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Addis Ababa Univeristy

College of Education and Language Studies

Department of Educational Planning and Management

**Practice and Effectiveness of Instructional Leadership : The case
Of selecteed Government Secondary Schools in Addis Ababa**

By

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**A Master's Thesis Submitted to School of Graduate Studies
of Addis Ababa University in Partial Fulfillment of the
Requirement for Degree of Masters**

October, 2025 G.C

Addis Ababa, Ethiopia

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ACKNOWLEDGMENTS

Primarily, I would like to thank Almighty God for equipping me with the ability to coup up with the ability to carry out this research and to finish it well.

Next, I am highly grateful to my advisor: Kenenissa Dabi (PhD) for his constructive comments, and helpful corrections throughout all the work, which encouraged me through the research work.

Besides, my appreciation and acknowledgement also acknowledge selected secondary school principals and vice principals and the research participant teachers of Addis Ababa city administration, Gelan boarding secondary school and Sedil secondary school that are under study for their kind cooperation in providing me with necessary data, materials and moral support.

Finally, I would like to extend my heartfelt thanks to all my family and friends for giving me moral support.

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LIST OF ACRONYM AND ABBREVIATION

UNESCO: United Nations Education Scientific Cultural Organization

MOE: Minister of Education

EEDRM: Ethiopian Education Development Road Map

PTSA: Parent Teacher Student Association

ABSTRACT

The main objective of this study was to assess the practices and effectiveness of school principals' instructional leadership in government secondary schools under the Addis Ababa City Administration. Specifically, it examined how principals performed key instructional leadership roles such as promoting teachers' professional development, monitoring students' progress, and engaging teachers in instructional activities. The study employed a mixed research approach that integrated both qualitative and quantitative methods within a convergent mixed design. Data were collected from primary and secondary sources through questionnaires, focus group discussions, and document analysis. Quantitative data were analyzed using SPSS version 27, applying descriptive and inferential statistics, while qualitative data were analyzed thematically to complement and validate the quantitative results. The findings revealed significant variations in the effectiveness of instructional leadership between government and boarding secondary schools, as reflected in Grade 12 national examination results. Principals were generally less effective in motivating and engaging teachers in instructional matters, and their practices in promoting teachers' professional development and monitoring students' progress were only moderate. Overall, the instructional leadership performance of principals was below the expected standard. The major factors hindering effective instructional leadership included insufficient professional training, an excessive focus on administrative rather than instructional tasks, weak stakeholder support, and a lack of recognition or incentives for high performance. It was concluded that most school principals lacked the necessary leadership competencies, which adversely affected school improvement efforts and the implementation of democratization programs. Therefore, the study recommends that the Addis Ababa City Education Office ensure equitable budget distribution and provide continuous professional development opportunities for principals. Additionally, education offices should strengthen support for instructional activities, delegate non-instructional duties appropriately, and organize regular workshops and training sessions. Finally, principals should engage teachers, students, parents, and other stakeholders in formulating the school's mission and vision to promote shared ownership and accountability.

Key words: *Instructional Leadership, School Principals' Effectiveness*

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole. Education has a few other senses as a noun. Education is a word that covers both the act of instructing and the act of learning. It usually refers specifically to the teaching of children or younger people and the learning done by them (Gerard A.11, 2017).

A key element of successful schools for a long time has been thought to be instructional leadership, which emphasizes the effects of teaching and learning (Grobler, 2013; Hallinger, 2005; Robinson, Lloyd, & Rowe, 2008). Based on successful school studies conducted in the 1970s and 1980s, the idea of instructional leadership was born (Hallinger, 2005). In addition to focusing on teacher behavior as they participate in activities that directly affect student achievement, instructional leadership highlights the enhancement of teaching and learning (Hallinger, 2003).

The leader of a school has a high level of responsibility to students, teachers, parents, and the community. Classroom teachers need a leader who will be supportive, motivating, and knowledgeable. A well-rounded principal will have a varied style of leadership that will draw on many different leadership models. One model, instructional leadership, is a pathway for setting and communicating a clear vision and goals for teachers and students, and supporting teachers through coaching, mentoring and professional development (Robinson, Lloyd, & Rowe, 2008). When a principal is an instructional leader, there are positive outcomes in student achievement (Hansen & Lárudsóttir, 2015; Rigby, 2013; Robinson et al., 2008). Strong instructional leaders can therefore have a positive effect on student outcomes and learning in their schools. The goal of the instructional leadership model is to promote student learning (Carraway & Young, 2014; duPlessis, 2013). In order to promote student learning, principals who enact instructional leadership will have a clear vision for their school and will communicate this vision to their staff

(McEwan, 2003). Additionally, principals who are instructional leader support teachers to improve their practice by giving them access to the resources that they require, coaching and mentoring them, and providing professional development opportunities, both formal and informal. Instructional leaders act as an instructional resource to support teachers in order to improve their teaching practice. Instructional leadership does not come without challenges, and principals reported that they do not have enough time and knowledge to be effective instructional leaders or that they are uncomfortable commenting on teachers' classroom practices (Salo, Nyland, & Stjernstrøm, 2014). Principals who use these tenets of instructional leadership have increased potential to improve teaching and learning in the school.

School leader supervision of instructional practices involves checking lesson plans, schemes of work, students' notes, teacher punctuality and attendance, classroom observations, and moderation of examination papers and marking schemes (Sule, Ameh, & Egbai, 2015). Instructional leadership has been a focus of research for over three decades, aiming to understand the links between principal actions, student learning, and outcomes (Lucho & Kitessa, 2023). A critical task of instructional leaders is developing and communicating a clear vision to improve student achievement; ensuring teachers adopt and implement it consistently in classrooms (du Plessis, 2013; Kaparou & Bush, 2015; "Four Instructional Leadership Skills," 2015).

Principals also provide coaching, mentoring, and collaborative opportunities, enabling teachers to apply new skills and consolidate professional development learning (Carraway & Young, 2014; Kaparou & Bush, 2015). As instructional resources, principals maintain up-to-date knowledge in teaching, assessment, and curriculum, supporting teachers through professional development, coaching, and mentoring, which positively impacts student learning (du Plessis, 2013; BU Journal of Graduate Studies in Education, 2016). Instructional leadership emphasizes collaboration, goal setting, and a focus on teaching and learning to enhance student outcomes (Brolund, 2016; Munna, 2022).

In Ethiopia, the Education and Training Policy aims to provide quality education grounded in equity, relevance, and national development, fostering citizens with human-centered perspectives, national responsibility, democratic values, and capacities to utilize resources sustainably (MOE, 2023; Gedifew, 2020). However, many Ethiopian school leaders lack professional training, limiting their ability to implement instructional leadership effectively

(UNESCO, 2013; Ministry of Education [Ethiopia], 2013; Alemayehu, 2021). Despite government guidelines for selecting qualified principals, the implementation remains inconsistent.

Given the rapidly changing educational context, effective instructional leadership is crucial for guiding complex school activities (Gedifew, 2020). Addis Ababa has invested significantly in education, yet sub-cities such as Nifas Silk Lafto require improvements in instructional leadership effectiveness. Therefore, there is a strong need for research to assess and enhance the competencies of school leaders in government secondary schools in the sub-city.

1.2. STATEMENT OF THE PROBLEM

The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to “instructional leadership”, or “learning-centered” leadership, being emphasized. The term “instructional leadership” derives from North America and Hallinger (2019) traces its “transformation” from an American to a global leadership construct. He concludes that “effective instructional leadership results when leaders align both instructional and managerial roles with their personal values (Hallinger, 2019).

Instructional leadership is the longest established concept linking leadership and learning. However, several other terms be used to describe this relationship, including pedagogic leadership, curriculum leadership and leadership for learning. Despite its prominence and longevity, instructional leadership been criticized on two grounds. First, it is perceived to be primarily concerned with teaching rather than learning (Bush, 2013).

A school principal's role is essential to accomplishing educational goals, including raising students' academic performance. According to Thaher and Saied (2020), school principals are responsible for a variety of tasks, including managing student conduct, planning school activities, evaluating teachers, and improving student performance as a measure of academic achievement. Principals must possess instructional leadership competence, a crucial component of school leadership, in order to carry out these responsibilities. Given that student performance acts as a yardstick for instructional leadership success, the principal's capacity successfully guide the school is essential to the implementation of instructional leadership (Dahiru & Gbolahan, 2022).

Likewise, the principal should create a positive environment and enthusiastically share information about student success and teacher effectiveness with all parties involved in the school (Carrier, 2014). A supportive learning environment is essential for academic success; claim Hallinger and Murphy (1985). It is both reasonable and debatable because the environment is taking into account during all teacher-student activities. The school principal's attention to detail in establishing an educational setting that promotes effective instruction and increases student achievement is also required to establish a positive learning climate, claim Saad and Sankaran (2021). Concerning this, Iqbal et al. protecting instructional time, offering incentives to teachers, promoting intensive learning, elevating teachers' professionalism, and upholding the school's high visibility are the five duties of the principal in creating a positive school climate, according to (2021). The proper environment that the school principal creates can inevitably affect how well the teachers teach and how well the students learn.

Clear goal setting, curriculum management, lesson plan monitoring, teacher evaluation, and resource allocation are all tasks performed by instructional leaders. Even though most people concur that effective schools depend on instructional leadership, it is rarely priority. For instance, only a tenth of a principal's time spent on instructional leadership out of all the duties they perform.

