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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENTe

THE PRACTICES AND CHALLENGES OF INSTRUCTIONAL LEADERSHIP IN ABA FRANSUA PRIMARY SCHOOL OF GUBRYE SUB CITY

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Acronyms

EDPM	Educational Planning and Management
ETP	Education and Training policy
MOE	Ministry of Education
SNNPR's	South Nation Nationality and peoples Region
WKEB	Wolkite Education Bureau
WEO	Woreda Education Office

Abstract

The objective of this study was to investigate the Practice and Challenges of Instructional Leadership in Aba Fransua Primary School of Gubrye sub city to examine the challenges encountered during instructional leadership practice. The study employed a descriptive survey design. Data was gathered from a total of 42 participants/ population. From the total population of 76 in the schools. From which teachers are 65 department heads are 7, cluster supervisor are 1, vice principals are 2, and 1 school principals were involved in the study. However,15 males 20 females total totally 35 teachers and 2 males 1 females totally 3 department heads, 1 male supervisor, 1 males 1 females totally 2 vice principals, and 1 male school principals were selected by using simple random sampling (lottery system). The data gathering instruments were observation checklist, and questionnaires are prepared in different items for teachers, principal, department heads, vice principal, and supervisor. As in the instructional leadership stakeholders of the study based on the data presentation, and interpretation the research has used findings as in the instructional leadership practice which is 28 (66.66%) of the respondents indicated the school leaders were not facilitating opportunities for teacher' s professional development, and in addition 14(33.33%)the instructional leadership challenges were negligence of principals in the school leadership practices.

***Key words**: Instructional leadership, Instructional leaders, leadership, school leaders, primary schools, school.leadership,challenges,practice*

CHAPTER ONE

INTRODUCTION

This researches consists of the topics background of the study, statement of problem, objective of study, delimitation of study, limitation of the study, organization of the study, review of related literature, research methodology, and research design, methods of data collection, data analysis, summary, major findings, conclusions and recommendations all of this are the introduction part of the researches.

1.1. Back ground of the study

Education has been recognized as a key instrument for the development of a country; it is a means of changes and also it based and rapid for social, cultural, and economic development of the society. Advancement of science, and technology reached the present level of development through education. This education is the main development to achieve the desired development of society supporting this idea Ayalew (2005) stated that " education is an instrument of reducing poverty and improving the secure world" it has been regarded as based human right education as very important factors of human development to high priority in the overall development and every country in the world.

High quality professional learning will have resonance with teacher at all stages of careers. Therefore, effective schools need effective instructional leadership. The successes of the entire school program stressing the importance of this Ubben and Hug (1999) revealed that " principals of effective schools are strong instructional leaders who know how manage time and money effectively."

They have been an ongoing effort to ensure that a comprehensive system is in place to give a student' s an equal opportunity to learn and success through improved curriculum are instructional strategies during the regular school day and through special assistance in extended day and summer school activities. In addition, the option of statewide choice was added to the educational landscape. Their options provide the educational consumer a new range of choice in selecting school locations and programs for their children. Musaazi (1998). There is no research made so far in the area called Aba Fransua Primary School Gubrye sub Town Administration. Therefore, this study attempts to make a survey of current issue of instructional leadership

practice and challenges in classroom in Aba Fransua Primary School Gubrye sub Town Administration and doing so, the study will bring out the problems to be solved. . Advancement of science, and technology reached the present level of development through education. This education is the main development to achieve the desired development of society supporting this idea Ayalew (2005) stated that "education is an instrument of reducing poverty and improving the secure world" it has been regarded as based human right education as very important factors of human development to high priority in the overall development and every country in the world.

In the Ethiopian context, education system has various challenges and problems. Among this, quality, accessibility, equity, lack of skills and training, inequality, inadequate facilities and lack of relevance were found to be the major one (Degarge, 1998, p.74). However, school leaders have an important role for change and education development (Musaazi, 1988).

1.2 Statement of the problem

Leadership is one of the most important elements of an institution. However, instructional leadership is the role behavior (practices) of school leaders in defining different dimensions of practice in school (Krug, 1992, p.56). The degree to which school leader would become effective depends largely on the quality of leadership. Besides this, instructional leadership can play key role in transforming the institution towards higher achievements and success Leithwoood, 2003). However, instructional leadership facing a number of problems and challenges those largely to do with principals themselves and some original outside the school such as lack of vision and mission, absence of professional training and development strategies (MOE,2005).

School leaders most responds to increasing diversity in student characteristics, including cultural background and immigration status, physical and mental disabilities, and variation in learning capacities (ETP,1994). Rapid developments in technologies for teaching and communication require adjustments in the internal working of schools.

The practices of leadership focuses on how leaders do what they do- how leaders tasks in a day to day work of the school that encourage teachers to work collaboratively. Interaction of leadership and followers and their situation generate the practices leaders put to use in the work

place. The situation brings definition to the leadership practices and is at the same time itself defined by leadership practice (Miller, Teresa N. and et al., 2007; 13).

However, according to different evidence there is the problem that in practice of instructional leadership by school leaders. In line with Goddard, R.D and et al, (2010) states that in most school leaders were not in practices of instructional is effectively implemented across in the schools. This is due to several challenges including change in political and social situations of the countries. Paradigm shifts, the complexity of the nature of the tasks and other human and other factors.

Regarding to Ethiopia, there are same evidences that verify that they instructional leadership practices was not effective. In line with this Tesfaye Nigussie and Alemayehu Tesema, (2011) have been conducted nationally on issue related to practice and challenges of instructional leadership. According to them in their study by selected some governmental school they identified the major problems in most school leaders successful implementation of instructional leadership was not effective with the challenges of teacher resistances to change, pressure from none instructional jobs, lack of constructive feedback and lack of staff cohesiveness, lack of training and inefficiency administration.

The practices and challenges of instructional leadership in Aba Fransua Primary School of Gubrye sub city. To produce highly productive citizens, the school principal and supervisor as instructional Leaders have to play a positive effect on practice of instructional leadership based on such assumptions. The school' s instructional leadership practice plays a valuable role, and carries out complex, and various activities to solve the challenges of observed in educational process.

Instructional leadership comprises the following tasks.

Instructional leader sets goals of the school Instructional leaders supervise and evaluate teachers.

Instructional leadership coordinates staff development program.

Instructional leaders create collegial relationship with, and among teachers.

Instructional leadership practice is expected to play both instructional activities and non-instructional activities even though most responsibilities are coping out instructional

activities as instructional leaders. “ Some poor school leaders spent most of their time, and energy in non-instructional activates of the routine tasks/ annual educational sector pamphlets of SNNP's educational Bureau (2013).

The instructional leaders are performing mostly managerial tasks. They work at the expense of providing quality education for the targeted people. The instructional leadership practices are challenged (negatively influenced) by many factors in context of Aba Fransua General Primary School of Gubrye sub city. These are:

The school has financial and supply delivery problems.

