principals' were practicing instructional leadership.
2. With regard to the dimensions of principals' instructional leadership practice , primary school teachers of Addis Ababa city administration perceive their school leaders(principals) as those who exhibit and practice setting school visions and developing school missions , managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional programs and promoting conducive school learning climate in their schools.
3. The participants (teachers in the selected primary schools) were agreed on their principal's as instructional leaders' practice different teaching and learning roles. This is to mean that teachers in the selected primary schools of Addis Ababa city administration reported their principals' were instructional leaders who practice teaching and learning roles.
4. Primary school teachers of Addis Ababa city administration perceive their school leaders (principals) play a great role in the professional skill development teachers.
5. Primary school teachers of Addis Ababa city administration were not sure about their school leaders (principals) were provide in building effective relationship, supporting and directing teachers as well as managing conflicts in their schools. This may be due to principals may not have consistent behaviours in building effective relationship, supporting and directing teachers as well as managing conflicts or the role in building effective relationship, supporting and directing teachers as well as managing conflicts by principals may not be visible for the teachers yet to prove it needs further investigation.
6. Lack of training on instructional leadership lack of in-service training and teachers' development program, lack of qualified teachers in all subject area, lack of cooperation and commitment between school leaders and teachers , school leaders and students, school leaders and school boards , school leaders and school communities , lack of adequacy of instructional time , lack of stationary materials for teaching , lack of student text book , Lack of school furniture , Lack of library

space and time and lack of recurrent budget support, Lack of courage to take risks, at time for the improvement of instruction , leaders unwillingness to devote more time for instructional issues , and lack of organizing the school community for leadership

7. work load were the major factors that affect the practice of principals' instructional leadership and their teaching and learning roles as an instructional leader
8. While, lack of qualified instructional leaders in the area of education, lack of student text book, lack of adequate knowledge base of instruction leadership and principals' unwillingness to assess staff and school capacity for leadership were not a major factors that affect their practice of principals' instructional leadership and their teaching and learning roles as an instructional leader

5.2. Conclusion

Based on the findings the following conclusions were drawn;principal's instructional leadership practice in primary schools of Addis Ababa city administration is going in good manner. Meaning principals' were practicing instructional leadership With regard to the dimensions of principals' instructional leadership practice these are setting school visions and developing school missions , managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional programs and promoting conducive school learning climate in their schools, teaching and learning roles and play a great role in the professional skill development teachers. However, Lack of training on instructional leadership, lack of in-service training and teachers' development program, lack of qualified teachers in all subject area, lack of cooperation and commitment between school leaders and teachers , school leaders and students, school leaders and school boards , school leaders and school communities , lack of adequacy of instructional time , lack of stationary materials for teaching , lack of student text book , Lack of school furniture are the factors that hinder principal's to practice instructional leadership.

5.3. Recommendations

Based on the major findings obtained from data analysis and the conclusions drawn, the following recommendations are forwarded.

- Teachers and principals to have a clear understanding on instructional leadership and the range of areas where teachers and principals should independently exercise instructional roles in school.
- School principals' utilizethe majority of time in discharging the instructional role than that of managerial.
- Principals have responsibilities to align the establishment of school goals should be on the basis of collaborative efforts of the stakeholders so as to develop a conducive school climate for students' learning.
- Principals are recommended to play play the instructional role in conducting class observation, organizing staff meetings for discussion, effectively solving the teaching problems, informing parents all about the school, allocating sufficient resources and assessing students learning and success, in clarifying instructional responsibilities, and providing new instructional strategies.

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Appendix A

Wolkite University

College of Education

Department of Educational Ledarsheip and Management

A questionnaire to be filled by Teachers

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

Thank you in advance for your cooperation!!

Instruction- I

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

Personal information

1. Name of the school ……/ city ……
2. Sex: A. Male B. Female
3. Age: a.20-25 b.26-30 C.31-40 E.41 and above
4. Level of educational or qualification:

A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree

5. Area of specialization or field of study:

   A. Subject Major B.EDLM/Pedagogical Science C.Other Specify . . . .

6. Total work experience or service year:

A.Under 5 year B. 6-10 C.11-15 D. 16-20 E. years above

7. service year in current position:

A.Under 5 years B. 6-10 years C. 11 years and above

Instruction – 2

Below are Tables that consists of questions that show the instructional leadership practices of year school. Each table contains five responses. Please indicate the extent to which each statement represents yourn school by putting tick mark (✓) in one of the boxes against each item. Every response has to be based on your school context.

