

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANEGEMENT

Practices and challenges of school leadership at abafransua primary school in gubriye town

By:- Tidenek Nigatu.....1141/12

Advisor: Mr Awel

A senior essay submitted to wolkite University College of education and behavioural science department of educational planning and management in partial fulfilment of the requirement of Bachelor of Arts degree in educational planning and management

Submitted to;. Mr Awel

May 2023

Wolkite, Ethiopia

APPROVAL SHEET

WOLKITE UNIVERSITY

Assessment of practices and challenges of school leadership at abafransua primary school in gubre town

Submitted by: Tidenek Nigatu

Approved by:

Name of Advisor	Signature	Date
Awel. (Mr.)	_____	_____

Examiner

Jabe. (Dr)	_____	_____

ACKNOWLEDGEMENT

First of all I would like to thanks the almighty god for his permission to perform my daily activates secondly I would like to thank heartily my advisor Mr awole and my class mates whose gave me suggestion, comments and advices for writing this research. Thirdly i would like to thanks abafransua primary school teachers and principal for their voluntarily participation in answering the question. Finally I would like to thanks my family for giving financial advice and support to conduct the research.

ABSTRACT

The main aim of this study was practice and challenges of school leadership at abafransua primary school and to identify factors affecting the implementation of school leadership in the school. The study should have basic research question and it aimed to identify current practice and challenges school leadership in abafransua primary school. Employed a descriptive survey design. The study was conducted in abafransua primary school and the data were collected from 7 teachers, 7 PTAs and 160 students of the school using simple random sampling technique.. In the selection of the sample population purposive, available and random sampling techniques were used. The main instruments used for data collection was questionnaire. The data were analyzed using percentage, and frequency. The results of the study indicate that almost the problem of school leadership in the school is leaderships were not capable in their leadership profession to utilize the purposes of leadership and work with teachers in a manner that is supposed to be. They weren`t in opposition to convince teachers `even though they all work for similar educational goals. Finally, based on the above findings, some recommendations have been forwarded based on the major findings so as to minimize the problems encountered and to maximize the implementation of leadership problems.

ABREVATION/ACRONMY

PTA……. Parent teacher association

NGO…… Non-Governmental Organization

Table of Contents

APPROVAL SHEET i
ACKNOWLEDGEMENT ii
ABSTRACT iii
ABREVATION/ACRONMY iv
CHAPTER ONE 1
INTRODUCTION 1
1.1. Background of study 1
1.2. Statement of the Problem 2
1.3. The objective of the study 3
1.3.1 General objective 3
1.3.2. Specific objectives 3
1.4. The significance of the study 3
1.5. Delimitation of the study 3
1.6. limitation of the study 4
1.7 .Operational Definitions of Key Terms 4
1.8. Organization of the Study 4
CHAPTER TWO 5
2. REVIEW OF RELATED LITERATURES 5
2.1. Definition of Leadership 5
2.2. Leadership practice and management processes in schools 5
2.3 School leadership 7
2.4. The Role of Leadership 8
2.5. Strategies of Leadership 8
2.6 Characteristics of strategic leadership 9
2.7 Transformational Leadership 11
2.9 School leadership qualities 12
CHAPTER THREE 14
3. RESEARCH METHODOLOGY 14
3 .1 Description of the study area 14
3.2. Research Design 14
3.3 Research Method 14
3.4. Sources of Data 14

3.4.1 Primary sources 15
3.4.2 Secondary sources 15
3.5. Target Population 15
3.6. Sampling Techniques 15
3.7. Data collection Instruments 15
3.7.1. Questionnaire 16
3.7.2. Interview 16
3.8. Process of Data Analysis 16
CHAPTER FOUR 17
PRESENTATION AND ANALYSIS OF DATA 17
4.1. Characteristics of respondents 17
4.2. Purpose, Role and Function of Leadership 18
4.3. Staff Development 19
4.4. Techniques of classroom Leadership procedures 21
4.5. Utilization of observation conference 23
CHAPTER FIVE 27
SUMMARY, CONCLUTION, AND RECOMMENDATION 27
5.1. SUMMARY 27
5.2. CONCLUSIONS 28
REFERENCE.....32
APPENDIX A.....34
APPENDIX B 36

List of table

Table 1: Characteristics of Respondents 17
Table 2 Views of Teachers on the purpose, role and function of Leadership.....18
Table 3 Views of Teachers, PTA and students on staff Development.....19
Table 4 Views of Teachers and PTA the Techniques of classroom Leadership procedures21
Table 5 Views on the Utilization of Observation Conference 23
Table 6 Views on school based Leaderships.....24

CHAPTER ONE

INTRODUCTION

1.1. Background of study

In any school the practice of school leadership is found to be an important condition for the achievement of educational objectives. This is because school leadership is often considered as school management activity. At primary and secondary school, educational leaders, assistant principals, lead teachers or deans.

Other educational leaders work with advocacy groups, lobby groups or other non-profit organization on creating or reforming policy and educational systems. Educational leaders are school administrators who strive to create positive change in educational policy and processes. This are educational leadership and some of the roles these leaders play. Schools offering education organizational leadership can also be found in these popular choices. School leadership deal with a wide variety of competing tasks throughout each day. Improving teaching and learning outcomes of the school is the most important leadership role (Arrison & Killion, 2007).

School leadership is now getting an education policy priority around the world. Add in long meetings and frequent interruptions demanding immediate response and it gets very difficult to perform the most important leadership role improving teaching and learning outcomes of the school leadership is now getting an education priority around world. Increased school autonomy and a greater focus on schooling and school results have made it essential to role of school leaders. There is much room for improvement to professionalize school leadership to support current school leaders and to make school leadership in attractive career for future candidates. The ageing of current principals and the widespread shortage of qualified candidates to replace them after retirement make to take action (Day and others, 2010).

Develop school leadership frame works for improved policy and practice school leadership frame woks can help provide guidance on the main characteristics, tasks and responsibilities effective school leaders and signal the essential character of school leadership as leadership for leaning. Regarding these, Ibtisam (199:104) stated that, at the school level, leadership which successes developing a school culture of staff commitment to improved student out comes more likely to enhance the quality of the learning experienced (Holy and Meskel, 2010).

School leadership, highly successful and effective schools provide support for the importance of vision and other qualitative aspects of leadership. The work of Edmonds and Btor cited in Sergiovanni et.al (200:76) reveal that effective school leaders are characterized by having high agreement among staff regarding goals and purpose and a clear sense of mission. Our country, Ethiopia has been involved in the business of educational reforms planning particular emphasis up on improvising the leadership capacity and capability of school principal. By setting out six standards, demanding content and instruction that ensure student achievement of agreed upon academic standards (Abunu: 2010),

According to the local study area of the research that was seen almost all students at Primary school abafransua did not achieve well while they compete at woreda level from 2010-2014 E.C. years. Thus the researcher is interested in the assessing the practice and challenges of school leadership and tries suggest possible solution to the problems.