Teachers are transferred from the school immediately.

The newly substituted teachers delay to come on time of educational calendar.

Now days, as the educational documents indicated from the school, there are problems in the achievement of school system in providing quality education through improved instructional leadership practice in Aba Fransua General Primary School of Gubrye sub Town administration particularly (2015 E.C).

Due to this reason, the school did not perform the expected mission in accordance with the standards set by ministry of education (quality education package program Blue print number-2005 E.C.). Generally, to guide the study with in specified scope to make the attainment of the objective possible.

There is gap between what is and what needs to be on the role of principals in as instructional leaders formulating a shared school vision and goals among the majorly problems that hinder principal’ s in carrying out their instructional leadership roles are lack of education and training higher official’ s expectation for the principal’ s role and mainly managerial. Form this, one can deduce that principal of those schools under investigation did not have the knowledge and skill to maintain a reasonable balance between the time and energy spends on the managerial duties and instructional leadership.

Regarding to the challenges and problems, the findings of the study concluded that, the following major challenges and problems are identified that school leaders unsuccessful implementing to the above dimensions of instructional leadership core practices. Therefore, the major challenges are heavy work load to conduct regular supervision, lack of confidence to exercise and

distributed leadership, unwillingness of empower teachers in leadership positions, unmotivated behavior of school leaders towards teachers and unable to solve conflicts in the school. Whereas the problems are lack of training on instructional leadership or EDPM, lack of finance and material resource in the schools and absence of supportive staff members.

1.3. Basic Research Questions

1) To what extent do school leaders perform set direction in their instructional leadership practice in Aba Fransua primary school of Gubrye sub sity ?
2) What are major instructional leadership practices that are performed by primary school leader in Aba Fransua primary school of Gubrye sub city ?
3) What are the major factors that challenge the practice of instructional leadership in Aba Fransua primary school of Gubrye sub city ?

1.4. Objectives of the Study

1.4.1 General objective

The main objective of this study is to investigate or observe the instructional leadership practices and challenges manifested during the teaching learning process being consulted in Aba Fransua primary school of Gubrye sub city.

1.4.1. Specific objectives

In doing so, the study has following specific objectives**:**

To identify the major influencing factors that hinders the effectiveness of instructional leaders in our instructional practice.

To identify the instructional leadership performance that most leaders perform strongly or weakly.

To examine the instructional leadership activities.

1.5. Significance of the study

School leaders are vital for the development of the education sector and addressing quality education to students. In this regard, assessing and identifying the major problems, challenges and hindering impediments and suggesting possible strategies of delivery are essential.

Therefore, the study intended to have the following importance that, the investigation was serve as sources of information for future studs related to instructional leadership practices. So this study is believed to be important. Since, it is expected to expect, the following importunes.

It may provide to school principal some ideas on how to become effective instructional leaders.

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

It may inform principals the value of focusing on instructional leadership practice to be at best, for improved instruction produce productive citizens.

It may improve quality learning program at the school environment.

It may create a good school environment to the success of instructional goals.

It was developed the staff and line workers social relationship in work condition.

1.6. Scope/ Delimitation of the Study

The study is delimited to investigate the practices and challenges of instructional leadership in Aba Fransua both 1st and 2nd cycle of primary schools. In the school system the instructional leadership practices /roles/ and challenges can be shared by instructional leader principal. Deputy principal, department heads, cluster supervisor, unit leaders/ and teachers, but the focused of this study is delimited to the instructional leadership practice and a challenges of school leadership in case of Aba Fransua Primary School Gubrye sub city in 2015 E.C. This is because the main responsibility of instructional leadership practices rest mainly on the principal, deputy principals and department heads. Taking the time, money and labor required, in carrying out the data collection process in consideration. This study is delimited to School from Aba Fransua Primary School (1-8th grades) out of Four (4) school' s government General Primary School of Gubrye sub city

1.7. Limitation of the study

This study has a number of limitations. The first studying limitation was the research limited to only in Aba Fransua with including 4 primary schools of instructional leadership because of topographic difficulty to be detailed studies. There were many factors that affected the study.

Perhaps the major is the fact that I were forced to limit the study to sampled schools out of the total number of schools.

This was due to the shortage of time available to collect data and financial. Moreover, lack of recent and relevant literature is some limitations of us. As issue required deep investigation, there were some limitations which are crucial and examining us.

Lack of time, fiancé, material and distance..

Lack of my experience.

Because I am an exit exam candidate, it is in terms of stacking things

1.8. Operational definition of key Terms

Instructional leadership: refers to the role behavior or practices of school leaders in defining core dimensions of practice in school.

Instructional leaders: are responsible for instructional leadership who are performing setting directions, developing people, developing the organization and managing the teaching learning programs like refers to principal, supervisor, vice principal

General Primary School: refers to (1-8 graders). Level selected first cycle Primary School (1-4) and second cycle primary school (5-8) are structures in the one School.

Leadership: The process of influencing the activities of an individual or group in effort towards goal achievement in a given situation.

School leadership: is a leadership that exhibited by principals including staff members in the school.

Challenges: referring to things that are difficult to school leaders in implementing the core practices.

Practices: The application of core dimension of instructional leadership to achieve student learning out come and school goal success.

1.9. Organization of the study

This study is organized in to five chapters. Chapter one provides introduction, (Back ground of the study, statement of the problem, Objective of the study, Significance of the study, delimitation of the Study, delimitation of the study, limitation of the study, definition of terms), Chapter two review of the literature, Chapter three (research design and methodology), chapter four data presentation, analysis and interpretation, and Chapter five (Summery conclusion and recommendation).

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter is concerned with review of the related literature. It consists of the concept of instructional leadership, the need for principals as instructional leaders, major functional of principals, instructional leaders, the instructional leadership roles of principals instructional leadership behavior and determent factors of leader effectiveness. Effective instructional leadership dysfunctional roles of instructional leader, problems that principle' s face in carrying out their instructional leadership roles.

2.1. The concept of instructional leadership

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. According to McEwen,(2003) defines leadership as property of the individual; but complex relationship among different variables. Instructional leadership has no uniform definition that satisfies every

one. However, different scholars define instructional leadership in different manner. According to Smith & Andrews,(1989) instructional leadership is often defined as blend of several tasks.

According to Bird and Little (in chell, 2006) E.C instructional leaders refers to the specific branches of educational leadership that addresses curriculum and instruction. All of the function of the instructional leader aims at improving the instruction provided for leaders at the classroom. Regarding this, in chell, (2006) who wrote that instructional leadership functions involve all the beliefs discussions, strategies and tactics that principals use to generate instructional effectiveness classroom.