The numbers shows:

5= strongly Agree (SA) 3= Undecided (UD) 1=Strongly Disagree (SD)

4= Agree (A) 2 = Disagree (DA)

2.1. Setting the school vision and developing school mission

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

N o	Items	Response				
		5	4	3	2	1
1	Collect data from multiple sources to create a common vision for the school					
2	Well express or communicate the vision to all stakeholders					
3	Allocate adequate resource's for the effective implementation of a school vision and mission					
4	Develop missions that are easily understood and used by teachers in the school					
5	Frame the school missions in terms of staff responsibilities					
6	Identify the impediments to achieve missions of the school and design strategies to address the impediments in advance					
7	Develop a set of annual school- wide goals focused on student learning					
8	Use students' performance results to develop the school's missions					

2.2. Managing curriculum and instruction

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

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

2.3. Supervising and evaluating the instruction

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

No	Items Your school leaders . . . / as a school leader	Response				
		5	4	3	2	1
1	Make classroom visits for the purpose of improving instructional process					
2	Give adequate time after class visit to discuss the problem and plan improvement together					
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction					
4	Use teaching staff meetings to discuss curricular and instructional issues					
5	Create opportunities for professional discussions among teachers					
6	Encourage teachers to use different instructional methods					
7	Make regular follow- up and feedback to teachers					

2.4. Monitoring instructional programs

To what extent do you agree or disagree with the following activities of school leaders about

the monitoring of instructional programs in your school?

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

2.5. Promoting a conducive school learning climate

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

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

3.The teaching learning Roles of Instructional Leaders

Instruction-3: The following statements show the roles of instructional leadership on teaching learning activities in your school. Please indicate the extent to which each statement characterizes your school by putting tick mark (✓) in one of the boxes against each item.

The numbers indicates: 5= strongly Agree 4= Agree 3= undecided 2= Disagree 1= strongly Disagree

3.1. Professional Skill Development

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

No	Items	Response

	Your school leaders . . . / as a school leader	5	4	3	2	1
1	Play an active role in facilitating teachers professional skill development					
2	Identify the professional development needs need of teachers					
3	Conduct teachers professional development activity in your school					
4	Encourage teachers to collaborate with surrounding schools for experience sharing					
5	Give regularly teachers suggestions as to how they can improve their teaching					
6	Arrange program for staff training to create a spirit of cooperative working atmosphere					
7	Provide adequate time for professional skill development					
8	Organize professional skill development opportunity for all staff					
9	Create awareness for teachers about the impotence of professional skill development					
1 0	Encourages teachers to review individual professional growth goals consistent with school goals and priorities					

3.2. Building effective Relationship in School

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

SA-Strongly agree, A-Agree, UD – Undecided, DA- Disagree, SD- Strongly disagree

No	Items Your school leaders . . . / as a school leader	Response 5	4	3	2	1
1	Maintain good working relationship with teachers and other staff members					
2	Ensure open and collaborative communication within staff					
3	Understand and analyze the school situations and effectively interact with community and school members					
4	Treat school community equitably and fairly					
5	Listen to and accept teachers suggestions					
6	Causes the evaluation of school community relations					

7	Encourage teachers help and support each other					

3.3.Supportive Roles of Instructional Leaders

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

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

3.4. Directive Roles of Instructional Leaders

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

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

3.5. Conflict management Roles of Instructional Leaders

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

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

Challenges of instructional leadership effectiveness

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

The numbers indicated: 5 = very high 4= high 3= moderate 2= low 1= very low

1.1. Lack of skills and training

Instruction – 4: The following issues are assumed to be the common challenges of schools that hidner the practices of instructional leadership. The five point scales indicated below reflect the degree of availability each challenge in your school. Please rate each item, using the (1-5) scales that best describes the degree to which the challenges are availability in your school.

The numbers indicated: 5= very high 4= high 3 = moderate 2= low 1=very low

4.1. Lack of skills and training

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

4.2. Lack of cooperation and Commitment for Instructional Improvement

No	How do you evaluate the school leaders' interaction with the following stakeholders in your school?	Response				
		5	4	3	2	1
1	Teachers					
2	Students					
3	School boards					
4	School communities					
5	Woreda Educational managers					

4.3. Lack of Resource Availability and Allocation

No	Items How do you evaluate the school leaders' interaction with the following stakeholders in your school?	Response				
		5	4	3	2	1
1	Lack o adequacy of instructional time					
2	Lack of stationary materials for teaching					
3						

	Lack of student text book					
4	Lack of school furniture					
5	Lack of library space and time					
6	Lack of recurrent budget support					

4.4.Lack of vision, will and courage

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

Appendix B

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Interview questions for principals and supervisors

1. How do you see the practice of instructional leadership (your instructional leadership roles) in your school?
2. How do you evaluate your instructional leadership role in improving the teaching and learning process?
3. What problems and challenges you faced in your school in relation to instructional leadership?
4. What solution do you suggest to improve the problems?