1.2. Statement of the Problem

School leadership calls for various qualities, social, intellectual and psychological characteristics of the leader. The instructional leaders make instructional quality the top priority of the school, and attempts to bring that vision to realization (Abunu 2010:4) as school, primary school is a place where a new generation is shaped, in every aspects of it. The realization of this would ask effective leadership, nevertheless, a number of conditions such as human, academic and personal or psychological aspects of the leader on the part of the leader himself/herself. To mention a few challenges observed in their work, low academic performance of students, abafransua primary school leaders, whatever the causes the challenges of primary leaders may be, one thing is always true, where the leadership is challenged by several factors in effective leadership there can be not yield satisfactory performance.

However, from researcher‘s own experience, as school principal as well as observation and Supervision made on stated educational leadership activities of principals of different schools in gubre town, the researcher has noticed that secondary school principals were not competent to lead their school ,teachers and students were not obeying to principals, and parent and community participation were very low. In addition selection of school principals and other related issues to make the school play the role of its expectation has not been studied yet thus the study attempts to obtain reliable response for the following basic questions.

1. What is the current status of school leadership at abafransua primary school?

2. How leadership problems in primary school affect student's academic performance?

3. What are the major challenges of leadership at abafransua primary school?

1.3. The objective of the study

1.3.1 General objective

The major purpose of the study was be to assess the current practice of school leadership and to identify challenges working against effective leadership in abafransua primary school.

1.3.2. Specific objectives

1. To identify the current practice and challenges of abafransua primary school
2. To reveal how leadership problems in abafransua primary school effect an over all academic performance of school
3. To identify major challenges of school leadership in abafransua primary school.

1.4. The significance of the study

The findings of this study was be supposed to have the following contributions

- The investigation was be hoped to be vital in that it reveals the real challenges of leadership in abafransua primary school
- The study was contributed to school for how an inadequate leadership affects an overall achievement of the school to gear towards desirable changes.
- It helps other researchers as starting point for further investigation which was conducted.

1.5. Delimitation of the study

This study was conducted in gubre town abafrasua primary school. The study paid attention only on primary school principal because of limited experience of the researcher, shortage of time and money to cover all schools in the woreda of identify and assess the practice and challenges of school leadership. The result of the study was generalized for primary schools in gubrye town

1.6. Limitation of the study

The major problems encountered the researcher from topic to report writing were the following those are; Budget constraint, Time shortage during data collection of the study, Unavailability of computers.

1.7 .Operational Definitions of Key Terms

Leadership Practice: Educational leader's activities of influence based on a clear values and beliefs and leading to a vision for the school.

Leadership: A process whereby an individual influences his/her subordinates toachieve common goals

Effectiveness: Concerned with the ability to produce a desired result or Goa (Sergovanni, 2006).

Practice: - activities that are carried in the school by the school leaders to improve school success.

Challenge: - any condition or phenomena that hinders school leaders' activities in the school.

School Leaders: In this study context defined as persons that are principals, vice Principals, department head and PTA those coordinate the administrative and academic activities and providing direction in order to achieve School goals successfully and make decision.

1.8. Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, and significance scope and de limitation of the study and definition of key terms. The second chapter deals with review of literature pertinent to the proposal. The third chapter discussed about research methodology. The fourth chapter is concerned with presentation and analysis of data and the fifth chapter concerns with summary conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

This chapter attempts to raise the general description about leadership definition and its styles. In addition choosing a leadership style and the description of school climate has been discussed. Finally, the challenges of school competence of school principals, motivation and impact of teacher`s attitude on student`s performance have been discussed.

2.1. Definition of Leadership

Leadership is the ability to persuade others to seek the defined objective enthusiastically, it in human factor which binds a group together and motivates it towards goals (Keith Davis 1975). According to stongdill (1948) leadership may be considered as the process (acts) of influencing the activities of an organized group in its efforts towards goal-setting and goal achievement.

According to grace (1995) in education every one is a leader. Therefore educational leadership extends beyond simply the involvement of teachers and other adults in educational decision making to include the pupils. Pupils should take a more active role within the school both in the management of their own and others learning and in the organization and running of school itself. Leadership has been defined differently based on what constitutes the leader many authorities, as Bennet and Anderson (2003:11) have tried to define the term differently, but none of them achieved giving synonymous definition and creating the leadership types they wanted to form.

Furthermore, the term is complex ambiguous, especially concerning the role of personality, the existence of leadership positions, the role of coercion, the determination of effects and the evaluation of performance (Writht 1996 in Grint 2005:17).

2.2. Leadership practice and management processes in schools

School leadership practice is containing eight elements as indicated in educational leader ship culture an d diversity by Clive Dim mock and Allan walker are; The first group of processes relate to the extent to which teachers and others are involved collaboratively in school (pouder,1998;Telford ,1996),Different between principals in different cultures may be compared according to the degree of participation they foster among others ,achieving the optimal balance between the exercise of ‘power over’ and’ power through ‘colleagues (Day

and others,2000). When teachers and administrators work together, the level of commitment ,energy, and motivation is likely to be higher and challenge efforts are more easily implemented Schools with professional collaboration exhibit relationships and behaviours that support quality work and effective instruction ,including the following; More complex problem solving and extensive sharing knowledge; Strong professional networks to share information, Greater risk taking and experimentation because colleagues offer support and feedback; A richer technical language shared by educators in the school that can transmit professional knowledge quickly; Increased job satisfaction and identification with the school and more continuous and comprehensive attempts to improve the school, When combined with school-level improvement efforts (Full an and Hargreaves 1991).

Effective teaching in modern and other related materials will be part of the document. The community at large toward education .By effectively managing this aspect of a school's cultures, principals can increase both student and teacher motivation and indirectly impact learning gains. The third group of leadership practice relates to planning, a phenomenon which has become increasingly important in school systems around the world over the last decade, especially in managing both the increased pace and complexity of educational change. School planning considers the need for more flexible and creative strategies. How principals approach planning, who they involve in the process and what they intend to achieve by it, may be of cultural significance (Quong, Walker and Stott, 1998). How principals approach decision making may also reveal cultural differences.

For example, comparisons may be drawn by identifying the existence and form of decisions criteria and the methods by which decisions are made. Another set of leadership practices concerns communication .Gold ring and Rollins,(1993) Culture differences, as well as similarities, may exist in the ways in which principals use written and modes of communication. For example regarding degrees of openness Ginsberg and Gray Davies, (2003) and the exercise of 'persuasive communication 'Grint (2003),as well as in the extent to which they rely on different forms of communication inside and outside the school to ensure that institutional objectives are realized in practice (Morrison 20002).