2.2. The Need for Principals as Instruction Leaders

The principals as instructional leaders are a key person in the school in building, promoting, improving instructions. In this connection Heck learns on and Marcoviides (in mendezmorse, 2005) indicated that " instructional leadership has been found to be the significant factor in facilitating, improving and promoting the academic progress of students."

The principal as in the instructional leader is pivotal in bringing about the conditions that characterize effective school. Surrgiovanni (1995) suggested the " Quality schooling is the amount and kind of leadership that the school principals provide directly and promote among teachers and supporting stuffs." The successful teaching by teachers and learning by students remains the principal is primary objectives. Their significance is assured by the facilitative principals who promote effective instruction (Mon Hon and Hengst, 1982).

2.3. The instructional leadership roles of principals

Instructional leadership connives meaning, which encompasses only apportion of those activities that an effective school leadership carries out and it is still the most important portion that its primary goal is improving students laddering Leitwood, Begley and Cousins in Chell, (2006).

As an instructional leader, principal is the pivotal within the school who affects the quality of individual teacher instruction; the degree of student achievement and the efficiency use themselves to create a school climate characterized by student' s productivity, staff productivity and creative thoughts (Ubben and Hughes, 1970) besides.

Finely in (Chell,2006) asserted that" if a school is to be an effective one it will be because of the instructional leadership of the principal' s leadership, as then maxim goes as the principal goes so goes the school development of strong instructional program is the central responsibilities of the principal" (Mon Hon and hinges 1982). Besides this, they also explained that the task of the principal who would provide facilitative leadership for the school, in the first instance facilitate instruction. According to the ministry of education, (2002), " The principal plays an important role in integrating and coordinating the effects of teachers, staff members, students and parents to archive the desire objectives of education and facilitate the overall aspects of the teaching learning proc

2.3.1. Facilitating Staff Professional development

To come up with quality education for its best the performance of teachers in the first place must be improved in continuous manner through staff development programs. In relation to this, Chell, (2006) stated that" if learning is a lifelong pursuit and if our goal is to improve the quality of education, then education is too, need to be continuously educated" . To keep our possibly to enhance the quality of education at the school building level, the resource development has always been a continuous concern (Ubben and Hughes, 1997). An effective instructional leader facilitates the staff professional development program, through different ways such as in-service programs, conference staff meeting, etc.

2.3.2 .Facilitating School based curriculum Improvements

According to Musaaize (1998) " the principal must plan the school curriculum in according with the stated aims of education in the country. As instructional leader, the principal is also expected to contribute to curriculum improvement by using his Knowledge and Skill by helping towards laddering experiences " (Brad Field, 1994).

2.3.3 Supervision and Evaluation Instruction

Glikman (in Chell 2006) wrote that " supervision provides direct assistance to teachers as it continuously focusing on improvement of classroom instruction" . Whereas, formal evaluation periodically measures, performances (it is an acceptable standard of teaching). Even if the focus of supervision and evaluation is different evaluation is part particle of supervision. Okumbe (1998) explained that " a supervisory program is an incomplete if it does not have an evaluation

report. In this case, a supervisor acts an educational examiner whose function is to verity the teaching learning outcome in order to provide a corrective mechanism" .

2.3.4 Instructional Supervision

The principals are responsible for the school' s supervisory program that they must ensure helpful, useful and must comprehensive system of supervision is operating Surgiouanni (1995). In similar vein Chell (2006) stated that " one way to help teachers to improve instructions is through supervision" .

According to the ministry of education (1987 E.C.) " The responsibilities of the school principals in supervision takes would be presented as follows" .

The role of the school principal' s instructional supervision practices.

Creating a conductive environment to facilitate supervisory activities the school by organizing all necessary resources for instruction.

Giving professional assistance and guidance to teachers to enable them to realize instructional objective and supervise classes when and as demand necessary.

Coordinating evaluation of teaching learning process and the outcome through the imitation of active participation of the staff members and local communities at large.

Coordinating staff members of the school and other professional educations to review and strengthen supervisory activities.

The role of the school deputy principals in supervision

Giving over all instructional leadership to staff members.

Evaluating lesson plans of teachers and conducting supervision to ensure the application of the lesson plan.

Ensuring that the curriculum of the school addresses the needs of the local community.

2.3.5 Instructional Evaluation

According to Mon and (1982) and Brad field (1964) " an important and in escapable responsibility of the instructional leadership is evaluation of the work of the teacher and the

school program" . Man Hon and hinges (1982) further indicated that" in the school unit evaluation includes the assessing of student achievement program success and teacher performance and making judgments about the value of the contribution of individual teachers to the success of the educational programs of the school" .

2.3.6 Encouraging action research

In school environment the term action research in the research (study) that teachers carry out to examine their researching process and the results of these processes with the primary focus of improving their instruction, (Chell, 2006). In a similar way, Surgiouanni (1995 Suggested that " one lesson that is clear from examine the new research on teaching is that teachers must become problem solver and researchers of their own practice" .

2.3.7 Designing Education Vision

According to pejza (in mendez-Morse, 2005), " without a vision there is no possibility of a principal being a leader. The vision provides guidance and direction for the school staff, students and administrations." In stressing the importance of vision, Holmes (1993) stated that " without clear vision, no transformation can occur. " The principal should encourage other to involve in the process of designing a vision that enable to build a strong commitment to action."

Emphasizing this, Mendel- Mores (2005) explained that " Leaders invite and encourage others to participate in determining and developing a shared vision and this promotes collegial" and collaborative relationship on top this Surgivanni (in mendez- Moses, 2005) added that" the shared vision becomes shared convenient that bodes together leader and follower in moral commitment. To be effective instructional leader" , one must have a vision for the organization that is focused up on desired outcomes that is ensuring academic excellence (bomberg and Andrew in Chell, 2006 E.C)

2.3.8 Setting Educational Goals

One of the top responsibilities of the principal is the development and clarification of the goals and objectives that give direction to school. To fail to do creates confusion among teachers, students, and parent' s confusion that results in lowered levels effectiveness. The principal may be the critical factors on attempts to avoid such consequences, for he and she are largely

responsible for the management of the formal direction diving activities within the school (Mon Hon and Hongest, 1982).

The principal should involve stockholders such as staff students, and community in goals setting and process. In a similar way, okumber (1998) suggested that " the educational manageress have to ensure that teachers participate in goals setting."

2.4. Principals instructional leadership

> According to Ukeji, Akabogu and Ndu (1992)" leadership behavior refers to particular acts in which a leader engaged in his work situation, as he plans directs, coordinates and controls the work of his group members. Principals require skill in order to support practices of instructional needs in his work in to three: technical, human and conceptual."

2.4.1. Technical Forces

Technical forces included being a good manager and applying good planning organizing, coordinating and controlling technique quest to ensure optimum effectiveness of the organizing. This includes such things as efficient office management' s practical good scheduling techniques and appropriate use of goals and objectives.