Given the critical role of instructional leadership in school success, the effectiveness of school leaders and the factors influencing it remain an important area of research. Evidence from government documents indicates that schools in Nifas Silk Lafto Sub-city face challenges in implementing the established guidelines for instructional leadership effectively (Nifas Silk Lafto Sub-city Education Office, 2018). Despite its importance, there are limited studies examining the effectiveness of instructional leadership in government secondary schools in this sub-city. Based on the researcher's experience as a supervisor and teacher, many principals of preparatory schools prioritize administrative tasks over instructional responsibilities, which may further affect school performance.

Although several studies have addressed instructional leadership in other regions of Ethiopia, their findings are not fully generalizable to Nifas Silk Lafto Sub-city. For instance, Adugna Chemed (2019) studied primary school principals in Becho Wereda and found that while principals engaged positively with teachers and department heads and maintained collaborative

decision-making, many also lacked specialized knowledge, professional training, dedication, or resources necessary to perform instructional leadership effectively. This highlights a potential gap between recommended practices and actual implementation, underscoring the need for research to evaluate the current status of instructional leadership, identify challenges, and propose strategies to enhance principals' effectiveness in government secondary schools in Nifas Silk Lafto Sub-city.

The effectiveness of principals' instructional leadership practices in government secondary schools in the North Shoa Zone of Oromia Regional State was the subject of another study by Serkalem Defere (2018). The results showed that principals are less effective in their role. In particular, they lacked the ability to support the creation of a school vision, provide professional development for staff, and use technology and various data sources to enhance classroom instruction. Also, Belay Demissie (2017) demonstrated in his research that the school principals in Akaki Kaliy Sub-City are incompetent in a number of areas, including curriculum development, community relations, professional support, and supervisory support.) make instruction and learning easier.

Poor student academic performance, inadequate teacher professional development, weak curriculum and instruction management, insufficient student progress monitoring, and unclear school missions are evident in the study area. Secondary schools in the region have consistently struggled with low student achievement, as reflected in the extremely poor results of grade twelve students on national examinations in 2015–2016 E.C. This persistent underperformance motivates the researcher to conduct a study in this area to investigate the factors contributing to low academic outcomes in secondary schools.

The purpose of this study is to evaluate the instructional leadership practices and challenges in government secondary schools located in Nifas Silk Lafto Sub-city. The assessment of instructional leadership is guided by three main criteria: (1) the implementation of instructional leadership functions and practices by principals, (2) the relationship between principals' personal characteristics such as age, work experience, and field of study and instructional leadership effectiveness, and (3) the identification of the main obstacles that hinder the effectiveness of instructional leadership.

The researcher aims to address this gap by conducting a thorough investigation of instructional leadership in secondary schools, given the urgent and critical issues highlighted above. Based on the background information and assumptions presented, school principals have the potential to enhance school instruction through effective instructional leadership. Therefore, the general objective of this study is to assess the practices and challenges faced by principals in their role as instructional leaders, with a specific focus on government secondary schools in Nifas Silk Lafto Sub-city.

Thus, this study was attempted to answer the following basic research questions:

1. How do secondary school principals lead curriculum and instruction, monitor student progress, foster a positive learning environment, and enhance student performance?
2. How do principals' personal and professional attributes affect their effectiveness as instructional leaders?
3. What organizational and contextual factors limit the implementation of instructional leadership in secondary schools?

1.3. OBJECTIVES OF THE STUDY

GENERAL OBJECTIVES

To assess the practice of effectiveness and less effectiveness of instructional leadership in government secondary schools of Addis Ababa city administration.

1.3.1. SPECIFIC OBJECTIVES

The specific objectives are to:

- To examine how secondary school principals lead curriculum and instruction, monitor student progress, foster a positive learning environment, and enhance student performance.
- To assess the influence of principals' personal and professional attributes on their effectiveness as instructional leaders.
- To identify the organizational and contextual factors those limit the implementation of instructional leadership in secondary schools.

1.4. SIGNIFICANCE OF THE STUDY

This study on the practice and effectiveness of instructional leadership in selected government secondary schools in Addis Ababa is expected to provide valuable insights for multiple stakeholders. Firstly, it could help secondary school principals and instructional leaders identify gaps in their leadership competencies and adopt strategies to enhance their effectiveness, ultimately improving the quality of teaching and learning in their schools.

Secondly, the findings may serve as a useful resource for educational officials at different levels of the education system to identify shortcomings in instructional leadership practices and develop policies or interventions to address them.

Thirdly, the study could provide a foundation for further research, guiding scholars who wish to conduct more in-depth investigations into instructional leadership practices and effectiveness in similar contexts.

Finally, the results may offer practical guidance to schools themselves, enabling them to evaluate their current instructional leadership practices, address challenges, and improve overall school performance.

1.5. SCOPE OF THE STUDY

Thematic area: This study focused on the practice and effectiveness of instructional leadership in government secondary schools. Key areas examined included curriculum and instruction management, monitoring student progress, supporting teachers, and fostering a positive learning environment.

Variables used: The study considered instructional leadership practices, principals' personal and professional characteristics, and organizational and contextual factors influencing leadership effectiveness.

Geographical site: The research was conducted in purposely selected government secondary schools in Nifas Silk Lafto Sub-city, Addis Ababa, Ethiopia. This sub-city was selected because it is an expanding urban area with a diverse student population and substantial investment in education, while still facing challenges in implementing effective instructional leadership.

Methodological used: The study employed a descriptive research design with a mixed-methods approach, combining both quantitative and qualitative data. Quantitative data were analyzed using SPSS version 27, while qualitative data were analyzed thematically to explore deeper insights into instructional leadership practices and challenges.

Time line: The study examined instructional leadership practices and challenges during the 2024/2025 academic year, providing a current overview of leadership effectiveness in the selected schools.

1.6. LIMITATION OF THE STUDY

This study is subject to several limitations. First, **geographically**, it was conducted only in purposely selected government secondary schools in Nifas Silk Lafto Sub-city, Addis Ababa, which may limit the generalizability of the findings to other sub-cities or regions in Ethiopia. Second, **thematically**, the study focused on instructional leadership practices, principals' characteristics, and organizational and contextual factors, and did not examine other aspects of school leadership such as administrative or community engagement activities in depth.

Methodologically, the study relied on a mixed-methods design, and data collection depended on the willingness and honesty of respondents, which may have introduced response bias. Additionally, the use of SPSS and thematic analysis provides a snapshot of the current situation but may not capture long-term trends.

Finally, the **time scope** was limited to the 2024–2025 academic year, so the findings may not fully reflect instructional leadership practices and challenges in previous or future years. Despite these limitations, the study provides valuable insights into instructional leadership effectiveness in the selected schools.

1.7. OPERATIONAL DEFINITION OF TERMS

Instructional Leadership: The role of school principals in guiding and managing teaching and learning processes, including curriculum implementation, teacher support, student assessment, and creating a positive learning environment to improve student outcomes (Brolund, 2016; Munna, 2022).

Practice of Instructional Leadership: The specific actions and behaviors carried out by school principals to manage instruction effectively. This includes supervising teachers, monitoring lesson plans and student progress, facilitating professional development, coaching and mentoring teachers, and fostering collaboration among staff (Sule, Ameh, & Egbai, 2015; BU Journal of Graduate Studies in Education, 2016).

Effectiveness of Instructional Leadership: The degree to which principals' instructional leadership practices achieve desired outcomes, such as improved teacher performance, enhanced student learning, and the creation of a positive and productive school environment (Gedifew, 2020; du Plessis, 2013).

Student Academic Performance: The measurable outcomes of students' learning, typically reflected in national examination results, classroom assessments, and overall achievement levels in secondary schools.

Organizational Factors: School-level elements, such as available resources, school infrastructure, administrative support, and policies, which can influence the implementation and success of instructional leadership.

Personal and Professional Attributes: Characteristics of principals, including age, educational background, work experience, professional training, and leadership skills, which may affect their ability to perform instructional leadership effectively.

Challenges of Instructional Leadership: The obstacles and limitations faced by principals in executing their leadership roles, including lack of training, resource constraints, high administrative workload, and contextual barriers within the school environment.

School leader: refers to a principal, vs. principal or other concerned/ assigned body subject to the responsibilities assigned to the designation by the school/ woreda authority.

Instructional leadership: is a leadership style in making suggestions, giving feedback, modeling effective instructions. Soliciting opinions supporting collaborations providing professional development opportunities and giving praise for effective teaching.

1.8. ORGANIZATION OF THE STUDY

This research encompasses five chapters. The first chapter is about introduction, statement of the problem, basic research questions, significance of the study, delimitation, and operational words, the second chapter is about review literature, and the third chapter is about research design and methodology that constituted, design of the study, sources of data, sampling technique and sample size, data procedures, validity and reliability, methods of data analysis and ethical consideration of the study .Chapter four is about data analysis, presentation and interpretation. The last chapter is about major finding, conclusion, and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Theoretical Literature Review

According to Ciancioleetal (2004), there are numerous assertions that the concept of leadership lacks a consensus definition. It is true that there are literally hundreds of slightly different ideas about leadership in the literature on leadership. Comparing leadership to the idea of management is a common method of making its meaning clear. It appears that some of these comparisons are largely useless. For example, Benin and Nanos (1985) assert that management is "doing things right" and leadership is "doing the right things." believe that this is a distinction more beneficial (Cotter 1990). Cotter argues that while leadership is about creating positive change, management is about creating order and consistency. Using this viewpoint, the main outcome of organizational leadership would be a substantial shift in an organization-valued direction.

Differentiating between management and leadership behaviors can be very challenging in practice, of course. This is so because the difference based on the effects rather than the behavior itself. When behavior results in consistency and order, it must be management; when it results in change in a direction that is valued, it must be leadership. The majority of conceptions of leadership do link it to constructive change. Additionally, the majority of these conceptions based on two functions that typically regarded as essential to their meaning.