The effective leader must have the quality of being a good communicator. He must be able to put forth his ideas clearly and concisely. If he fails in this, he will most likely fail in everything. A further basis for comparison targets the different ways in which conflicts within the school community are approached and resolved. Maurer (1991). Such comparisons

may be useful in highlighting differences and similarities in leader ship processes and in developing typologies for the effective management of both destructive and constructive aspects of internal conflict within schools.(Dipaola 2003).Yet another increasingly facet of life for both principals and teacher s are evaluated or appraised (.Cardno and Piggot – Irvin 1997).

The ways principals structure and conduct and view appraisal systems may offer instructive cultural comparisons, building on the comparative approach to the study of teacher appraisal and performance management (Middle wood and Cardno2001). The eighth and final element relates to comparison between how principals view the importance and conduct staff development. Darling Hammond (1997).Including managing the inter face between staff development and teacher assessment/appraisal. Jacobson and Battaaglia, (2001).and the fostering of teacher leadership development through promotion of shared decision making .Leithwood, Jantziand Steinbach (2003).Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with over all school improvement goals and teachers' needs is a key responsibility for school leaders.

2.3 School leadership

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stake holder of the organization towards the achievement of goals .school leadership offered that the school's mission must be achieved with in boundaries of law and professional competence. Judgments of the effectiveness of school leaders should include information regarding compliance, professional competence and the achievement of desired learning outcomes (Duke, 1992).

Similarly, effective school leadership tend to believe that the purpose of the school is to meet the instructional needs of all students; expected an academic emphasis and task orientations in classrooms built encouraged teachers to implement a broad curriculum and implemented a more narrowly defined curriculum and allocated more time for basic skill instruction (Hallinger & Murphy 1986). This study is focused on school leadership; this type of leadership has a particular importance in educational administration because of its far-reaching effects on the accomplishment of school programmers, objectives, and the attainment of educational goals and its key role in the success or failure of school

organization. Principals as the school chief educational leader play a major role in shaping the nature of the school organization.

2.4. The Role of Leadership

A leadership role pertains to "the observable way of performing leadership". The question is what do those roles look like? According to Graetz (2000,p. 550) and Mattis (2001 , p. 375), one of the roles of leadership involves providing strategic direction . In addition to, Moorthy (1992) directed that "separates managerial functions in to the three areas of planning, organizing, motivating and controlling"(p. 8). Instructional leadership functions involve all the beliefs, decisions, strategies, and tactics that principals use to generate instructional effectiveness in classrooms. Managers` focus on "running a smooth ship"; instructional leaders focus on learning and instruction. Although the role of the principal as instructional is pivotal in developing an effective school, principals cannot be effective instructional leaders if they are not good managers. These are viewed as supporting roles; not as isolated entities.

2.5. Strategies of Leadership

There are various strategic leadership styles. With strategic leadership begin such a broad topic Rowe differentiates between strategic, visionary and managerial leaders (Rowe, 2001). Strategic leadership presumes a shared vision of what an organization is to be, so that the day-o-day decision making or emergent strategy process in consistent with this vision. Managerial leaders influence only the actions and decisions of those with whom they work. They are involved in schools and context characteristic of day-to-day activities and are concerned with and more comfortable in functional area of responsibilities.

In contrast visionary leadership in future oriented and concerned with risk taking and visionary leaders are not dependent on their organizations or schools for their sense of who they are. Visionary leaders work from high risk positions, and seek out risky ventures, especially when the rewards are high (Rowe ,2001).Strategic Leadership in educational system. Strategic leadership is defined by Barron, 1995 as practicing existing abilities, skills and influencing others to train in new formats for new leadership models.

Specifically, to obtain successful educational management within the organizational, leaders should think strategically about where changes are needed and why. For instance, new leaders should in possession of three fundamental skills: problem –solving, decision –making and creative or critical thinking. Also, educators, administrators, and other practitioners

should be trained in educational management and continually active this training in new leadership roles. As a result, the outcome of educational environment was be influenced b the total quality leadership. Therefore, in Barron`s 1995 definition of strategic leadership, he concludes that "strategic leadership is demonstrated by individuals in all areas of the educational environment who possess skills to create, communicate vision and effect change through interactive leadership.

2.6 Characteristics of strategic leadership

In school Leaders need the skills on planning, inspiring, communicating, decision making evaluating, approaching conflict problems, conducting staff development and others to be able to influence people and their actions. People and their actions and they need to direct those actions through setting goals and creating meanings .This has resonance with the perspective of transformational leaders ship, where leader is proactive about the vision and mission, shaping members believes, values and attitudes while developing options for future (Pietersen, W.2002).

Similarly, Bass,(1985) identified that transformational leaders ,in educational facilitating ,motivate people to do more than they are originally expected to in any of the following ways ;Raising their level of awareness about the importance and value of designated outcomes ;getting them to transcend their own self-interest for the sake of the team, organization or large polity; expanding their portfolio of needs and wants from low level. For example: Physiological or safety needs to high level of appreciate or self-actualization wishes. Strategic orientation is the ability to link long-range visions and concepts to daily work. Korackakabadse and kakabadse,(1998)suggested that visionary leadership is transformational by nature as such, quite .different from planning, which is a managerial or a transactional process.

Javidon, (1991) quoted in korae-kakabadse and kakabadse, (1998) suggests that visionary depends on understanding existing realities and developing a clear sense of direction for the organization. However, it is necessary to treat the concept of vision or visioning with caution .seeking to analyze trends and their meaning for the future of the organization can be seen as good things if it engenders debate and if future scenarios become the basis for strategic conversations. The importance of creating the strategy with others, and not just communicating it to others, may be the critical skills that strategic leaders deploy in

determining the strategic direction of the organization. As of Boal and Hooijberg, (2001), Kakabadse and others, 1998, Strategic orientation scan be considered to be the establishment of an out ward-looking organization, which builds an understanding of possible future directions and involves engaging in strategic conversations and debate to focus on the most appropriate direction and approach. Strategic leaders have the ability to translate strategy into action .In addition to strategic leaders the creation of an appropriate strategy for the organization is the need to translate strategy into action by converting into operational terms.

Leaders need the skills on planning, motivating, communicating, decision making, evaluating or appraising, approaching conflicts problems, conducting staff development and others to influence people and their actions and they need to direct those actions through setting goals and creating meanings. This has resonance with the perspective of transformational leadership, where a leader is proactive about the vision and mission, shaping members 'beliefs, values and attitudes while developing options for the future. Strategic leaders have the ability to develop strategic capabilities. In line with this view, Prahalad and Hamel ,(1990) use the term 'core competencies 'while Stalk and others (1992) use the term 'strategic capabilities 'The focus of central government activities in most Western economies is to raise educational standards by measuring student performance in annual testes.