2.4.2. Human forces

The human forces emphasize human relation skills, implementing good motivation techniques and building good moral within the organization. The appropriate use of participatory management is an integral part of the behavior. These skills become major contributor to the climate of the school.

2.4.3. Educational forces

The educational faces on the conceptual knowledge of educational skills includes the ability to diagnose educational problems carrying out the function of financial supervision, evaluate educational programs, develop curriculum, implement staff development activities and develop good individual educational program of individual children.

2.4.4. Symbol Forces

The behaviors demonstrate to others those things that the leader believes important and of value to the organization. It involves purposing that " continuous stream of action by organizations

formulas leadership which has the effect of inducing clarity consequence and commitment regarding the organization basic purpose." Symbolic action also can be expressed by principal regarding what is considered important.

2.4.5. Cultural Forces

In this role the leader seeks to strong them the value and beliefs that make the school unique. The header attempts to build traditions of the school around those things most highly valued. this is done by sharing with other what the school must values; by orientation of new member of the group to the values and beliefs of organization be telling stories of past glories to reifies to reinforce these traditions; or simply by explaining the standard operating procedure that is expected to be used.

2.5. Determining factors of leader effectiveness

Fiddler in (Ubben and Hughes, 1997) concluded that " the interaction of their factors will determine leader effectives" . The three major factors are presents as follows.

2.5.1. Leader Member relations

This refers to the leaders feeling of being accepted by subordinates. A leader' s authority depends at least partly on the acceptance of the group to be lead. A person who is respected by an inspires by loyalty in the work group needs few of the vestment of rank to get the group to perform the task at hand on willing the competent manner.

2.5.2. Task Structure

This is the degree to which the subordinates task is role fine and precisely defined as opposed to being relatively in structured and loosely defined (on continuum of " tight" loose" one could posit teaching would tend to be on the loose ends).

2.5.3. Power Positions

This refers to the power inherent in the leadership position and includes the means available to the leader from those at higher administrative levels. This is the extent to which the leader possesses reward, coercive, and legitimate power.

What is more, field’ s research indicated that the behavior of effective leader varied according to the nature of three contingency variables; leader group relations the degree of structure in the task, and the oration power of leader (fielder in Nubbin on Hushes, 1997).

2.6. Qualities of Effective instructional leaders

At the leader of the school and the guidance of the teacher and the student’ s school principal: is expected to have certain qualities. According to Rather ford (In Chell 2006)” qualities of principal here mention under.”

Have a vision: work towards a shared understanding of the goals. Progress toward their achievement and coordinate and coordinate curriculum instruction and assessment.

Translate the vision in to action: work as a team: emphasize school wide goals and expectations.

Create a supportive environment’ promote an academically orient orderly and purposeful school climate.

Know what is going on in the school. Find out what teachers and students are doing and how well.

Act on Knowledge intervene as necessary accommodating different teacher personalities, styles and teaching strategies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the study

The main intention of the study was to investigate the practice and challenges of instructional leadership in primary school of Aba Fransua. Hence, under this chapter, research approach, research design, source of data, population, sample size and sampling technique, instrument and procedures of data collection and method of data analyses were treated.

3.2 Research Design

A descriptive survey research design used to the instructional leadership practices, and challenges of Aba Fransua Primary School in Gubrye sub city. To this effect we have used the non-experimental design such as descriptive design which describes an existing phenomenon and also survey design to describe attitudes, believes and other types of information. This research design allows to describe the status and to obtain complete description of instructional leadership practice and challenges in the sample School of Aba Fransua General Primary School Gubrye sub city.

3.3 Research Method

The research method used to in this study was descriptive survey method, which is a common characteristic shared by mixed both qualitative and quantitative research approach. Quantitative approach is considered as appropriate because it uses the survey in collecting data from area by selecting a representative sample of a population. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the phenomenon such as direct quotations capturing peoples personal perspectives and experience off instructional leadership through an in depth interview. As Kahn (2003) believed that for information that cannot be obtained through quantitative method can be effective in obtaining such information.

3.4. Sources of Data

In this study, data were collected using primary sources of data with applied to questionnaire and interview. In such away, there were the major participants that used to as source of data in the former case; the firsthand information was obtained from teachers, school principals, supervisors and department heads. In Aba Fransua Primary School' s instructional leadership practices, stockholders are the targeted groups. The reason for those, the principal position was contacted for information sources for the reason that they directly involved in the practices of school leadership. Teachers were taken as source of information for the reason that they were direct beneficiaries of the service delivered. Whereas the secondary data were collected from the school principal and supervisor' s annual and monthly reported statistical data and the WEOs data analyses.

3.5. Population Sample and Sampling Techniques

3.5.1. Population

This research is targeted to study the instructional leadership practice and challenges in Aba Fransua General Primary School, therefore the population of the study participants in this research were includes Teachers, principal, vice principal, cluster supervisor, and department heads of the School. To this study the total population is 76 were taken 46 of them are targeted population selected from Aba Fransua among 4 Primary School of Gubrye sub Town. The reason of selecting sample is based on probability simple random sampling techniques of identification to give equal chance for the participants and to get real information for the study of instructional leadership practice, and challenges of the selected area called Aba Fransua Primary School of Gubrye sub city.

To sum, the above targeted groups are taken by simple random sampling method of probability in order to give more chance for most participants and also to get appropriate reasons of the instructional leadership practice challenges. To the more clarification the total and targeted populations are listed below with population sample.

Table 1: Population size and distribution of the study

No	Sampling stockholders	Total population	Targets

		M	F	T	M	F	T
1	TEACHERS	29	36	65	15	20	35
2	Department heads	4	3	7	2	1	3
3	Cluster supervisor	1		1	1		1
4	Vice principal	1	1	2	1	1	2
5	School principals	1		1	1		1
6	total	36	40	76	20	22	42

The population sample is taken from Aba Fransua primary school of Gubrye sub Town administration.

3.5.2 Sample Size and Sampling Techniques

The sample for the study was drawn from Aba Fransua primary schools of target population. According to Anderson (1994) states that survey is flexible strategy it can be conducted in a broad or narrow scale and data may be gathered from every members of the population or from carefully selected samples depending up on time and resource available. Hence, in Gubrye sub city from 4 primary schools there were selected a sample of 1 primary schools with both 1st and 2nd cycles included by using lottery method form simple random sampling techniques. This is due to as the geographic conditions of the Gubrye sub city to make manageable, the sample size of a research could determine by the researcher based on the nature of the study. The sample of the respondents were selected to 35 teachers, 3 school principals, 1 supervisors and 7 department heads for the study. The total sample sizes of the study were 76. However, to select the sample of the respondents were employed by using the purposive and simple random sampling techniques with lottery method. The reason for using these methods and techniques for the study sample taking were elaborated. Hence, in selecting sample teachers for out of 65(100%) teachers in the sample primary schools,35(53.8%) of them were selected through simple random sampling technique by using lottery method with the assumption of that all teachers have equal chance of being selected and to obtain representative sample. Whereas, in selecting sample school department heads are of 3(42%) of selected by purposive sampling technique because it was directly involves in the practices of instructional leadership in the school, in addition to the

principals and the supervisors were selected by using purposive sampling techniques because it was available to the study.