Setting a direction: assisting members of the organization in determining a generally accepted course of action or set of goals deemed beneficial for the organization. Influence is the process of motivating members of an organization to take actions that appear beneficial in advancing the goals or suggestions that have been decided upon. Many "Models" of leadership can be distinguished from one another by the variations in how each of these roles can be performed. According to Yukl (1994), leadership affects how followers interpret events, how the group or organization chooses its goals, how work is organized to achieve those goals, how cooperative relationships and teamwork are maintained, and how people outside the group or organization are enlisted to help. In particular, instructional leadership is actively and visibly involved in the planning and implementation of change, but it also encourages collaboration and teamwork. In

fact, though there are many definitions of leadership, it frequently deals with change, inspiration, motivation, and influence, and demands effectiveness of roles played by all stakeholders at all levels (Lunenburg and Allan, 2000). If given autism, school administrators can improve student and school performance, according to research.

Hallinger (2003) developed a conceptual framework that distilled principals' instructional leadership practices into three broad areas: establishing the school's mission, overseeing the curriculum, and fostering a supportive learning environment. Ten instructional leadership functions were further defined from these dimensions: establishing and communicating the school's goals, organizing the curriculum, overseeing and assessing instruction, keeping tabs on student progress, safeguarding instructional time, ensuring high visibility, offering professional development, and offering incentives for teachers and learning.

"Instructional leadership," also known as "learning-centered" leadership, has gained prominence as a result of the growing focus on overseeing teaching and learning as the main functions of educational establishments. According to Hallinger (2019), the term "instructional leadership" originated in North America and underwent a "transformation" from an American to a global leadership construct. He comes to the conclusion that "leaders who align both managerial and instructional roles with their personal values achieve effective instructional leadership" (Hallinger, 2019: 32). The most well-established idea that connects leadership and learning is instructional leadership. Nonetheless, this relationship can also be referred to as pedagogic leadership, curriculum leadership, or leadership for learning. There are two reasons why instructional leadership has drawn criticism despite its popularity and longevity. First of all, it is thought to be more focused on teaching than on learning (Bush, 2013). According to Hallinger (2003), the second criticism is that it "focused too much on the principal as the center of expertise, power, and authority," neglecting or downplaying the significance of other leaders like teacher leaders, middle managers, deputy principals, and leadership teams. "The days of the lone instructional leader are over," asserts Lambert (2002: 37). Without significant participation, we no longer think that a single administrator can lead instruction for the entire school.

2.2. EFFECTIVE PRINCIPALS AS INSTRUCTIONAL LEADERS

There is a long history of research in educational administration that shows improved school performance is correlated with high-quality school leadership (see Hallinger and Heck, 1998). This relationship has also been shown in more recent research using rich panel data on student outcomes (Branch, Hanushek, & Rivkin, 2012; Coelli & Green, 2012; Dhuey and Smith, 2012; Grissom, Kalogrides, & Loeb, 2012). According to Branch, Hanushek, and Rivkin (2012), for instance, a school with a principal whose effectiveness is one standard deviation above the mean will see student learning gains at 0.05 to 0.10 standard deviations above average. This is smaller than the usual effect size for teacher quality, which is not surprising, but it is still significant from an educational standpoint, especially since principal effects affect all of the students in the school.

The question of what causes some principals to be more effective than others is raised by these variations in principal effectiveness among schools. One of the most frequently cited responses to this question is that effective principals are effective instructional leaders. Others have linked principal effectiveness to organizational management skills (Grissom & Loeb, 2011), human resource administration approaches (Rosenholtz, 1985; Stronge, Richard, & Catano, 2008), transformational leadership orientations (Leithwood and Sun, 2012), and problem-solving abilities (Leithwood & Stager, 1989). The class of leadership roles that are directly related to assisting classroom instruction and student learning is known as instructional leadership, though definitions vary (Murphy, 1988). According to research, principals who perform well in these roles have an indirect effect on student performance by raising the standard of teacher instruction (see Marzano, Waters, & McNulty, 2005). Although many of the included studies may not have adequately controlled for confounding factors, one meta-analysis of the relationships between instructional leadership and student outcomes across studies does, in fact, show a sizable average effect size (Robinson, Lloyd, & Rowe, 2008).

According to Hallinger and Murphy (1985), Murphy (1990), and Hallinger (2005), instructional leadership is most commonly operationalized as establishing and communicating the school's

mission; managing the school's instructional program by overseeing and assessing instruction, organizing the curriculum, and tracking student progress; and fostering a learning environment by, for instance, safeguarding teacher instructional time and offering learning incentives. According to this description, behavioral indicators of successful instructional leadership "on the ground" could include going to teachers' classrooms, discussing school objectives, examining student data, or organizing professional development for teachers.

Leader effectiveness can be operationalized and assessed in a number of different ways, one of which is follower ratings of overall leader effectiveness (Yukl, 2012). Social exchange theory (Blau, 1964) indicates that when leaders demonstrate political support for their followers by providing valuable resources, followers will respond with positive affective reactions towards their leaders. These positive affective assessments influence follower ratings of leadership effectiveness in an upward direction.

2.3. DOMAINS OF INSTRUCTIONAL LEADERSHIP

The instructional leadership framework (Hallinger & Murphy, 1985) consists of three main components: (a) defining the school mission, (b) managing the instructional program, and (c) creating a positive school climate. Within these components, the instructional leader establishes school goals, communicates them effectively, and supervises and coordinates the curriculum. Additionally, the leader monitors student progress, fosters a culture of learning, ensures instructional time is protected, and provides professional development opportunities to support teachers' growth.

The research study conducted by Hopkins et al., (2008) also identifies four major domains of responsibility as key for school leadership to improve student outcomes: supporting, evaluating and developing teacher quality, goal setting assessment and accountability strategic financial and human resource management, and collaborating with other school. The term instructional leadership characterizes.

The collegial practice of working to gather to improve the quality of teaching and learning. Day et al.(2007) identified that setting directions. Developing people, engaging in collaboration, and using data and research as indicators of the effectiveness of teaching and learning are primary components of instructional leadership components were encouraging the use of data and

research and aligning resources to support working with data in addition a large component of instructional leadership is modeling, monitoring, and monitoring and assumes that the principal can model effective instruction, recognize effective instruction when it occurs, and understand the outputs of effective instruction (Southworth, 2009). Moreover, monitoring of student performance data is required for an informal leader to maintain awareness of student's learning progress and achievements.

As Southworth(2009) pointed out, "data are not an additional part of the work, as if they were an appendage to the teaching process to be consulted when there is time, they are integral part of leadership and teaching in supporting a variety of school improvement, initiatives suggest that in line with the work of Hollinger the focus of instructional leadership needs to be on three domains in particular (Hopkins, 2001).

2.3.1. DEFINING THE VALUES AND PURPOSE OF THE SCHOOL

Instructional leadership needs to be purposeful, inclusive and values driven (national college for school leadership (NCSL, 2001). Purposeful in so far as there is clarity as to the goals of education schooling inclusive to ensure that these aims are widely owned within and outside the school community, and value driven because it is only owl edge society although clarity of purpose and ownership are necessary conditions an insistent focus on learning and empowerment that will ensure success for effective leadership it is the underpinning value and beliefs.

2.3.2. MANAGING THE TEACHING AND CURRICULUM PROGRAM

The effective pattern of teaching that results in higher levels of student learning is promising (Biography and Good, 1986). According to the above-mentioned scholars, the evidence that teaching, curriculum, and their impact on student learning under effective instructional leadership have been indicated as follow: There are a number of well-developed models of teaching and curriculum that generate substantially higher level of student learning than no motive practice. The most effective curriculum and teaching patterns induce students to construct knowledge to inquire in to subject to read intensively. The result is to increase student capacity to learn and work. Models of teaching are really models of learning as students acquire information, ideas, skills, values, and ways of thinking and means of expressing themselves. They are also learning how to learn.

2.3.2. ESTABLISHING THE SCHOOLS AS PROFESSIONAL LEARNING COMMUNITY

As Joyce et al. (2002, cited in Southworth, 2009) it is obvious that if teachers are to become more versatile in their creation of learning experience for their students then the major focus for the work of instructional leaders is the establishing of effective staff development process. Instructional leaders should realize that there has to be a planned action for staff development continuously with time. For example, that time is required for whose staff in service days on teaching and learning and school improvement planning as well as curriculum tours to share the work done in department or working groups. Inter departmental meetings to discuss teaching strategic. Workshops ran inside the school on teaching partnership teaching and peer coaching.

2.4. THE NATURE OF SCHOOL LEADERSHIP

School leadership is not simply putting prescribed solutions into action, but a constant encounter with quandaries that demand thinking and problem solving, responding, and adjusting to situations (Acker-Hocevar et al, 2015).

“More than ever, in today’s climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interests of parents, teachers, students, district office officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs (DeVita, 2005).

Miller & Hutton (2014) argue: One person’s interpretation of the strictures, structures and processes may be very different to someone else’s given, for example, their background and current social class, understanding of and engagement with educational policies, size and location of a school and philosophy of education. Due to the personal nature of values, we also

propose that values are contested, recognizing that the practice of leadership, although influenced by several factors, is equally a deeply personal enterprise, situated within the sum or parts of a series of critical incidents or individual's experiences.

Demands placed on principals and their leadership comes at a time when, more and more, school leaders are being called upon to carefully balance intuition against logic, the intrinsic against the external; the legal against the moral; the natural against the supernatural – in order to negotiate and secure best outcomes for all who study and work in their schools” (Miller, 2016).