The danger of this approach is that it focuses activity on short-term targets. Thus, learning how to teach with the latest 'literacy pack 'from the government may improve teachers 'specific skills but for sustainability the organization will need to develop deeper strategic capabilities or core competencies. These can be illustrated d with the analogy of a tree, where the branches represent the short-term abilities and the roots are the under pinning fundamental capabilities of the school. Leaders can adapt and lead new strategic directions for the organization if they have cognitive flexibility linked to a mind-set that welcomes and accepts change .strategic leaders have leader ship wisdom. Wisdom may simply be defined as the capacity to take the right action a t the right time.

In a perceptive presentation to the, (2002) International Thinking skills conference, Robert Sternberg articulated that leaders need wisdom because; the y need creative abilities to come up with ideas ,they need analytical abilities to decide whether ideas are good ideas, they need practical abilities to make their ideas functional and to convince others of the value of their ideas ,they need wisdom to balance the effects of ideas on themselves ,others and intuitions in both the short and long runs . All of these qualities affect the way a leader learns and is able

to change Boal and Hooijberg (2001) suggest that most leadership researchers agree that leaders need to have such important inter personal skills as empathy, motivation, and communication. In addition, Bennett (2000) expands the importance of personal values stating that if moral leadership is to be exercised and pedagogy re-engineered with any degree of success, the n future leaders will need a firm set of personal values. No doubt, many will have their own lists, but Integrity, social justice, humanity, respect, loyalty and a sharp distinction between rights and wrong, will all need to be included. Strategic relationships will soon founder unless such a value system is held with convection and exercised on a regular consistent basis.

2.7 Transformational Leadership

The philosophical foundation for this study is based in Leithwood, Jantzi and Steinbach`s(1999) model of transformational leadership. From "setting direction" to "developing people" to "redesigning the organization", Leithwood`s construct of leadership is conducive to guiding change and improving student learning. Aspects of this leadership style are also widely referenced and accepted (Hargreaves, 2003; Lionard, & Lionard, 2001; Moore & Shaw, 2001; Silins, 1992), allowing this study to add to a literature base familiar to other educational researchers and academics.

A comprehensive view of educational leadership must be broader than instructional leadership, addressing the distribution of power in levels of the organization beyond administration, as well as outside factors that influence the common practice and philosophies within a school. Transformational Leadership is both multi-dimensional and responsive to this task, and is especially suited to a combined stud of school 8 improvement and leadership. He word transformation "implies a profound or fundamental change, a metamorphosis that involves some radical innovation, not just incremental innovation" (Hargreaves, 2003, p.1). Thus, it is faire to anticipate that elements of . Transformational Leadership would be present in circumstances of growth, development, or change.

2.8 challenges of school leadership

Principals may look with different problems in playing their leader ship practice or role. The

problems may be emanated from principals, from school community and parent related limited school resources. According to the stated above the litmus test for leader ship in this stream is whether the relationships among staff are trusting open and affirmative enough to

support commitment, to point and sustain action in common that strengthens the schools performance (Go leman and others, 2003).In the context of the changing role of the school leadership, Gamage (2006) points out that the fare most challenge , that school leaders faces is to understand the changing context and improve their inter personal and communication skills with the understanding that they are no longer the authority figure but a partnership with others stake holders.

Unlike In past they would not be. In a position to issues instructions and expect the staff and

students to obey. The altered role of the school leaders requires them to articulate their views of shared vision. While expressing the views on policy issues to convince the other members of the partnership arriving at decision before instruction could be issued. The scholars such as Moore and others, (2002.),Gamage,2009 and Catano and stronge ,(2007) too have reported that trends based on decentralization and devolution have dramatically affected the roles of school leaders. The school leader 'role especially in the area of school leadership, management, in resource acquisition and accountability has undergoing significant changes. Similarly, catano and stronge ,(2007) belief that the political pressure of high accountability requires school leaders to improve instruction and, student achievements, while maintaining facilities, supervising professional development student conduct and managing budgets.

2.9 School leadership qualities

In earlier work on school leader ship walker and Dim mock, (2000), in concept with a n assembled, people of experienced principals,. Professional developers, policymakers and academics classified four interrelated components of what they termed "Key qualities for leadership. These are values, Knowledge, Skill and attributes Personal and professional responsibilities MCE Wan, (2003; p.14). The task of the school leadership is demonstrated in all aspects of the general duties of the school administration .leader ship has to do with the initiation ,organization ,motivation ,inspiration and direction of the actions of the staff members of a group in a specific situation towards the achievement of the objectives of group. These practices of the leadership must concern with the quality of instruction as well as the students well fare, the moral and spiritual character of the school and the maintaining of the discipline.

Professional Knowledge Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. This body of knowledge

relates to the roles identified earlier or expressed in a different way, to each of the following strategic direction and policy environment teaching, learning, and curriculum, leader and teacher growth and development, staff and resource management, quality resource and accounting, and external communication and connection. The challenge professional practice faces is to ensure that leaders possess a balanced and compressive knowledge and across the different dominos. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus .There may be a substantial lack of knowledge in other domains, with an overreliance and intuition Walker and Dim mock, (2000)

The institution of educational leadership (2000) after citing a long list of the principal's traditional managerial responsibilities went on to add, principals today must also serve as a leaders for students learning .They must know academic content and pedagogical techniques. They must work strengthen skills. They must collects analyse and use data in ways that increase excellence. They must unite students, teacher's parents, local and health and family service agencies, youth development group's local business and other community residents and partners around the common goal of raising students' performance

CHAPTER THREE

3. RESEARCH METHODOLOGY

3 .1 Description of the study area

This study has been undertaken in Gubrye town cheha woreda in guraghe zone which found in South Nation and Nationalities and peoples regional state. The district is found 170km from Addis Ababa in south direction and far away about 20km from Wolkite.

3.2. Research Design

The descriptive survey is used in this research. As mentioned by Seyoum and Ayalew (1989) descriptive survey becomes useful when the purpose of the research is to picture the current situations .It also allows collection of the data using tools and documentary analysis,describes and interprets what it is. It is concerned with conditions or relationship that exists, opinions that are held, processes that are going on, effects that are evident, or trend that are developing. Basically survey method helps to obtain firsthand information from small samples representing large size population and also enables researcher to have access to multiple methods of collecting information. Descriptive survey focuses on investigating the issues, practices and challenges of leadership of the target schools.