3.6. Data Collection Instruments

As indicated by Verma and Mallik (1999), using the data collection instruments in this study were questionnaire, observation and interviews prepared on the study that joining could make the finding of the survey more meaningful and representative. Hence, in this study the necessary data gathering instruments were utilized to questionnaires interview and observing.

3.6.1 .Questionnaire:

I prepared and distribute both close ended and open ended questionnaires for the teachers, principals using English language with the Amharic version to get relevant information about the study. The reason of preparing open ended questionnaires is that not to restrict their respondent' s idea of expression in clear and detailed ideas. The other reason of using close ended questionnaires is to save time and check balance the respondent' s rate of feedback and similar idea with rank choice is taken bitterly.

3.6.2. Observation:

As a researcher we have used observation checklists by preparing about 8 criteria of the study which was to assure the real situations occurred on the practice and challenges of instructional leadership in the targeted school.

3.6.3. Interview:

As researcher I prepared interviews for the stockholders (teachers, principal, department heads, vice principal, and supervisor) of the sample about the practice and challenge of instructional leadership using oral question this is to get clear response and have a face to face contact and challenges of instructional leadership in case of Aba Fransua Primary School Gubrye sub Town administration.

3.7. Data Collection Procedure

The researcher employed the following data collection procedures. First, the researcher contacted with the principals of Aba Fransua primary schools heads to get permission to carry out the study and explained the purpose of the study. This helped the researchers to get full support from the Aba Fransua primary school head in conducting the research and made it easy to obtain the required information. Second, for initially the survey items were prepared in English and

Amharic version in order not to create a language barrier on the participants while responding to the items. Then, prior to distribution and administration of questionnaires, the researcher made contact with respondents to get the necessary cooperation and support. Next questionnaires were administered to the respondents following brief orientation about the purpose of the investigation and how it could be filled.

The administration and collection of the questionnaire were under taken by the researcher our self. The presence of the investigator in each cluster and sample school during data collection activity enabled to provide clarification rightly when asked and to collect all the administration questions. Accordingly, copies of questionnaires were distributed for 40 respondents. Because of that follow up and respondent' s enthusiasm, all the copies were returned to the researcher. Similarly the interviewer was the researcher with prepared to interview guidelines questions. After refreshing with the objectives of the inquiry, cluster supervisor were interviewed on the day appointed. Prior to the interview the investigator made them to know that there is no need of mentioning their names so that identities would be protected. And to reduce the bias of the researcher care was taken to avoid making assumptions. In the interview question, the items were prepared in a way that they could indicate the intended behavior. To keep its reliability, the researcher tried to address the questions with consistent approach to each interviewee. The researchers tried to restrict his personal judgment on the interviewee' s reflection.

3.7.1. Techniques of Data Collection

In order to gather data observation checklist, interview and, moreover, 23 questionnaires are prepared in English language, the reason of using English language is to the more clarification and deep understanding of the respondents. That is department head, teachers, supervisor, and principal and it was distributed accordingly in the targeted school then the responses given by them was organized and interpreted using table of specification by percentage, because tabulation percent is more preferable to discussion of the research solution.

3.8. Methods of data analysis

In order to gather data observation checklist, interview, and more over, 23 questionnaires are prepared in English and Amharic the reason of using English language is to the more clarification and deep understanding of the respondents. That is department head, teachers, supervisors, and principals and it will be distributed accordingly in the targeted school then the

responses given them will be organized and interpreted using table of specification by percentage, because tabulation percent is more preferable to discussion of the research solution. In this study, after the collection and gathering of the data from the respondents, the next step is analyzing of the given data by using tables according to similarly of the issues raised in the questionnaires. The descriptive statistics such as frequency counts, percentage were employed for analysis. Depending on the nature of the variables quantitative as well as qualitative data analysis method was employed.

3.9. Ethical Consideration

In this study, the validity and reliability of the instruments were checked through pilot test before it was for data collection by conducted to one primary school, in Gubrye sub Town administration and by conducted to advisors given comments to questionnaires after that we corrected and fixed again the questionnaires . Hence, to pre-test the questionnaires, a pilot study was carried out on a conveniently, selected 10 respondents of 2 principals, 1 supervisor and 7 teachers from Aba Fransua out of the main samples and respondents, after the pilot test questionnaires were filled and returned the reliability of times were measured by using a computer program SPSS version. This also it helped to ensure that the respondents understand not what the questionnaire wants to address and was done with the objectives of checking whether or the items contained in the instruments could enables the researcher to gather relevant information, to identify and eliminates problems in collecting data from the target population.

The appropriateness of the structure items were corrected and amended by advisor its face validity and as the results of their advisor comment and feedback the questions and accepted as his was already prepared for the final data collection.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation the data that were collected through questionnaires which was distributed to all targeted groups and questionnaires return from the sample of teachers and analysis it. The questionnaire that consists both close ended and very few opens ended item. Starting from the characteristics of respondents, tries to see the practice and challenges of instructional leadership in Aba Fransua Primary School and the to which he carries out instructional leader in facilitating staff professional development in improvement of school based curriculum in the evaluation of instruct materials, in the encouraging action research, in designing school of vision in setting school goals in facilitating school community relation, and some other related activities. Finally, it attempts to see what factors impose principals in carrying out their roles instructional leader.

Table. 2. Characteristics of respondents

Types of respondent	sex			Age in year				Year of service				Qualification		
	Male	Female	Total	20-30	31-40	41-50	Total	1-10	10-20	20-30	Above	Certificate	Diploma	Degree
Teacher	15	20	35	20	15	-	35	25	10	-	-	-	25	10
Principal	1	-	1	-	1	-	1	-	1	-	-	-	-	1
Vic principal	1	1	2	1	1	-	2	1	1	-	-	-	-	2
Supervisor	1	-	1	-	1	-	1	-	1	-	-	-	-	1
Department head	2	1	3	2	1	-	3	2	1	-	-	-	1	2
Total numbers	20	22	42	23	19	-	42	28	14	-	-	-	26	16
Percentage %	47.61	52.38	100	54.76	45.23	-	100	66.66	33.33	-	-	-	61.90	38.09

Table two: show the characteristics of respondents. As it is indicated in item 1 of the table2. 20 (47.5%) of respondent are males. Whereas 22(52.38%) of respondents are females. From this it can be said that the proportion of males less than females compared to their counter parts variable 2 of the same table shows the age of respondents. In accordance to this the majority of respondents 23(54.76%) of respondents fail when the age category of 20-30 whereas 19(45.23%) of them fail within the age range of 31-40 and there is no one under the age range of 41-50. This reveals that the majority of respondents are matured enough and then they are expected to provide adequate information for the study.