Emperia

2.5. ROLES, PRINCIPLES AND CHALLENGES OF SCHOOL INSTRUCTIONAL LEADERSHIP

2.5.1. ROLES OF SCHOOL PRINCIPAL

According to Mulugeta Wende Geleta (2015) Promoting positive school learning climate: Promoting a positive school learning climate viewed as one dimension of instructional leadership and serves the principal to influence the social organization and thereby establish environment that supports the instructional process. It was highlight by that an effective instructional leader can promote a positive school learning climate by protecting instructional time, promoting professional development, maintaining high visibility, providing incentive for teachers and for learner. Under this dimension identify the following five roles that instructional leaders need to perform.

1) Protecting instructional time: research conducted during the late 1970s and 1980s indicates the substantial effects of time on students learning. Teacher's classroom management and instructional skills are not used optimally if announcements, tardy students and requests from the office frequently interrupt instruction. The principal can control this area of activity through the development and enforcement of school wide policies. Principals who successfully implement policies that limit interruption of classroom learning time can increase allocated learning time and student achievement.

2) Providing incentive for teachers an important part of the principal's role in creating a positive learning climate involves setting up work structure that rewards and recognizes teachers for their efforts.

3) Providing incentive for learners: this principal's role can create a school climate in which students value academic achievement by frequently rewarding and recognizing students' academic achievement both within the class and before the school as a whole. Thus, principal is a key factor in linking the classrooms and school reward system, ensuring that they are mutually supportive.

4) Promoting professional development: principals need to promote professional development through organizing and leading in-service training activities and ensure that staff development activities are closely link to school goals. For instance, asserted that the principal needs to create opportunities for professional development and growth of the staff. The focus of the instructional leader should be more orientated to staff development than to performance appraisal. This may enrich the teaching experience of educators or motivating them to attend such programs.

5) Maintaining high visibility: high visibility of principal is in school campus and in classrooms increases interaction between the principal and students as well as with teachers. Instructional leaders are expected to spend most of their time dealing strictly with curricula matters rather than administrative functions. Hence, to have credibility as an instructional leader, the principal should also be a practicing teacher.

2.5.2. CHALLENGES OF SCHOOL PRINCIPALS

The instructional leader faces numerous challenges. According to Brolund (201), principals do not have enough time to complete their instructional tasks, they are not comfortable having difficult conversations, and they sometimes lack the knowledge base to support teachers fully. Tintore et al. (2022) identified the two main challenges facing school principals: (1) problems with leadership and management practices, arising from the complex nature of the job; and (2) problems with leadership and management practices, arising from interactions with different stakeholders. Additionally, they identified school leaders facing the challenges, including balancing system demands with leadership for learning, navigating pressures for autonomy and accountability, and increasing pressures from families and the wider society. This review

also identified some principals in decentralized educational systems that had no specific programs to involve parents or the local community in school matters. T. Bush, (2022) identified that the major challenges for instructional leaders include buildings in poor condition, small budgets, and high teacher turnover. The heads were also teaching leaders, and the authors conclude that they are passionate, strategic thinkers, instructionally driven, and avid learners. Principals were more skilled at advocating their own position than in deeply inquiring into and checking their understanding of the views of the parents or teachers (D. M. Le Fevre and V. M. J. Robinson, 2015). From this, it can be understood that there were many challenges that faced principal instructional leadership in the schools, i.e., challenges relating to evaluating instruction, promoting change, improving teachers' instruction, implementing research-based practices, and meeting students' needs.

Leithwood et al., (2019) chronicles the role of the school principal from the days of a leader with administrative responsibilities in a school to that of today's principal with a multitude of roles serving at a time in which political pressure is immense. With the impetus to increase the level of instructional technology use, principals find themselves in a position to serve in a newly capacity as instructional technology leader, while still focusing on traditional roles such as the management of fiscal and human resources, the acquisition and distribution of curricular materials and basic supplies, the instructional leader, the creation and maintenance of a positive tone for student learning and behavior, the implementation and facilitation of school improvements and overall maintenance, the development of business and community partnership, and a myriad of other roles necessitated by the daily rigors of the position.

Fink & Reisnick (2017) contend that principals are faced with the challenge of inadequate training for the element of instructional leadership activities. They hardly find their graduate education to be quite helpful, especially in the part of instructional leadership. They have the feeling that they are not properly acquainted with the role of instructional leaders merely because this skill is not accorded much importance in the formal training of principals in the universities. Eventually training programs for principals place a lot of emphasis on financial management and community relations. Learners' academic results can be best achieved by securing competent and dedicated teachers whose target is to always discharge their duties to the best interest of the learners with minimal supervision. In addition (UNESCO, 2016) reported that despite efforts and

the need to improve learners' outcome in African countries, these nations are still afflicted by inadequacy of resources. This is supported by a study conducted by Parker and Day (2016) contends that teaching and learning is effective only if the necessary resources and facilities are provided which would enable teachers to carry out their tasks appropriately.

2.6. SCHOOL PRINCIPAL CHARACTERISTICS AND COMPETENCIES.

2.6.1. EMPIRICAL LITERATURE REVIEW

According to Green (2002), to be an effective instructional leader the principal must have the following personal characteristics: To be effective you have to be compassionate, very promote a sense that you have their wellbeing at hand allow teachers to use their professional knowledge, know appreciate the staff and that they know what works for some else doesn't necessarily work for you because it is not you it is so important that the teacher has to be able to reach (his/her way) as a teacher, and not everyone falls in to the same type of model. Therefore, Green advocated for a variety of professional development possibilities that met the more specific needs of a school and its teachers. Green's second purpose for supervision was to positively recognize teachers. Teachers need to "have a sense of the (principal appreciates the staff "and staff know they are doing a good job and that there is support for them to do a (good job) the principals have to be there to respond to any concern or questions, Green believed that it was important to recognize teachers for their accomplishments and thank them for doing their jobs. Also teacher recognition helps in developing positive relationships with staff members.

Power and title does not a leader make by having the power as "supervisor" or boss does not automatically place her/him on a spot as a leader. Leaders motivate their followers to seat high attainable day as that result in successful product out comes. In educational leadership, there are higher roles with in school districts require people with leadership skills these roles must be filled with competent, confident people that understand true effectiveness of being a leader, not just a warm body filling a supervisory position. In this time as a professional educator, Green has had the opportunity to work under a few effective leaders. He has out lined for us what he believes to be the five most important characteristics of leadership in education.

Understanding Self

Effective leaders have an honest understanding of who they are and what they represent. Knowing strengths and weakness of self-helps leader's model methods in which they utilize their strengths and continually work to build their weaknesses. Good leaders share their strengths with their followers and they seek input and support from their followers by acknowledging their weaknesses. Acknowledging that help is needed not a weakness, in fact teachers appreciate.

When leaders admit they might not have all the answers. Good leaders seek responsibility and take responsibility effective leaders set the example for work ethic, dedication success, and failure to all of their followers. In fact, followers truly will determine the effectiveness of leaders

Understanding Human Nature

Effective leaders must have a fundamental understanding of human nature Green believes that his administrators must be teachers of teachers a daunting task when we think about all of the passionate teachers we work with each and every day. Educational leaders understand the needs, emotions, motivations strengths and weakness of their followers, namely, their entire building staff, just as teacher's work each and every day in their class rooms to grasp a comprehensive understanding of their students so to do leaders in education regarding their followers and /or staff members.

Understanding human nature is not an easy task, every teacher, like every student, has a variety of needs depending up on the day. All teachers are intrinsically motivated to do their best each and every day for their students. A simple, genuine acknowledgment of teacher's efforts by their leaders goes a long way to building rapport, respect, and responsibility with followers.

Communication

The most important trait of a leader is how effective that leaders is in two –way communication the receiver of the communication must Cleary, understand the exact information the sender is transmitting communication involves both verbal and non- verbal transmissions. Leaders communicating effectively get the same message to all of their followers there is no room for interpretation, gossip, or conjecture when communicating effectively, leaders make consistent eye –contact and maintain a body posture that appears to be open to the message from the followers. Messages can become complicated when the sender is giving different messages.

Regarding the same topic to variety of receivers this only breeds discontent and distrust. As teachers,. All need to be trained as a team and communicated with as a team: and are working together to create opportunities for students to be successful communication fails when barriers are placed in the context of the message when the sender of the message is frequently perceived as being self-serving for self-preservation. Good leaders should, therefore, understand how to effectively communicate with their followers verbally and non- verbally

Cleared and Focused Judgment.

Leaders in education must have the capability to communicate that vision with teachers that are in the channel each day. Without a consistent vision and without appropriate and effective communication a leadership crisis is the result. Teachers begin to do their own things, hiding in their room because of the lack of trust that develops between leader and follower. A leader that understands when, where and how to take action will be trusted.

Believe In People.

Leader that are true visionaries and communicate authentically will have followers take action toward that vision own that vision and personify success. More people will be smiling enjoying their work. It motivates one every day when his/ her colleagues are in a goal place within their work environment. Teachers that believe in the vision of the administration are positive and supportive of each other resulting in outstanding authentic learning for the students.

Furthermore, when administrators believe in their staff and students, it builds an over whelming environment of productivity and success. Teachers are empowered to take risks, knowing that they will consistently be support. More teachers will participate in the action plan to meet the vision of the leaders when they trust in the process of leadership. Moreover teacher will feel confident in sharing information with other teachers and leaders when they know that their.