(Kathari and Paraash (2005) described that a survey research is important to collect a detailed description of existing phenomenon with the intent of employing the data to justify current condition and practice on to make intelligent

3.3 Research Method

The method which was employed both quantitative and qualitative techniques are more emphasis on quantitative one current approach in which the researcher contains quantitative and qualitative data in order to provide comprehensive analysis of the problem.

The major purpose of this study was asses the current practice of school leadership and to identify challenges working against effective leadership in abfransoa secondary school in Cheha Woreda.

3.4. Sources of Data

Both Primary and secondary Sources has been used for collecting information for the study. As primary source questionnaire and semi structured interview were used. Document analysis

such as monthly, quarterly and annual report abafransua Primary was be viewed as secondary sources.

3.4.1 Primary sources

Bring first-hand information. Beside this, woreda education office heads are also included as primary sources of data because they are educational policy implementers who have direct work relationship with school leaders.

3.4.2 Secondary sources

Secondary sources are also included as sources of data in this study. These sources of data include relevant documents and reports like guidelines for the selection of school leaders, attendance of periodic supervisory system of woreda education office and giving technical support based on schedules for secondary school leaders

3.5. Target Population

This study was carried out on the target population of 67 teachers, 1617 students, and 7 Parent Teacher Association (PTA) in abafransua primary school. So from this target population primary data was collected and used in the study.

3.6. Sampling Techniques

The school under study was selected based on the propulsive sampling methods of the study setting. Since 67 teachers are available only in the school. The target populations of the study were abafransua primary school out of 1617 students 160(10%) of them were selected in simple random means of lottery method where each and every body in the population has an equal chance of inclusion in the sample, from 67 teachers ,7 teachers and 7 PTA included in the study**.**

3.7. Data collection Instruments

To obtain adequate information about the assessment of practice and challenges of school leadership in abafransua primary school questionnaires were the main instruments and data collection tools. It is the most important tool in gathering data for large sample and it creates the relative case for respondents to fill it within short period of time.

3.7.1. Questionnaire

A questionnaire is research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents both open ended and more use closed ended question were used to collect data from both students and staff workers.

Questionnaire is used commonly to gather data for descriptive study. In line with this approach, Koul (2008) stated the researcher preferred questionnaires as the main data gathering instruments widely used. Having this assumption, to gather the appropriate information based on variable item of study problems considered about practice and challenges of school leadership in Abafransua primary schools.

3.7.2. Interview

Interview is usually defined as a conversation with purpose. Interview was collected from the school leaders to collect the full information. They can be very helpful to the organization when one need information about assumptions and activities of in the community managers. Well-constructed and structured interview questions were prepared and administrated to principals and managers.

The interview permits greater depth of responses which are not possible through any other means. Thus, the purpose of the interview is to collect more supplementary opinion so as to stabilize the questionnaire responses.

3.8. Process of Data Analysis

This study was analysed by both a quantitative and qualitative data from sample respondents and analyzed information into meaningful result. This was done in line with the response of the subjects to whom the questionnaires and interviews was administered and analyzed using Descriptive statistics such as percentages, frequency distribution, mean, and standard deviation by using Statistical Package for Social 23 Science (SPSS) for data analysis.

Summary of data from all sources and instruments was discussed all together added the data gathered by the use of such interviews and extracted from documents systematically. Finally, the data was interpreted and reported by giving clear explanation for each and every point which was resulted from the semi-structured interview presented to school principals

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter dealt with two parts. The first reports on the characteristics of the respondents, which includes personal and professional character. The second presents the analysis of the main futures of the current practice and problem of leadership.

4.1. Characteristics of respondents

In order to maximize the diversity, different categories of respondents were involved in this study. This includes primary school teachers, students and PTAs. The respondents were considered relevant and key actors in the field of instructional leadership.

Table 1: Characteristics of Respondents

Variable	Category	Teachers		Students		PTA	
		No=10		No=100		No=7	
		No	%	No	%	No	%
Sex	Male	5	70%	104	65%	5	71%
	Female	2	30%	56	35%	2	29%
Age	21-25	1	20%	-	-	1	14%
	26-30	2	30%	-	-	3	43%
	35-40	4	50%	-	-	3	43%
Work experience	1-5	2	30%	-	-	3	43%
	6-10	2	30%	-	-	2	29%
	11-15	3	40%	-	-	2	28%
	16 Years & above	-	-	-	-	-	-

Sex wise, as Table 1 indicates that, from 7teachers 5 them are male and 2 of them are female and 7 PTA as 5 of are male and 2 of them female. This revelled that there was less involvement of male teachers as compared to their female counter parts. With regarded to age distribution only 10 of teachers were 21-25 years old 20 percent teachers and 33.3 leaderships were 26-30 years old 30 percent teaches and 66.7 leaderships were 36-40 years old. Concerning work experience 30 percent teachers were 1-5 work experience 30 percent

teachers and 29 percent PTAs were 6-10 work experience 40 percent teachers and 28 percent PTA were 11-15 work experience. This revealed that most of the teachers and PTA had good work experience.

4.2. Purpose, Role and Function of Leadership

Table 2 Views of Teachers on the purpose, role and function of Leadership

No	Item	Respondents					
		Teachers		Students		PTA	
		No	%	No	%	No	%
1	Do leaderships create positive atmosphere for professional growth and development?						
	Yes	5	70%	106	66%	5	71%
	No	2	30%	54	34%	2	39%
	Total	7	100	160	100	7	100
2	Do leaderships enhance and improve instructional effectiveness promoting students learning?						
	Yes	6	80%	96	60%	6	86%
	No	1	20%	64	40%	1	14%
	Total	7	100	160	100	7	100
3	Do leaderships assist teachers' in the implementation of new curriculum?						
	Yes No Total	4 3 7	60% 40% 100	104 0 104	65% 35% 100	4 3 7	57.1% 44.9% 100

4	Do leaderships help to identify students and community needs to improve the curriculum?						
	Yes	2	30%	29	18%	3	43%
	No	5	70%	131	82%	4	57%
	Total	7	100	160	100	7	100

In the table 2, item 1 as can be seen that 70 percent of teachers, 66 percent of students and 71 percent of PTA responded that leaderships create positive atmosphere for professional growth and development. In connection with this, in item 2 tables: 2, 80 percent of teachers, 60 percent of students and 86 percents of PTA indicated that leaderships enhance and improve instructional effectiveness in promoting students learning.