Variable 3 of the table (depicts the service years of teachers). In this regard none of respondents are between 1-10 years of service and 28 (66.66%), of respondents are between 11-20 years' service14(33.33%) and there are no age categories in between 21-30 and above. This shows that

most teachers have medium years of work experience and thereby they could play significant role in helping principals in the role of instructional leadership.

Variable 4 of the same table reveals the qualification of teachers. Based on this none of the respondents are TTI (certificate) so the teacher' s academic qualification standard is sufficient in the given school. Whereas 26(61.90%) are diploma holders and 16(38.09%) is bachelor of art and science holder. This implies that most teachers meet the required qualification to teach in the primary school and this helps to improve the quality of instruction provided for students. In addition to this 1(1.3%), 1(1.3%), 2 (2.63%), and 3(9.21%), are supervisor, principal, vice principal, and department heads are diploma and degree holders.

4.1 presentation, Analysis and interpretation of data Gathered through Questionnaires and interview

Under this part the data collected through questionnaires were analyzed and presented with include the interviews regarding the practices and challenges of instructional leadership in primary school of Aba Fransua. According to Murphy, J.(1990) mostly outstanding leadership has invariably emerged as a key characteristics of exceptional schools. Regarding to this as explained previously, the data analysis in this part or section also include the alignment of instructional leadership practices with setting directions , understand and developing people, developing the organization, managing the teaching- learning program and the challenges of the instructional leadership.

Questionnaire for training

Table 3.Teacher' professional development

No	Variables	No of qualification	
	The extent to which principals facilitate teachers professional development program	No	Percentage
1	Very high	0	0
	High	10	28.75
	Moderate	20	57.14
	Low	5	14.28
	Very low	-	-

	total	35	100

It can be seen from table-3, 5(14.28%) of respondents replied that the extent to which principals facilitate teachers' professional development program is low, while 10(28.75%) of respondents responded high, the other 20(57.14%) are responded average. From the result above one can possible conclude principal's effect to facilitate teacher's professional development program is low.

4.2. Responsibilities in curriculum improvement.

Table 4: principal responsibilities in curriculum improvement.

Variable	Respondent	
Principals encourage teachers in curriculum development	No	Percentage %
Yes	10	23.80
No	32	76.19
Total	42	100

Regarding variable one of table; 4, 32(76.19%) of respondents responded that principals do not encourage teachers in curriculum improvement. But other 10(23.80%) of respondents responded that principals encourage teachers in curriculum improvement

Table5. Instructional Supervision

variable	Respondents	
	No	Percentage (%)
The degree to which principals conduct continuous supervisor activity		
Very high	0	0
High	6	14.28
Average	9	21.42
Low	18	42.85
Very low	9	21.42
total	42	100

Concerning variable 1 of table5. 18(42.85%) of respondents responded that principles effort conduct continuous supervisory activities is low, whereas 9(21.42%) of respondents answered average and the other 8 (14.25%) of respondents responded high. According to the above responses, principals do not put forth much effort in conducting continuous supervisory activities. And also 10(21.42%) of respondents were very low respondents

4.3. Identify Goals-4

Table6: instructional evaluation

Variable	Respondent	
Principal are evaluate the program success of students achievement	No	Percentage %
Yes	42	100
No	-	-
No response	-	-
Total	42	100

As can be seen from the analysis of variable 1 and 2, principals not only do not conduct supervisory activities in the continuous manner but also they do not facilitate conditions for school supervisory activates in their respective departments. As can be seen from the analysis of above table respondents who respondent response about student' s achievement 42(100%) are said yes, but there are not any respondents didn' t responded response. Regarding variable 1 of table 7: the whole 42 (100%) of respondents replied that principals evaluate the program success, student' s achievement and teacher' s performance. No any other respondent who didn' t respond response

4.4. School vision

Table7: the extent to which principals formulate school vision

variable	Respondents	
Principals effort in developing a shared school vision by inviting and encouraging teachers and others		
	No	Percentage %
Very high	-	-
High	16	38.09
Average	10	23.80
Low	16	38.09

Very low	-	-
total	42	100

In variable1 of table 8, 16 (38.09%) of respondents replied that the extent to which principals develop a shared school vision by inviting and encouraging teachers is low whereas 10 (23.80%) are respondents who replied average. the respondents under very high and very low are not responded response.

Degree of principal

Table8: the degree to which principals

variable	Respondents	
Principals effort avoiding confusing by participating stockholders of the school when the develop school goals	No	Percentage %
Very high	0	0
High	20	47.61
Average	15	35.71
Low	7	16.66
Very low	-	-
total	42	100

Regarding variable one of the same table 9 7(16.66%) of respondents responded that principal' s effort in avoiding confusion by participation teachers, students and parents when the develop school goal is low whereas 15 (35.71%) of respondents answered average.

In the same table above the respondent who responded of 20(47.61%) are high, but very thigh and very low are not responded response

Major Factors (part-6)

Table9: major problems of instructional leadership

No	variable	Respondents											
		Very low		low		average		high		Very high		total	
		No	%	No	%	No	%	No	%	No	%	No	%

1	Lake of education and training	-	-	8	19.04	10	23.80	24	57.1	-	-	42	100
2	Lake of time	-	-	10	23.80	8	19.04	22	52.38	2	4.76	42	100
3	Shortage of material	-	-	-	-	25	59.52	10	23.80	7	16.66	42	100
4	Lake of cooperative work	-	-	-	-	4	9.52	27	64.28	11	26.19	42	100
5	Coming to power without interest	-	-	25	59.52	6	14.28	11	26.19	-	-	42	100
6	Lake of willingness to be leader	-	-	-	-	16	38.09	26	61.90	-	-	42	100
7	Higher officials expectation for the principals role	-	-	-	-	-	-	28	66.66	14	33.33	42	100

As shown in the above table9, five rating scale, that is very low, average, high and very high are used to indicate the degree of each problem in all of the variable (1-5) almost all respondents felt that the degree of each problem is high However, the problems are not equally important in affecting the rate of progress.

The below table shows instructional Materials

Table 10, provision of instructional materials

variables	Respondents	
	No	Percentage %
Principal provide teachers with relevant adequate instructional material		
Yes	20	47.61
No	10	23.80
No response	12	28.57

total	42	100

In variable1 of table 11, 10 (23.80%) of respondents replied that principal do not provide teachers with relevant and adequate instructional material and 20 (47.61%) of respondents accepted principals to provide teachers with relevant and adequate instructional material. On the other hand, 13 (28.57%) of the respondents accepted that the school principal did not provide teachers with relevant and adequate instruction.