Leaders and peers believe in them. Attaching staff that gets to the point of trusting and sharing can then begin to make decisions as a team collaborative effort, to make the school the best possible place for the students. As Green believes, leaders are those that truly understand themselves and understand the various elements of human nature. Communication is the most telling trait of an effective leader, if a leader can empower followers clearly understands the

message, production and success are the result people that are in leadership roles must personally the five characteristics outlined in this post. He has tried to help readers to remember that his /her followers will determine the effectiveness of a leader. Our "business" of education requires that we are all people. Every day we are developing, maintaining, and enriching relationships with people. Building relationship with peers, parents students, teachers, maintenance staff, clerical staff, and administrators are part of everyday business for educators (and school leaders) (Green, 2002cited in NAESP, 2009).

2.6.2. SCHOOL LEADER COMPETENCIES

According to south wood etal (20002), a school leader should have the following competencies He/she must: Build trust and foster positive working relationship with in the school community based on appropriate values and ethical foundations. Involve the school community in creating and sustaining shared vision mission, principles and goals. Nurture and sustain a school culture that values and supports learning. Ensure that each student has access to quality teaching, the opportunity to engage in quality learning experiences. Promote the development of leader ship capacity within the school community for the overall benefit of the school community and education system. Manage school operation and resources to ensure a safe, caring and effective learning environment. Understand and appropriately respond to the political, social, economic, legal and cultural contexts influencing the school.

2.6.3. THE EFFORT BEING UNDER TAKEN BY THE PRINCIPAL AND COMMUNITY TO ALLEVIATE ACADEMIC PROBLEMS

According to Barber (2001) there are different efforts are being under taken by principal and community to alleviate academic problems. These are: Providing intensive training for teachers in workshop in the instructional core, improves to establish large-scale competence in them.

Creating a strong and generous support structure of trainers cord natures and consultants to work with teachers on implementing the priority within their schools. Involving parents and community in supporting their children's learning within the selected initiatives. Alighting the improvement in instruction with evaluation and testing system.

Having teachers examined achievement data gathered in order to make adjustments in their instruction where necessary. According to Quinn (2000), it is state that instructional/leadership can be learned, principals need to have high.

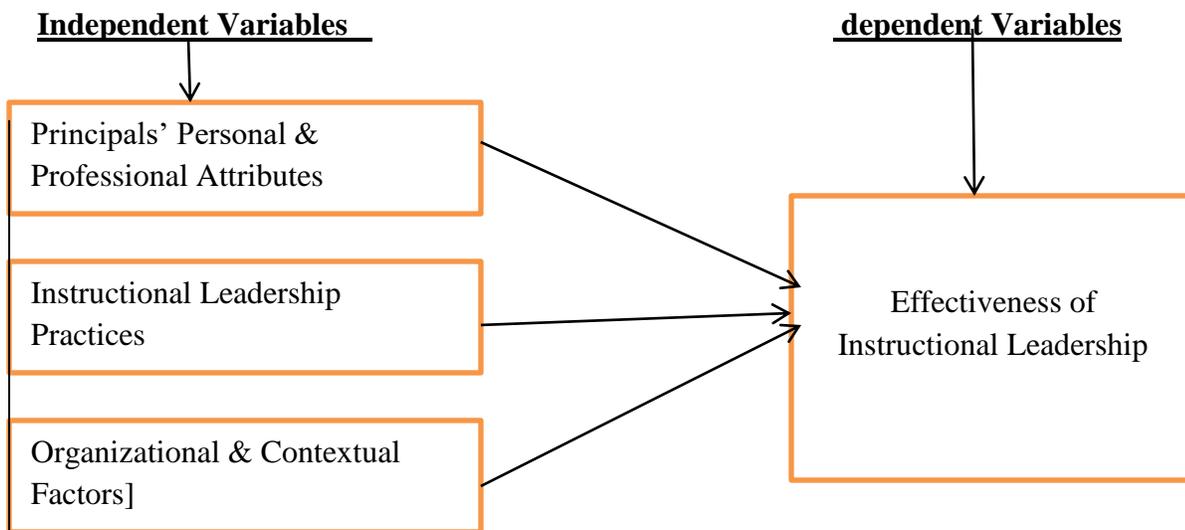
Expectation of all members of the school community to create an atmosphere of trust and perseverance a trusting atmosphere may be accomplish through developing positive relationship with teachers, allowing teachers to take risks without penalty providing opportunities for professional development and working collaboratively.

2.6.4. Summary of Instructional Leadership in Ethiopia

The Education and training policy document of Ethiopia (1994) stated that school leaders should be professionals, which requires special development for leading schools. The Education Development Road Map of Ethiopia (T. Teferra, 2018) document also shows that school leadership in Ethiopia is generally weak, limiting the leadership capacities of school leaders at all levels of education. According to Gurmu (2020), the denial of principal ship to professional graduates and the political affiliation lens is a scenario that informs principals' selection for leadership positions. The duration of the primary school principals' training is short, and its curriculum lacks depth and breadth. In the Ethiopian context, the MOE pointed out that school principals as instructional leaders have the following roles in Ethiopia: creating a shared vision and clear goals for their schools and ensuring continuous progress toward achieving the goals; engaging parents and community members in the educational process; creating an environment where community resources support student learning, achievement, and well-being; supporting the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students; and allocating resources and managing school operations in order to ensure a safe and productive learning environment (MOE,2013).

2.6.5. CONCEPTUAL FRAME WORK

The conceptual framework of this study is designed to illustrate the relationship between instructional leadership practices, principals' personal and professional characteristics, organizational and contextual factors, and the effectiveness of instructional leadership in government secondary schools in Nifas Silk Lafto Sub-city, Addis Ababa.



Figuer 2.1: Conceptual Framework of the study

Source: Litratue based and own processeng (2025)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH DESIGN

The main purpose of this study was to assess practices, effectiveness and less effectiveness of instructional leadership in secondary schools of Addis Ababa city administration. Thus, this study adopted a descriptive survey design because it generally helped to gather data with the intention of describing the nature of existing conditions and then drawing conclusions from the facts discovered. It also helps to draw valid general conclusions.

3.2. RESEARCH APPROACH

This study employed a mixed research approach that incorporated both qualitative and quantitative strategies, as combining these methods provides a more comprehensive understanding of a research problem than using either approach alone (Creswell, 2014). In this design, the qualitative approach was used to clearly describe the existing realities within the study area, while the quantitative approach helped to present objective data in greater detail. To achieve the objectives of the study, relevant literature was reviewed, and original data were collected from both primary and secondary sources. The study population included teachers, vice principals, principals, cluster supervisors, parents, and students. All principals and supervisors were included as study participants because their number was manageable and their inclusion was valuable for obtaining relevant and representative information from different groups.

3.3. POPULATION, SAMPLE SIZE AND SAMPLING TECHNIQUE

As discussed earlier, the target population of this study consisted of **teachers, department heads, principals, vice principals, and cluster supervisors** working in both government primary and secondary schools within the selected cluster supervision areas. The total population was **264**, from which a **sample of 159 respondents** was determined using **Yamane's (1967) sample size determination formula** at a 95% confidence level and a 5% margin of error.

. To determine the sample size, Yemane (1967) formula was employing.

$$n = \frac{N}{1 + N(e)^2}$$

Where: N= target population =264 e=error =0.05

n= sample $n = \frac{2644}{1 + 264(0.05)^2} = 159.03$

n=159 sample size of the study

To ensure representativeness, the sample was distributed across major demographic variables, including sex, educational qualification, and work experience. The distribution of the sampled participants is summarized in Table 3.1.

Table 3.1: Demographic Distribution of the Sampled Population (n = 154)

Variable	Category	Frequency (N)	Percentage (%)
Sex	Male	101	65.6
	Female	53	34.4
Educational Qualification	First Degree	95	61.7
	Master's Degree	59	38.3
Work Experience (Years)	1–5	51	33.1
	6–10	53	34.4
	11–15	38	24.7
	Above 20	2	1.3
School Type	Government Primary & Secondary		
		Total: 154	100.0

Table 3.2: Population Distribution by Category and Institution

No	Category	Name of Institute	Population (M/F/T)
1	Principal	Gelan Boarding Secondary School	3 / 0 / 3

2	Cluster Supervisor	Fitawrari Lakadgeh Cluster	2 / 1 / 3
3	Teachers	Gelan Boarding Secondary School	109 / 19 / 128
4	Teachers	Sedil Secondary School	110 / 20 / 130
Total			224/40 / 264

3.4. INSTRUMENTS OF DATA COLLECTION

To gather the required data for this study, multiple instruments were employed to ensure a comprehensive understanding of the practice and challenges of instructional leadership. The instruments used include questionnaires, interviews, and document review, as explained below

3.4.1. Questionnaires

Structured questionnaires were developed and distributed to teachers and students. The questionnaires contained both closed-ended and Likert-scale items, designed to collect quantitative data on the perceptions and experiences of respondents regarding instructional leadership practices. Questionnaires were chosen because they allow for the collection of large amounts of standardized data efficiently and help in identifying patterns across respondents.

3.4.2. Interviews

Semi-structured interviews were conducted with principals, vice principals, and cluster supervisors. The interviews aimed to gather in-depth qualitative information on instructional leadership practices, challenges faced in school management, and strategies used to improve teaching and learning outcomes. Semi-structured interviews were preferred because they provide flexibility to probe for additional information while maintaining a consistent focus on the study objectives.

3.4.3. Document Review

Relevant documents, such as school reports, instructional plans, and supervision records, were reviewed to triangulate the information obtained from questionnaires and interviews. Document review helped to validate the data and provide an objective perspective on instructional leadership practices and outcomes.

By using these complementary instruments, the study employed a mixed-methods approach, allowing for the collection of both quantitative and qualitative data, thereby ensuring a more comprehensive understanding of the research problem.