According to item 3 in the same table 2, 60 percent of teachers, 65 percent of the students and 57.1 percent of PTA indicated that leadership's assist teachers in the implementation of the new curriculum. As it can be seen in table 2 on item 4, a considerable number of the respondents, 70 percent of the teachers, and 82 percent of the students indicated that leaderships do not help to identity students and community needs to improve the curriculum as well as 57 percent of PTA indicated that leaderships help to identify students and community needs to improve the curriculum. From the above data the effort of leaderships **was un satisfactory.**

4.3. Staff Development

Table 3 Views of Teachers, PTA and students on staff Development

	Respondents		Item			
1	How much leadership helps in assessing the training needs of teachers		high	midium	low	total
	Teachers	No	2	1	4	7
		%	20%	20%	60%	100%
	Students	No	24	43	93	160

		%	15%	27%	58%	100%
	PTA	No	4	3	_	7
		%	57%	43%	_	100%
2	How much leadership helps to provide short term training of school level					
	Teachers	No	2	2	3	7
		%	30%	30%	40%	100%
	Students	No	48	75	53	160
		%	30%	47%	33%	100%
	PTA	No	1	4	2	7
		%	14%	57%	29%	100%
3	How much leadership helps teachers in identifying instructional problems					
	Teachers	No	5	1	1	7
		%	70%	20%	10%	100%
	Students	No	128	19	13	160
		%	80%	12%	8%	100%
	PTA	No	4	2	1	7
		%	57%	29%	14%	100%

According to item 1 table 3, the majority of the teachers 60 percent and students 58 percent of them are replied that helping in assessing the training needs of teachers was low. Based on this data it is possible to say that the effort made by leaderships in assessing the training needs of teachers seems in significance. As it can be observed in item 2, Table 3, 40 percent teachers, 33 percent of the students and 29 percent of PTA indicated that helping to provide

short term training of school level was low. It may be inferred from this that given short term training of school level by leaderships are not satisfactory. In reference to the third item of the same table teachers and leaderships were asked whether leaderships helps teachers in identifying instructional.

4.4. Techniques of classroom Leadership procedures

Table 4 Views of Teachers and PTA the Techniques of classroom Leadership procedures

	Respondents		Item			
1	How much leaderships examine the lesson prepared by teachers before actual classroom observation		high	midium	low	total
	Teachers	No	6	1	_	7
		%	80%	20%	_	100%
	Students	No	126	21	13	160
		%	79%	13%	8%	100%
	PTA	No	2	5	_	7
		%	29%	71%	_	100%
2	How much leaderships spend enough time on observing the teachers to secure valid and reliable evidences					
	Teachers	No	4	2	1	7
		%	50%	30%	20%	100%
	Students	No	106	35	19	160
		%	66%	22%	12%	100%
	PTA	No	6	1	_	7
		%	86%	14%	_%	100%

3	How much leaderships and teachers agreed on the new method or strategy					
	Teachers	No	5	1	1	7
		%	80%	10%	10%	100%
	Students	No	112	24	24	160
		%	70%	15%	15%	100%
	PTA	No	4	2	1	7
		%	57.1%	28.6%	14.3%	100%
4	How much teachers and leaderships analyze the teaching learning process					
	Teachers	No	3	2	2	7
		%	40%	40%	20%	100%
	Students	No	80	51	29	160
		%	50%	32%	18%	100%
	PTA	No	3	3	1	7
		%	43%	43%	14%	100%

As can be seen that in table 4, it is shows the techniques of classroom leadership procedures. As it is indicated in item 80 percent of teachers, 79 percent of the students and 29 percent PTA replied that examining of the lesson prepared b teachers before actual classroom observation was high. The fact there that many of the teachers, students and PTA feel leadership activity is satisfactory. As indicated in table 4, item 2 focused on whether o not leaderships spend enough time on observing the teachers to secure valid and reliable evidences. As show in the same table above 50 percent of teachers, 66 percent of students and 86 percent of the PTA replied in the positively. From this it can be understood that the teaching learning process could be effective.

As show in item 3 in the same table, 80 percent of teachers, 70 percent of the students and 57.1 percents of the PTA replied that leaderships and teachers agreed on the new method or strategy in a condition the fact here is that the agreement between teachers and leaderships leads to meet is objective as expected. As indicated in the same table item 4 the majority of all he teachers and PTA answered the teachers, students and PTAs the teaching learning process in high.

4.5. Utilization of observation conference

Table 5 Views on the Utilization of Observation Conference

No	Item	Respondent					
		Teachers		Student		PTA	
		No	%	No	%	No	%
1	Does leadership focus too much on weakness and little on strength of teachers?						
	Yes No	4 3	60% 40%	83 17	83% 17%	5 2	71% 29%
	Total	7	100	100	100	7	100
2	Are leaderships compartment enough to give technical and other support to teachers?						
	Yes	6	80%	88	88%	3	43%
	No	1	20%	12	12%	4	57%
	Total	7	100	100	100	7	100

Table 5, shows the view on the utilization of observation conference in item 1 teachers, students and PTAs were asked as to whether leaderships focus too much on weakness and little or nothing on strength of teachers. Accordingly, 60 percent of the teachers, 83 percent of the students and 71 percent of the PTA responded that, yes. Based on the above data one could infer that teachers had a careful understanding of leaderships. Teachers, students and PTAs were asked if leaderships are competent enough to give technical and other support to teacher. As can see from the data the majority of the respondents, 80 percent of teachers, 88 percent of the students and 43 percent of leaderships answered ‘yes’. From the above data

analysis one can be concluded that leadership which is expected as a means of improving in structure is important for the teaching learning process.

Table 6 Views on school based Leaderships

No	Item	Respondents					
		Teachers		Students		PTA	
		No	%	No	%	No	%
1	Do school based leaderships lack the necessary skills to conduct leaderships activities						
	Yes	3	40%			4	57%
	No	4	60%			3	43%
	Total	7	100			7	100
2	Do school based leaderships encouraged teachers to improve their profession?						
	Yes No	6 1	80% 20%			5 2	71% 29%
	Total	7	100			7	100
3	Do leaderships focus only on the weak points of the teachers?						
	Yes No	2 5	30% 70%			1 6	14% 86%
	Total	7	100			7	100
4	Do school based leadership was being practiced at the school?						
	Yes No	4 3	60% 40%			6 1	86% 14%
	Total	7	100			7	100
5	Do school based leadership dominated by the principal of the school?						
	Yes No Total	6 1 7	90% 10% 100			4 3 7	57% 43% 100
6	Is school based leadership adult finding endeavour?						
	Yes	1	20%			6	86%

	No	6	80%			1	14%
	Total	7	100			7	100

In table 6, item we can see that 40 percent of teachers and 57 percent PTA responded that leaderships had the necessary skills to conduct leadership's activities. In the same table item 2, 80 percent teachers, and 71 percent PTAs responded that school based leaderships encourage teachers to improve their profession. In the same table item 3, 70 percent of teachers, and 86 percent PTA responded that leaderships did not focus only on the weak points of the teachers. According to item 4, 60 percent of the teachers and 86 percent of the PTAs responded that school based leadership dominated by the principal of the school.