4.5. Incorporate with the systematic area of the response

In response to open ended variable of the questionnaire, thirty respondents tried to put some responses in the space provided for them. Most of the respondents under the study have recommended the following possible remedies for the commonly indicated major problems that impede in carrying out their contribution leadership roles.

These are as follows:

Better principals should be assigned.

Education and training should begin for principals.

Higher official should provide technical professional and moral support to principals.

Principals should be good in professional ethics.

Vice principals should be assigned to school in order to minimize the burden on the part of principals and to give enough time to exercise instructional activities.

Unnecessary interference that hinders the principals to play their instructional leadership role should be solved.

4.6. Interpretation of the observation checklist

As we have observed by using eight variables of observation checklist, following practices of instructional leadership were not available in Aba Fransua General Primary School Gubrye sub Town administration. These are:

65% of instructional leaders in the school did not supervise learning teaching process. Leaders lose their time doing routine activates.

About 35% of instructional leadership stakeholders did not support each other in the practice of education. Moreover, Instructional leader of Aba Fransua Primary School of Gubrye sub Town administration.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents Summary of the major findings, conclusions drawn from the major findings and recommendations forwarded on the bases of the study.

5.1 Summary of Major findings

The major concern of this study was intended to examine the practice and challenge of instructional leadership in order to answer the basic questions raised, the study was conducted in Aba Fransua Primary School in Gubrye sub Town and the subject of study were selected on the basis of simple random sampling technique. The subject of the study was used to obtain the necessary information were teachers. The descriptive survey method was used in the study. In order to achieve the purpose of the following basic questions were raised:

To what extent school principals are effective in their instructional leadership practice that is performed by general primary school principal in Aba Fransua School of Gubrye sub Town administration?

What are the major instructional leadership practices that are performed by general primary school principals?

What are the major factors that hinder (Challenge) the practice of instructional leadership practice in Aba Fransua General Primary School of Gubrye sub Town administration?

On the basis of their relevance and appropriates to the basic questions and analyzed in quantitative and qualitative approaches. Frequency and percentage were used to analyze the as statistical tools. Based on the analysis made the study has come up with the following findings.

The major findings of the study are provided below

According to the finding, principals 28 (66.66%) in those school under the study were not found to facilitate opportunities for teachers professional development.

According to the majority of the teachers' 14(33.33%) of respondents replied that instructional leaders of the school did not encourage teachers to improve based on curriculum.

The study indicate that instructional leaders of the school did not conduct supervisory activities in continuous manner but, also did not facilitate conditions for school supervisory activities in their respective schools.

The study indicated that principals evaluate the program success, students achievement and teachers performance once in a semester and their attempts to define, implement, and interpret the evacuation result was very poor. Moreover, principals utilize the results of evaluation for teachers career development.

According to the finding, instructional leaders do not take the imitative to encourage and support teachers to conduct action research. The research that respondents point out was negligence of the principals.

The study indicated that instructional leaders of the school were not formatting a school vision and goals by involving teachers, students and parents. The reason that responds dents indicated were principals assumption that it is only their own responsibility and lack of confidence on teachers, students and portents competence.

The study indicates that principal' s effort in participating the community is low

The major problem that instructional leaders of the school face in carrying out the instructional leadership role are lack of education and training, higher officials expectation for the principals role mainly managerial and lack of time of the increasing value of proper work.

5.2. Conclusion

Based on the findings, the flowing conclusion were made Principals instructional leaders should facilitate curriculum development and staff professional development program through ways such as service program, confidence, staff meeting etc. However, according to the analysis made,

principals development programs and curriculum improvement initiation. From this, one can infer that principals were not competent enough in facilitating teachers professional development programs and curriculum improvement activities. To make the teaching learning process that takes place in the schools effective, principals should conduct supervisory and evaluating activates in a continuous manner, but according to the finding of the study, principals endeavor in supervisory and is low, from this, one can deduced and principals lack competence and education skills, in providing technical and professional assistant in the processes of supervisory and evaluation activities in awe planed research. However, according to the finding principals were not found to encourage and support teachers to improve their teaching practices found to encourage and support teachers to improve their teaching practices through conducting action research. Shared School vision and goals enable to build a strong commitment to action and avoid confusion in the direction of the school, but as it is revealed in the finding, principals attempt in formulating a school vision and goals by involving teachers, students and parents was very low. There is gap between what is and what needs to be on the role of principals in as instructional leaders formulating a shared school vision and goals among the majorly problems that hinder principals in carrying out their instructional leadership roles are lack of education and training higher officials expectation for the principals role and mainly managerial. Form this, one can deduce that principal of those schools under investigation did not have the knowledge and skill to maintain a reasonable balance between the time and energy spends on the managerial duties and instructional leadership.

Regarding to the challenges and problems, the findings of the study concluded that, the following major challenges and problems are identified that school leaders unsuccessful implementing to the above dimensions of instructional leadership core practices. Therefore, the major challenges are heavy work load to conduct regular supervision, lack of confidence to exercise and distributed leadership, unwillingness of empower teachers in leadership positions, unmotivated behavior of school leaders towards teachers and unable to solve conflicts in the school. Whereas the problems are lack of training on instructional leadership or EDPM, lack of finance and material resource in the schools and absence of supportive staff members.

5.3. Recommendations

According to the findings, the instructional leader practices were not found to facilitate opportunities for teachers' professional development and curriculum improvement, because teachers need awareness and up to datedness of the currently school based curriculum to develop their professional competence through participation them in service activities. Therefore, it is recommended that principals should give emphasis in staff professional development and curriculum improvement programs.

1. The school principal should participate stakeholders for effective contribution to successful implementation of activities and principal contribute to the community shared school vision and goal.

2. The Wolkite Town administration education office should give continuous training for principals in action research and the principals improvement their skill by conducting action research and support, so the finding principal were found to lack of knowledge how of action research to improve their teaching practice.

3. Then to solve their problem the Wolkite Town administration education office should support by continuous training for principals. The principals should support by continuous training for instructional supervision and conduction action research in their instructional role for effective work and cluster supervisor also should support principals with in service training.

4. Regional education bureau and woreda education office should the quality of school leaders by supporting; evaluating and developing skills for effectively implement the basic core instructional leadership practices in the way of experiences sharing and strategize about successful school leaders approaches.

5. For the successful practices of instructional leadership, the school leaders should have to do their best in setting direction well developed and communicated school vision to improve their school out comes.

6. To be more effective, the school leaders in their leadership activities, the regional educational bureau and woreda educational office should provide professional leadership training for primary school leaders in instructional leadership or educational planning and management.

7. Supervisors and woreda education experts should frequently assist and support primary school leaders in time schedule to be effective and efficient in their leadership practices.