3.5.METHOD OF DATA ANALYSIS

After the collection of the required data from the respondents, the researcher employed both quantitative and qualitative data analysis methods depending on the nature of the variables. The data obtained from questionnaires, interviews, and document reviews were analyzed using appropriate statistical and narrative techniques to ensure a comprehensive understanding of the research findings.

3.5.1 Descriptive Statistics

Quantitative data collected through **closed-ended questions** and **Likert-scale items** in the questionnaires. Descriptive statistics were used to summarize, organize, and present the data in a meaningful way, allowing the researcher to identify patterns, trends, and distributions among respondents.

The characteristics of respondents, such as sex, age, work experience, educational qualification, and school type, were analyzed using **frequencies and percentages**. Quantitative responses obtained through Likert-scale items were entered into **SPSS (version 27)**, organized by sub-topics related to the research questions.

Analysis was conducted using **mean and standard deviation** to determine the overall tendencies and variations in respondents' perceptions and experiences regarding instructional leadership. Data were presented in **tables and graphs** for easy interpretation and comparison.

3.5.2 Qualitative Data Analysis

Qualitative data collected from open-ended questions, semi-structured interviews, and document reviews.

Qualitative analysis was employed to provide in-depth insights into the practices and challenges of instructional leadership, as well as to triangulate the quantitative findings.

Responses from interviews and open-ended questions were organized according to emerging themes and issues related to the research objectives.

The data were analyzed narratively, with a focus on describing patterns, relationships, and contradictions observed in the responses.

Relevant school documents and reports were reviewed to validate the information obtained from respondents.

Triangulation of data from multiple sources ensured credibility and reliability of the findings.

By combining descriptive statistics and qualitative analysis, the study provided a comprehensive understanding of instructional leadership practices and the challenges faced by school leaders in the study area.

3.6.ETHICAL CONSIDERATIONS

In order to ensure the confidentiality of data and protect the rights of the respondents, the following ethical considerations were carefully observed. All respondents were asked for their voluntary participation, and only those who provided informed consent were included in the study. Prior to data collection, respondents were oriented and informed about the objectives, purpose, and procedures of the research to ensure transparency and understanding.

Additionally, a letter of approval for conducting the study was submitted to and obtained from the relevant education office. The researcher also took into account cultural, religious, gender, and other significant differences among the study population to ensure that the research was conducted respectfully and ethically.

CHAPTER FOUR

RESULTS And DISCUSSION

4.1 INTRODUCTION

This chapter deals with presentation, analysis and interpretation of the data collected from sample respondents. First, the biographical data of the respondents is analyzed. Secondly, the analysis of respondents' responses to the close-ended questionnaire followed. Then analysis of the data obtained from the open-ended questionnaire, and focus group discussion attended. For this purpose, a total of 154 Respondents were involved in this study.

A total of 159 questionnaires were distributed to teachers, and 154 (96.8%) were properly completed and collected. However, 5 questionnaires (3.2%) were excluded from the analysis because they were not filled in correctly. Therefore, the final analysis was conducted using the valid 154 questionnaires, along with data obtained from document analysis and focus group discussions.

The data collected through the questionnaire were tallied, tabulated, and quantified. Frequencies and percentages were used to describe the characteristics of the study population. Frequencies and percentages were also employed to analyze the questionnaire data.

4.1. Characteristics of Respondents

In this part the background information of the respondents from the five secondary schools are analyzed in frequencies and percentages and results are shown in the table below.

Table 1 Characteristics of Respondents

Items	Category	Respondents 154							
		Teachers		Principals		Department Heads		PTA members	
		N	%	N	%	N	%	N	%
Sex	Male	101	65.6	5	83.33	14	70	9	56.25
	Female	53	34.4	1	17.37	6	30	7	43.75
	Total	154	100.0	6	100	20	100	16	100

Qualification	First degree	95	60.66	0	00	3	15	5	31.25
	Second degree	59	39.34	6	100	17	85		
	Others							11	68.75
	Total	154	100	10	100	20	100	16	100
Experience	1-5 years	51	33.1						
	6-10 years	53	34.4					5	31.25
	11-15 years	38	24.7	6	100	20	100	9	56.25
	16-20 years	10	6.5					2	12.5
	>20 years	2	1.34						
	Total	154	1.3	6	100	20	100	16	100

The Table 2 shows the respondents characteristics in terms of sex. The male group constituted 101(65.6%) while the females make up 53 (34.4%). The number of male teachers is three times that of the female teachers, so this implies that the participation of female teachers is still small. With respect of the qualification of teachers, 95 (60.66%) teachers are first degree holders and 59(39.34%) are master degree holders. This indicates that, still the number of teachers with master degree holders is small in secondary schools.

Regarding work experience, 51 (33.1%) teachers have between one and five years of teaching experience and 53(34.4%) teachers have teaching experience of between six and ten years. About 38(24.7%) teachers have teaching experience which ranges between eleven and fifteen years and 10(6.5%) teachers have experience that falls between sixteen and twenty years. In addition, 2(1.34%) of the teacher respondents have an experience of twenty and above. This suggests that there are many instructors with good work experience in the schools, particularly those with sixteen to twenty years of experience and those with twenty years or more. These experienced have better knowledge and information about the role of principals; because of this, they contributed a lot of information to this research work about how principals practiced their role and how they should act in the future.

As it can see from the above table the majority of staff members surveyed are male. A total of 5 (83.33%) of the principals, 14 (70%) of the department heads and 9(56.25%) of PTA members are male. On the other hand, 1(16.67%), 6 (30%) and 7(43.75%) of principals, Department heads and PTSA members are females respectively.

Regarding to their qualifications, all 6 (100 %) of the principals and 17 (85%) of Department heads are second degree holders. Whereas, 5 (31.25%) of the PTSA members are first degree holders first degree holders. This show, more training should be given to upgrade the knowledge of principals and Department heads.

4.2 Analysis of the Instructional Leadership Role of School Principals

The analysis was based on teachers’ responses to the study questionnaires. The items focused on teachers’ perceptions of the instructional leadership role of school administrators. Teachers were asked to rate how effectively their principals performed specific instructional leadership tasks to assess the principals’ actual performance.

Respondents provided their answers using Likert scales: one ranging from Strongly Agree (1) to Strongly Disagree (5), and another ranging from Very High (1) to Very Low (5). A high frequency or percentage score on a particular task indicates a more active role of the principal as an instructional leader in that area. Principals who received high ratings were considered to be demonstrating strong instructional leadership performance.

Seven main roles principles, encouraging and motivating teachers, delegation, establishing a favorable environment for the teaching and learning process, supervision, and curriculum were used to group the replies. In addition, the abilities and personal traits were also evaluate. Additionally, the findings were supported or validated by the information gathered from open-ended surveys and structured questions.

4.2 THE EFFECTIVENESS OF SCHOOL LEADERS’ INSTRUCTIONAL LEADERSHIP PRACTICES IN SCHOOLS

Table 2 . School principals practice in supporting teachers.

No	School principals' practices	Response of teachers, N=154									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1.	Encourage teachers to carry out action research	23	14.9	80	51.9	9	5.8	28	18.2	14	9.1

2.	Support teachers towards using innovative teaching methods	28	18.2	71	46.1	8	5.2	29	18.8	18	11.7
3.	Decide good teaching among teachers	25	16.2	73	47.4	10	6.5	23	14.9	23	14.9
4.	Debate instructional related policies and issues with the staff	16	10.4	70	45.5	14	9.1	35	22.7	19	12.3
5.	Give some of his instructional leadership tasks to teachers.	14	9.1	53	34.4	11	7.1	44	28.6	32	20.8

The findings presented in Table 3 reveal that the majority of teachers hold negative perceptions toward the instructional leadership practices of their school principals. Most teachers disagreed that principals encourage them to conduct action research (66.8% combined disagreement) or support the use of innovative teaching methods (64.3% combined disagreement). Similarly, more than 63% of teachers indicated that principals do not effectively identify or promote good teaching practices among staff. In addition, over half of the respondents (55.9%) disagreed that principals engage teachers in discussions related to instructional policies and issues, suggesting limited collaborative decision-making. Although delegation of instructional leadership tasks appears slightly more favorable, the responses remain divided, with 43.5% disagreeing and 49.4% agreeing that principals assign such roles to teachers. Overall, these results indicate that principals in the studied schools are perceived as performing weakly in key areas of instructional leadership, particularly in promoting professional growth, encouraging innovation, recognizing effective teaching, and involving teachers in instructional decision-making. Such limitations may hinder the enhancement of teaching quality and the overall improvement of instructional processes within the schools.

Table 3 The school principals’ practices in promoting teachers’ professional development

No	School principals practices in promoting teachers’ professional development	Response of teachers, N=154									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1.	Take clear steps to aid teacher’s professional development	23	14.9	80	51.9	9	5.8	28	18.2	14	9.1
2.	Organize school workshop for teachers related to instruction	28	18.2	71	46.1	8	5.2	29	18.8	18	11.7
3.	Administer experience sharing program related to instruction for teachers inside the School	23	14.9	10	6.5	10	6.5	73	47.4	25	16.2
4.	Arrange experience sharing program related to instruction for teachers outside the School	16	10.4	70	45.5	14	9.1	35	22.7	19	12.3
5.	Arrange induction program for novice teachers related to teaching and learning	14	9.1	53	34.4	11	7.1	44	28.6	32	20.8

The results regarding school principals’ practices in promoting teachers’ professional development indicate varied perceptions among teachers. In relation to taking clear steps to support professional development, most teachers disagreed (51.9%) or strongly disagreed (14.9%), suggesting limited administrative involvement in fostering teachers’ growth. A similar trend is observed in organizing school-based instructional workshops, where 64.3% of respondents expressed disagreement, highlighting a lack of continuous training opportunities within schools. However, teachers provided a more positive view regarding experience-sharing activities conducted inside the school, as 47.4% agreed and 16.2% strongly agreed that such programs are administered, indicating better support in this specific area. In contrast, 55.9% of teachers perceived that principals do not adequately facilitate external experience-sharing opportunities, which may restrict teachers’ exposure to broader instructional practices and innovations. Concerning induction programs for novice teachers, 49.4% agreed or strongly agreed that principals arrange such programs, while 43.5% disagreed or strongly disagreed, showing inconsistency in how schools support newly assigned teachers. Overall, these findings

suggest that although there are some efforts to promote professional development—particularly internal experience-sharing and induction for new teachers—school principals’ practices remain insufficient and inconsistent. Strengthened and systematic professional development initiatives are needed to improve teaching quality and instructional effectiveness across the studied schools.