According to item 6, in the same table were asked if a school based leaderships is a fault finding endeavour. As can be seen from that data the majority of the respondents, 80 percent of teachers and 86 percent and 86 percent of PTA a negative feeling on leaderships based on the incompetence and faultfinding mechanisms of leaderships.

to check what were said by teachers with that of principals interview was conducted with the teacher 1 said I make school based leadership decision with the school board committee on the issues of our school ,other said I make school based decision with our school management committee not with Teachers only inform if and only if necessary. No need of participating teachers in school decision making.

CHAPTER FIVE

SUMMARY, CONCLUTION, AND RECOMMENDATION

5.1. SUMMARY

This research was conducted in abafransua primary school. The purpose of this survey study was to identify the current practice and problems of instructional leadership operating in abafransua primary school. The subject of the study was teachers, student and PTA. The source of data for data for the study was gathered from primary sources the researcher employed multiple methods of data collection because it helps the researcher to combine the strength and amend some of the inadequacies. Hence, questionnaires and interview were used to gather data. Out of a propusive of primary school teachers 7 filled in properly and returned the questionnaires. The data obtained were analyzed with percentage. According to the result of the data analysis the major findings are summarized as follows.

Both teacher and PTA have different views on the utilization of the purpose of leadership. It seems that leaderships were not capable in their leadership`s profession to utilize the purposes of leadership and work with teachers in a manner that is supposed to be. They weren't in a position to convince teachers even though they all work for similar educational goals

The responses of teacher and PTA on the utilization leaderships rated themselves as if they perform the task very well. Further, they said that in order to take part in the roles of leadership such as curriculum staff, and professional development, leaderships need to have better knowledge than teachers they supervise. This scenario put the leadership work at low level professional status which any person can carry out. As a result, teaches accorded low value of leaderships and their leadership quality. Leaderships need to possess the three basic leadership skills, i.e. conceptual, human technical skills.

The result showed that teachers, students and PTA hand different views on the subject. For the leaderships it was practiced to its best level contrary to this, teachers labelled it to be the last professional input. Furthermore; teachers asserted that leadership were placed in leadership`s positions without better qualification or training on the job as result, inadequate leaderships skill has been exhibited. Regarding leadership activity, teacher gave the opinion that leaderships are the impeding factors. The computed result of this revealed that both groups had similar views to this end, both teachers and PTA as well as students asserted that school

leadership and the school teachers do not have positive attitudes towards each other. Furthermore, teachers` assented that leadership claimed that adequate budget was not allocated for leaderships activities

5.2. CONCLUSIONS

The findings to this study have made possible to reach the following major conclusions; It is apparent that the major purpose of instructional leadership is the improvement of teaching learning process in classroom by improving instructional effectiveness, by providing an objective assessment of overall teacher performance in a democratic manner involving parents and community at large to obtain their suggestion and support in searching solution to perceived problems but, the result of this study indicated that the leadership were found incompetent to utilize the purpose of leadership and to be resourceful in their profession. The Ministry of Education (MoE) 2013 manual stated about developing professionalization of educational leadership.

It is obvious that the major role and function of leaderships in educational institutes can be categorized in to curriculum development, instructional improvement and professional development. It is understood that a leadership must be a resource person in the activity of curriculum development, instructional improvement and professional development. However, contrary to this, the result of this study revealed that leaderships failed to help and teachers and also lack professional know how assisting teachers. Hence, teachers do not regard leadership as potentially valuable to improve teachers` efficiency and the teaching learning process (Abu-Tineh, 2008).

In the modern sense, leadership is guiding, supporting assisting sharing ideas and coordinating efforts. In other words, the leadership is a resources person that supports teachers. The effectiveness of leadership of leadership by and large depends on the extent to which leaderships utilize the leadership`s skills such as conceptual, human relations skill and technical skill. However, to the contrary, the findings of the study revealed that, leaderships were placed in the leadership`s position without sufficient leadership`s skills. As a result, the system seems to fall to contribute to the improvement of instruction and student`s academic performance from the study it can be concluded that teaches have lost confidence on leaderships and assistance they give in solving problem they encounter in the teaching learning process. The degree of leadership applies the techniques of classroom leaderships a procedure in abafransua primary school was weak.

Effective implementation of instructional leadership is possible only if there are competent leadership, adequate financing and when teaches and leadership have positive attitude to teach other. However, the result of this study depicted that leadership were incompetent teachers and leadership perceived each other negatively and they was no adequate financing. Therefore, leadership activates were impeded by these factors in the primary schools of the area under study.

5.3. RECOMMENDATIONS

Based on the summary of the findings of the study the following recommendations are forwarded**.**

- The result of this study revealed that leaderships were found to be deficient in supporting teachers, in improving instructional effectiveness, in promoting student learning, in providing an objective assessment of the overall teachers performance, in providing effective instructional leadership in a democratic way through sharing with public the problems of the school since these are very crucial to the purpose of instructional leadership, then leaderships should not merely act on their general learning and experience.
- They must be offered with specific professional training, formally over a short of long period. In this respect, training program manuals should be prepared in such a way that the course titles are primarily directed to the task to sharpening and widening the breadth of knowledge of leaderships.

- Leaderships are supposed to be educational leader. Instructional leaderships, as educational leaders, are expected to maintain the different roles and functions of leadership to produce better learning environment and to provide leadership for curriculum development, instructional improvement and professional development. As evidenced by the study, the competence of leaderships to carry out leadership`s roles and functions, in need improvement.
- Leaderships in this school did not seem to be capable enough to shoulder these roles and need improvement. And this has to start with introduction of leadership`s roles and functions.
- To this end regional education Bureau, Zone education office, Woreda education office in collaboration with NGOs should provide short term training in the areas of curriculum development, instructional and professional development to give leadership`s appropriate knowledge of leadership`s roles.
- Qualified leadership is expected to encourage and win the confidence to teachers by seeking solutions for their problems.
- The study, however, revealed that leaderships in their leadership`s functions lack these basic leadership`s leadership skills in primary schools of abafransua.

- The leaderships support rendered, according to the findings did not apply these basic skills.
- Thus, leaderships should be offered specific professional training, which helps him/her to acquire new skills, knowledge and techniques of leadership.

REFERENCES

Andrew, J, Dubrin, (2004).Leader Ship Research Findings, Practice, andSkills.4thedition, New York. Boston.

Abiy et al (2009). Introduction to Research Methods. Graduate Studies and Research Office. Addis Ababa /Unpublished for leadership of school and children's services

Ahmed, A. (2006). "A comparative study of managerial effectiveness between government and Private High schools of Addis Ababa". Unpublished MA Thesis, Addis Ababa University.