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Appendix A

WOLKITE UNIVERSITY

College Of Education And Behavioral science

Department of Educational planning and management

A Questionnaire to be filled by teachers, supervisors, department heads, and by principals.

Dear Respondents

The purpose of this study is to investigate the practice and challenges of classroom instructional leadership in primary school of Aba Fransua, aiming at describing the key practice and challenges of school leaders as instructional leaders and to recommend on how these practice and challenges improve supporting schools in Aba Fransua. The questionnaire is to collect valuable information about the practice and challenge of instructional leadership in Aba Fransua General Primary School Gubrye sub town administration. N.B: Read the item carefully and the instructions carefully before you give response.

General instruction:-

You are not requested to write your name in any part of the questionnaire.

Making thick for close ended questions.

Please give brief explanation for open ended questions.

Indicate your response by ticking on the appropriate choice.

Thank you in advance for your cooperation.

Part one: personal information

Therefore, you are kindly requested to fill this questionnaire

1. Name of school: .....

2. Sex: Female Male

3. Age:

4. Educational qualifications: Master's first degree Diploma Certificate

5. years of service:

6. Current position: principal vice principle Department head Teacher supervisors

Part 2: Practice and challenges of instructional leadership in primary school

Instructional leadership is conceptualized as the activities of principals with based on the following listed dimensions the study. Based on this, below items are consisting of questions that show the instructional leadership practices and challenges of your school. Each item contains 1-5 options of responses representative letters. Please indicate the extent to which each statement represents your school by putting a circle against each items.

1. Principals effort in developing a shared school vision by inviting and encouraging teachers and others

a. Very high b. high c. average d. low e. very low

2. If your response to item 1 is, low, the reason is …

a. Lack of concentration on teachers other competence.

b. Lack of cooperation of teachers and others

c. Principals assume it is only their own responsibility

3. The extent to which principals facilitate conditions for school supervisor to perform their supervisory activity

a. Very high b. high c. average d. low e. very low

4. Do principals evaluate the program success of students achievement and teachers performance?

a. Yes b. no c. no response

6. If your response item 4 of this table is " yes" the extent the principals define, implant and interpret the evaluation matter is:

a. Very high b. high c. average d. low e. very low

7. Principal efforts in avoiding confusion by participating teachers students and parents when they develop school goals.

a. Very high b. high c. average d. low e. very low

8. If your response to item 7 is low the reason is

a. Lack of cooperation of teachers, students and parents

b. Principals underestimate the contribution of teachers, students and parents

c. Negligence of the principal.

d. Principals assume it is only their own responsibility.

9. Do principals facilitate the participation of community to strengthen the teaching learning situation? A yes b. No

10. If yours response to item 9 is " Yes" the existence to which principals to facilitate the community is? A. very high b. high c. average d. low e. very low

11. Do principals provide teachers with relevant and adequate instructional materials on time?
a . yes b. no

12. If your answer to variable 11 is " no " your reason is …

a. Teachers do not request b. lack of budget c. lack of the principal d. no response

13. Do the factors that affect instructional leadership practice implementation le their activities?
A. yes b. no

14. If your response to item 13 is “ yes” what is the situation condition

A
……
……….

15. What are the obstacles of instructional leadership practice in the implementation of their duties and responsibilities?

Please indicate the extent to which each statement represents your school by putting(X) marks in one of the boxes against each items and also for closed questions give to brief descriptions based on your school context.

The numbers shows: 1. very high 2. High 3. Average 4. Low 5. Very low

No	Items	Options respondents					
		Very low	Low	Average	High	Very high	Total
1	Lack of education and training						
2	Lack of time due to the increasing volume of paper work						
3	Short age of instructional material ,library,lablatory and sport rooms						
4	Principals interest tend to be largely administrative						
5	Higher official expectations for the principals role are mainly managerial and evaluation role mainly focuses on managerial tasks						

16. What are the possible solutions of instructional leadership for implementing their duties and responsibilities on question 15 ?

A………………………………………………………………………………

………
………………………………………………………………………………………

17. The degree to which principals conduct continuous supervisory activities for teachers.

A very high b. high c. average d. low e. very low

18. Do principals encourage teachers in curriculum improvement? A. yes b. no

19. If your response to item 18 is " No" your reason is …

A. Negligence of principles
B. Lack of material
C. Lack of incisive for the principals
D. Lack of interest for teachers.

20. The extent to which principals facility teachers professional development program.

A. Very high b./ high c. average d. low e. very low

21. If your response in item " 20" " high" what type of program is give for teachers?

A. Conference b. seminar c. work stop d. others

22. For what purpose the principals used the education evaluation system?

A. In service education
B. The improvement of education
C. The continued and development of effective teachers
D. Teachers correct development.

23. Do principals encourage and support teachers to conduct action research?

A. yes b. no

24. If your response of item 23 is " No" your reason is

A. Lack of interest of teachers

B. Lack of budget
C. Lack of time
D. Negligence of principals
E. No response

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Appendix B

Wolkite University

Department of Educational planning and management

A Questionnaire to be filled by teachers, supervisors, department heads, and by principals.

Dear Respondents

The purpose of this study is to investigate the practice and challenges of instructional leadership in primary school of Aba Fransua aiming at describing the key practice and challenges of school leaders as instructional leaders and to recommend on how these practice and challenges improve supporting schools in Aba Fransua. The questionnaire is to collect valuable information about the practice and challenge of instructional leadership in Aba Fransua General Primary School Gubrye sub town administration. N.B: Read the item carefully and the instructions carefully before you give response.

General instruction:-

You are not requested to write your name in any part of the questionnaire.

Making thick for close ended questions.

Please give brief explanation for open ended questions.

Indicate your response by circling on the appropriate choice.

Thank you in advance for your cooperation!

Part two: personal informat

Therefore, you are kindly requested to fill this questionnaire

1. Name of school: ----------

2. Sex: Female Male

3. Age:

4. Educational qualifications: Master's degree Diploma Certificate

5. years of service:

6. Current position: principal Department head Teacher supervisor vice principals

Data collection instrument of observation checklist (instructional leadership)

Practice and challenges observed in Aba Fransua General primary school of Gubrye sub town Administration .

NO	Observational list	Criteria		
		YES	NO	REMARK
1	Instructional leaders of the school supervisor in the teaching learning process			
2	Instructional leaders lose their time in routine actives of the office report.			
3	The instructional leadership stakeholders (principal, department heads support each other in the practice of education).			
4	The schools instructional leader has weekly and monthly programs of discussion and evaluation about the effectives of educational process			
5	Do that instructional leaders of the school have commitment an petency of prating the mission of educational goals?			
6	The organization of the scho und is suita ttractive to the practice of education system.			

7	Do the instructional leaders communicate with line and staff workers?			
8	Do challenges of instructional system see weekly in the school?			