4.2.1. PRINCIPAL’S ROLE IN THE AREA OF CURRICULUM

Although there is a considerable agreement in the literature on the need for the principal to be leader in the area of curriculum and instruction, there is disagreement on what specific roles should be exhibit. For instance, Hopkins (2003) has expressed his view by saying that principals are not required to be expert in the complete range of teaching and learning strategies. Their tasks are to be familiar with them and to create favorable conditions for staff in the school to expand their individuals and collective repertoires of teaching skills, models and techniques of curriculum development. Lunenburg and Ornstein (2004) have noted that secondary school principals rely on their Assistant principals in various subject areas deal with curriculum and instructional activities.

School principals are facilitators of curriculum implementation and improvement. Principals play a key role in the betterment of the curriculum. As Dull (1981) and Cox (1983), mentioned principals should make the school situation favorable enough for teachers and school curriculum committee to promote the efforts of these groups for solving problems related to curriculum. For the betterment of the school curriculum, principals should check the curriculum regularly, motivate teachers for curriculum implementation, coordinate and invite the different groups for curriculum implementation and improvement, check whether the necessary materials are fulfill for the successful implementation of the school curriculum.

Thus, Table 5 shows the Frequency and percentage for perception of teachers on six dimensions of leadership capacities of the principals in the area of the school curriculum. In this Table teachers were asked to rate the extent the principals have performed these particular tasks or roles.

Table 4 School principals’ practices in the area of curriculum implementation follow up

No	School principals	Response of Teachers, N=154									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Follow up teacher’s curriculum implementation regularly	15	9.7	62	40.3	7	4.5	52	33.8	18	11.7
2	Continuously approve the teachers' daily lesson plan	8	5.2	64	41.6	9	5.8	60	39.0	13	8.4
3	Offer immediate feedback after proving teachers’ lesson plan	21	13.6	60	39.0	9	5.8	50	32.5	14	9.1
4	Regularly evaluates instructional methods	14	9.1	71	46.1	10	6.5	41	26.6	18	11.7
5	Discuss with teachers as colleagues to know the progress of their instruction	28	18.2	61	39.6	15	9.7	38	24.7	12	7.8

The data in Table 5 highlight teachers’ perceptions of how school principals engage in the follow-up of curriculum implementation and instructional practices. Across all items, a substantial proportion of teachers indicated that principals’ involvement is limited or inconsistent.

1. Follow-up of Teachers’ Curriculum Implementation Regarding the regular follow-up of curriculum implementation, 50% of teachers (15 strongly disagree and 62 disagree) perceived that principals do not consistently monitor their instructional work. Only 33.8% agreed and 11.7% strongly agreed that their curriculum implementation is regularly followed up. This suggests that principals are not systematically ensuring that teachers adhere to the planned curriculum, which may lead to inconsistencies in teaching and learning quality.

2. Approval of Daily Lesson Plans Similarly, for the continuous approval of teachers’ daily lesson plans, 46.8% of teachers disagreed or strongly disagreed that this practice occurs, while 47.4% agreed or strongly agreed. This near-even distribution indicates that while some principals

engage in monitoring lesson plans, the practice is inconsistent and not uniformly applied across schools, potentially affecting lesson quality and preparation.

3. Providing Immediate Feedback on Lesson Plans Teachers' responses show that 52.6% disagreed or strongly disagreed that principals provide immediate feedback on lesson plans. Only 41.6% agreed or strongly agreed with this practice. Timely feedback is critical for instructional improvement, and the perceived lack of prompt feedback may limit teachers' ability to refine their teaching strategies effectively.

4. Regular Evaluation of Instructional Methods More than half of the teachers (55.2%) disagreed or strongly disagreed that principals regularly evaluate teaching methods, while only 38.3% agreed or strongly agreed. This finding indicates that principals' oversight of teaching strategies is insufficient, which could affect the quality of instruction and the implementation of best practices in classrooms.

5. Discussion with Teachers as Colleagues on Instructional Progress Regarding collaborative discussions about instructional progress, 57.8% of teachers disagreed or strongly disagreed that principals engage in such discussions, whereas only 32.5% agreed or strongly agreed. This suggests limited professional dialogue between principals and teachers, which can reduce opportunities for shared problem-solving, reflection, and curriculum improvement.

Overall Interpretation

Overall, the findings indicate that school principals' practices in monitoring and supporting curriculum implementation are **perceived as weak and inconsistent** by the majority of teachers. While some principals engage in approving lesson plans or providing feedback, these practices are not systematic or widespread. The lack of regular follow-up, evaluation of teaching methods, and collegial discussion limits the capacity for continuous instructional improvement, potentially affecting overall teaching quality.

Comparison with Literature

These results align with existing literature, which emphasizes that principals are key facilitators of curriculum implementation rather than subject-matter experts (Hopkins, 2003; Lunenburg & Ornstein, 2004). The literature suggests that principals should create favorable conditions for

teachers, coordinate curriculum activities, monitor progress, provide feedback, and motivate teachers (Dull, 1981; Cox, 1983). The findings, however, indicate a gap between the ideal role of principals described in the literature and the actual practices observed in the sampled schools, highlighting a need for **enhanced leadership practices in curriculum follow-up and teacher support**.

Table 5 practices of school principals in monitoring students’ progress related to Teachers.

No	School principals practice related to teachers.	Responses of teachers, N=154									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		N	%	n	%	N	%	n	%	N	%
1	Regularly collect classroom information on student achievement	28	18.2	33	21.4	15	9.7	33	21.4	45	29.2
2	Use assessment result reports to assess academic progress of students	11	7.1	33	21.4	6	3.9	88	57.1	16	10.4
3	Frequently meet teachers to deal about students' academic progress	28	18.2	35	22.7	9	5.8	64	41.6	18	11.7
4	Regularly discuss with parents regarding students' academic progress	13	8.4	53	34.4	8	5.2	58	37.7	22	14.3

The findings in Table 6 reflect teachers’ perceptions of how school principals monitor students’ academic progress and support instructional improvement through teachers. Overall, the results suggest that principals demonstrate a moderate level of involvement, but their practices are not consistent across all areas.

1. Regular Collection of Classroom Information on Student Achievement Regarding the regular collection of classroom data, 39.6% of teachers (28 strongly disagree and 33 disagree) perceived that principals do not consistently gather information on student performance. Conversely, 50.6% of teachers agreed (33) or strongly agreed (45) that principals collect classroom achievement data. This indicates a mixed perception, with nearly half of the teachers

observing proactive data collection, but a significant portion still reporting inadequate monitoring.

2. Use of Assessment Reports to Assess Academic Progress Teachers largely agreed that principals use assessment reports to evaluate students' academic progress, with 57.1% agreeing and 10.4% strongly agreeing. Only 28.5% disagreed or strongly disagreed. This suggests that principals are relatively more active in utilizing formal assessment data to track student learning outcomes, highlighting a stronger focus on data-informed decision-making compared to other monitoring practices.

3. Frequent Meetings with Teachers about Students' Academic Progress In terms of meeting with teachers to discuss student progress, 41.6% agreed and 11.7% strongly agreed that principals frequently hold such meetings. However, 40.9% disagreed or strongly disagreed, indicating that teacher-principal meetings regarding student performance occur inconsistently. This suggests that while some principals engage in collaborative discussions, the practice is not uniformly applied.

4. Discussions with Parents about Students' Academic Progress For parental engagement, 37.7% of teachers agreed and 14.3% strongly agreed that principals regularly discuss academic progress with parents. Yet, 42.8% disagreed or strongly disagreed. This indicates that principals' interaction with parents about student achievement is limited, which may reduce opportunities for home-school collaboration in supporting student learning.

The findings suggest that principals are **moderately involved in monitoring students' progress** but exhibit inconsistency across different practices. They appear more active in using assessment reports to track academic performance, while regular classroom observation, teacher consultations, and parental discussions are less consistent. These patterns indicate that principals are partially fulfilling their role in ensuring student academic progress through teachers, but further emphasis on systematic and comprehensive monitoring is needed.

Comparison with Literature

These results are consistent with the literature on instructional leadership, which emphasizes that principals should monitor student progress, provide feedback to teachers, and engage parents to

improve learning outcomes (Hallinger & Murphy, 1985; Leithwood & Jantzi, 2006). While the literature stresses a systematic and collaborative approach, the findings reveal gaps between ideal practices and the reality in the studied schools. Principals' limited follow-up and inconsistent engagement with teachers and parents may hinder the effectiveness of teaching and learning.