Bass, B. M. (1981). Stogdill's handbook of leadership: A survey of theory and research. New York Free Press.

Cardno, C. (2001). 'Managing dilemmas in appraising performance: an approach for school leaders'. Ins .Middle wood and C.Cardno (eds), Managing Appraisal and Performance: A Comparative Approach

Day, C, Harris, A. and Hadfield M (2000).Leading schools in times of change, Buckingham: Open University press.

Dim mock, C. (1999). Principals and school restructuring: conceptualizing challenges as dilemma s, Journal of Educational Administration.

Murray, C. (2003). Human Accomplishment. New York: Harper Collins

M oE (2002). Education sector Development program (ESDP – II). Addis Ababa: EMPDA

MoE(2002).The Education and Training policy and Its Implementation. Addis Ababa

MainReportAvailableat:http://www.des.gov.uk/research/data/uploadfiles/RR818A.pf

Quong, T Walker, A. and Stott, K. (1998) . Values -Based Strategic Planning. Singapore: Simon and Schuster

Robbins, S (2003) . Essentials of Organizational Behavior (7th ed.). New Jersey: Presentic Hall

Tony Bush.(2003).Theories Of Educational Leadership and Management. Third Edition, by Sage Publications Ltd

Waldman.M.(1993).Theoretical Consideration of leadership TOM &Leadership. Quarterly, 4(1),65-7

Wosssenu, Y.(2006). Educational leadership: Text Book (AEMP332). Addis Ababa.

Yukl, G. (20 02). Leadership in Organizations. Prentice-Hall, Upper saddle River, N

APPENDIX A

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management (EDPM)

Dear Teacher or Principal

This questionnaire is a part of the student designed to collect the relevant data about the current practice and problems of instructional leadership its main purpose is to survey the practice and problems of leadership in the primary schools of abafransua. Hence, your sincere cooperation and objectivity in answering the questions in highly important.

Thank You

I. Background information

1.1. Sex A. Male ☐ B. Female ☐

1.2. Age A. 21-25 ☐ B. 26-30 ☐

C. 36-40 ☐

1.3 Work Experience A. 1-5 ☐ B. 6-10 ☐

C. 11-15 ☐ D. 16 years above ☐

II. View on the purpose, Role and function of leadership

2.1. Do the leadership create positive atmosphere for professional growth and development?

A. yes ☐ B. No ☐

2.2. Do the leadership enhance and improve instructional effectiveness in promoting student learning?

A. Yes ☐ B. No ☐

2.3. Do the leadership assist teachers in the implementation of the new curriculum?

A. Yes ☐ B. ☐

2.4. Do the leadership help to identity students and community needs to improve the curriculum?

A. Yes ☐ B. No ☐

III. Staff development

3.1. How much do leadership help in assessing the training needs of teachers?

A. High ☐ B. Medium ☐ C. Low ☐

3.2. How much do leaderships help to prove short term training of school?

A. High ☐ B. Medium ☐ C. Low ☐

3.3. How much do leaderships help teachers in identifying instructional problems?

A. High ☐ B. Medium ☐ C. Low ☐

V. Techniques of classroom leadership`s Procedures

4.1. How much leadership examine the lesson prepared by teachers before actual classroom observation?

A. High ☐ B. Medium ☐ C. Low ☐

4.2. How much leaderships spend time on observation the teachers to secure valued and reliable evidence?

A. High ☐ B. Medium ☐ C. Low ☐

4.3. How much do leaderships and teachers agreed on new methodology of strategies?

A. High ☐ B. Medium ☐ C. Low ☐

4.4. How much do teachers and leaderships analyse the teaching learning processes?

A. High ☐ B. Medium ☐ C. Low ☐

VI. View of the utilization of observation confidence

5.1. The extent that focus too much weakness and little on strength of teachers?

A. High ☐ B. Medium ☐ C. Low ☐

5.2. The extent that based leadership is a fault finding endeavour?

A. High ☐ B. Medium ☐ C. Low ☐

5.3. Event of competent enough to technical and other support to teachers?

A. High ☐ B. Medium ☐ C. Low ☐

VII. Views on school based leaderships

6.1. Do school based leaderships lack the necessary skills to conduct leadership`s activities?

A. High ☐ B. Medium ☐ C. Low ☐

6.2. Do school based leadership encourage teachers to improve their profession?

A. High ☐ B. Medium ☐ C. Low ☐

6.3. Do leaderships focus only on the weak points of the teachers?

A. High ☐ B. Medium ☐ C. Low ☐

6.4. Do school based leadership was being practical at the school?

A. High ☐ B. Medium ☐ C. Low ☐

6.5. Do school leadership dominated by the principal of the school?

A. High ☐ B. Medium ☐ C. Low ☐

APPENDIX B

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management (EDPM)

Department of educational planning and management questionnaire to be by students.

Dear students

This questionnaire is a part of the study designed to collect the relevant data about the current practise and problems of instructional leadership. Its main purpose is to survey the practise and problems of leadership in the primary school of abafransua. Hence, your sincere cooperation and objectivity in answering the questions is highly important. There is no need to write your name in any part of the questionnaire.

Thank you in advance for your cooperation

I. Background information

1. Sex ☐ A. Male ☐ B. Female ☐

2. Age ☐ A.21-25 ☐ B. 26-30 ☐ C. 36-40 ☐

II. View on the purpose, Role and ☐tion of leadership

1. Do the leadership create positive atmosphere for professional growth and development? ☐

☐ A. Yes B. No

2. Do the leadership enhance improved instructional effectiveness in promoting students learning? A. Yes B. No

3. Do the leadership assist teachers the implementation of the new curriculum?

A. yes B. Low ☐

3. Do the leadership help to identity students and community needs to improve the curriculum

A.yes☐ B. No ☐

III. Staff development

1. How much do leaderships help in assessing the training needs of teachers?

   A. High ☐ B. Medium☐ C. Low ☐

2. How much do leaderships help to provide short term training of school level?

   A. High ☐ B. Medium☐ C. Low ☐

3. How much do leaderships help teachers in identifying instructional problems?

   A. High ☐ B. Medium ☐ C. Low☐

IV. Techniques of classroom leadership`s procedures

1. How much do leadership examine the lesson prepared by teachers before actual classroom observation

   A. High ☐ B. Medium ☐ C. Low ☐

2. How much do leaderships spend time on observation the teachers to secure valued and reliable evidence?

   A. High☐ B. Medium ☐ C. Low☐

3. How much do leaderships and teachers agreed on new methodology of strategies?

   A. High☐ B. Medium C. Low☐

   ☐