4.3.4. PROMOTING A CONDUCTIVE CLIMATE FOR THE TEACHING AND LEARNING PROCESS

Creating conducive environment under which staff members can work effectively. Unless the atmosphere of the school is one that makes learning exciting or stimulating, unless principals for their achievements support both teachers and students and there is a shared sense of purpose, it is difficult to learn (Krug, 1992).

Principals should create a good environment by solving the different problems, which exists in the school, as well as by creating new perspectives. In supporting to this idea, Bondi and Wiles (1986:167) suggested that the principal as supervisor can help the educator with a nagging or irritating instructional problems by presenting a fresh perspective for the educator. It is therefore to note that principals are involved in resolving teaching related problems in their schools.

In promoting a positive leaning climate, 5 tasks considered sample indicators of the extent to which school principals, as instructional leaders could perform.

To assess the performance level of principals, teachers as respondents in each school were ask to rate the extent, which the principals perform, each task. Accordingly, Table 9 shows the overall result of the responses given by teachers for each task from the questionnaires.

Table 6 Practice of school principal in foster conducive environment.

No	School principals practice in fostering Conducive school environment.	Response of teachers, N=154									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school.	10	6.5	23	14.9	6	3.9	85	55.2	30	19.5
2	Form positive environment in which good working relationship exist.	20	13.0	61	39.6	18	11.7	34	22.1	21	13.6
3	Elucidate about the importance of school's conducive environment to student achievements.	18	11.7	66	42.9	15	9.7	37	24.0	18	11.7
4	Afford support in building collaborative cultures among teachers	18	11.7	66	42.9	14	9.1	38	24.7	18	11.7
5	Promote a culture of trust between teaching staff	21	13.6	64	41.6	9	5.8	39	25.3	21	13.6

As it is observed in Table 7 item 1, respondents were asked the principals Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school. As a result of the responses, a total of 23(14.9%) teachers disagreed and 10(6.5%) strongly disagreed that the school principals Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school. On the other hand, 115 (74.7%) teachers replied that the school principals Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school. However, 6(3.9%) of teachers do not decide whether the school principals check teachers' lesson notes or not. Since the majority of the respondents supported those school principals of gelan secondary school Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school, then it can be conclude that the school principals seem performing well in areas related to Generate encouraging work environment.

In the Table 7 item 2 as observed, teachers were requested to give their view whether the school principals form positive environment in which good working relationship exist. As the result of these responses, a total of 81(56.6%) teachers did not accept that the school principals form positive environment in which good working relationship exist. while 55 teachers which

represent 35.7% of the total teachers agree that gelan secondary school principals form positive environment in which good working relationship exist. The rest 18

(11.7%) of teachers do not decide. Since the majority of the respondents, do not accept the school principals“ form positive environment in which good working relationship.

In the Table 7 item 3 as observed, teachers were request to give their view whether the school principals elucidate about the importance of school’s conducive environment to student achievements. As the result of these responses, 84 (54.6%) teachers did not accept that the school principals elucidate about the importance of school’s conducive environment to student achievements. While 55 teachers, which represent 35.7% of the total teachers, agree that gelan secondary school principals elucidate about the importance of school’s conducive environment to student achievements. The rest 9 (9.7%) of teachers do not decide. Since the majority of the respondents do not accept the school principals“ elucidate about the importance of school’s conducive environment to student achievements, then it can be concluded that the principals seem weak in evaluating the importance of school’s conducive environment to student achievements.

In the same Table item 4 as observed, teachers were requested to give their view whether the school principals regularly afford support in building collaborative cultures among teachers. As the result of these responses, 84 (54.6%) teachers did not accept that the school principals regularly afford support in building collaborative cultures among teachers while 55 teachers, which represent 36.4% of the total teachers, agree that gelan secondary school principals afford support in building collaborative cultures among teachers. The rest 14(9.1 %) of teachers do not decide. Since the majority of the respondents do not accept the school principals“ performance regarding afford support in building collaborative cultures among teachers, then it can be concluded that the principals seem weak in afford support in building collaborative cultures among teachers.

In the same Table item 5 as observed, teachers were request to give their view whether the school principals regularly promote a culture of trust between teaching staff. As the result of these responses, 85 (55.2%) teachers did not accept that the school principals regularly evaluate instructional methods and contribute without being judgmental while 60 teachers, which

represent 38.9% of the total teachers, agree that gelan secondary school principals promote a culture of trust between teaching staff. The rest 9(5.8%) of teachers do not decide. Since the majority of the respondents do not accept the school principals“ Promote a culture of trust between teaching staff, then it can be concludes that the principals seem weak Promote a culture of trust between teaching staff.

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

2.3.5. THE ROLE OF PRINCIPALS IN THE AREA OF SUPERVISION.

Teachers who receive effective supervision will feel more confident in their capacity to comprehend and carry out their duties, as well as to acquire the drive, independence, and self-awareness needed to successfully advance toward the school's desired outcome. Therefore, in order to assist teachers in overcoming the challenging obstacles they face at work, supervision calls for a higher degree of expertise and adaptability. The following questions were given to the instructors in order to find out how they felt about the school's monitoring procedures. The results, broken down by frequency and percentage, are shown in the table below.

Table. 8. Practice related to instructional supervision and evaluation.

No	School principals	Response of teachers, N=154									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	Perform classroom visits for the purpose of improving instructional process	15	9.7	65	42.2	10	6.5	48	31.2	16	10.4
2	Provide adequate time after class visit to discuss the problems as well as plan improvement together	19	12.3	61	39.6	13	8.4	54	35.1	7	4.5
3	Concoct opportunities for professional discussions among teachers	13	8.4	61	39.6	12	7.8	44	28.6	24	15.6
4	Promote teachers to use different instructional methods	15	9.7	64	41.6	13	8.4	38	24.7	24	15.6
5	Make regular follow-up of instructional process to give immediate feedback to	14	9.1	44	28.6	12	7.8	63	40.9	21	13.6

teachers										
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Table 8 shows the Frequency and Percentage for perception of teachers on five dimensions of leadership capacities of principals in the area of Practice related to instructional supervision and evaluation of your school principals. Regarding to these issues, principals in Addis Ababa administration secondary. The opinion of teachers in terms of Frequency and Percentages and an interpretation for each item is given below in detail.

As observed in Table 8 item 1, teacher respondents were ask Perform classroom visits for the purpose of improving instructional process. In this case, 65(42.2%) of the teachers disagree and 15(9.7%) respondents of the total teachers strongly disagree with the idea. while 48 (31.2%) and 16(10.4%) of the respondents agreed and strongly agreed with the idea respectively. The rest 10 respondents do not decided on the idea. So based on these opinions of teachers, one can conclude that principals seem not good in Perform classroom visits for the purpose of improving instructional process even though the value difference in percentage between the agree/strongly agree and the disagree/strongly disagree is small.

As shown in Table 8 item 2, teachers as respondents were ask whether their school principals Provide adequate time after class visit to discuss the problems as well as plan improvement together or not. As a result, 61(39.6%) teachers of the total respondents disagreed with the idea that the school principals Provide adequate time after class visit to discuss the problems as well as plan improvement together and 19 (12.3%) teachers of the total respondents strongly disagreed with the idea. In contrast, 54 (35.1%) and 7(4.5%) of teachers are those who agreed and strongly agreed respectively. The rest 13(8.4%) of teachers do not decided. To conclude, the above frequencies and percentages though the gap is very small indicating that, the inclination is toward disagree and strongly disagree side. But, since the difference is very minor, one may conclude saying that the school principals do not provide adequate time after class visit to discuss the problems as well as plan improvement together.

In the same Table 8 item 3, respondents were asked whether their principals Concoct opportunities for professional discussions among teachers or not. As a result of this, 61(39.6%) and 13(8.4%) of the teachers responded that their school principals Concoct opportunities for professional discussions among teachers. On the other hand, 44(28.6%) and 24(15.6%) teachers of the total respondents agreed and strongly agreed on the idea. The rest 12(7.8%) teachers do not decide regarding the

issue. So the above result indicates that the school principals do not concoct opportunities for professional discussions among teachers. As a result, one can conclude that the school principals seem Concoct opportunities for professional discussions among teachers.

As it is seen in the above Table 8 item 4, respondents were asked whether their principals regularly promote teachers to use different instructional methods. To this end, 64(41.6%) respondents disagreed with the idea that the school principal regularly evaluates instructional methods and 15(9.7%) teachers strongly disagreed with the idea. On the contrary, 38(24.7%) and 24(15.6%) a total of 62(38.3%) teachers put their position on the agreed and strongly agree position. The rest 13 (8.4) respondents do not decided regarding the issue. Since the majority of the respondents are on the agreed and strongly agreed side, then it can be conclude that the school principals seem strong in promote teachers to use different instructional methods.

As you can observe in Table 8 item 5, respondents were asked if the school principals make regular follow-up of instructional process to give immediate feedback to teachers, but unfortunately majority 63(40.9%) and 21(13.6%) of the respondents agree and strongly agree. However, 44(28.6%) teachers disagreed with the idea and 14(9.1%) strongly disagreed. The remaining 12(7.8%) teachers did not decide. Therefore, this indicates that the school principals seem weak in make regular follow-up of instructional process to give immediate feedback to teachers, which is very important because it helps practice related to instructional supervision and evaluation of your school principals.

While Belay Demise's (2020) study in Akaki Kality sub-city revealed that the frequency of supervision was low and therefore insufficient to improve student achievement in the sub-city, the overall aggregate mean of all items indicated a moderate level of agreement on supervision and evaluation of the instruction in Addis Ababa city administration government secondary schools.

4.3.7. PRINCIPALS' MONITORING OF INSTRUCTIONAL PROGRAMS OF YOUR SCHOOL

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his instructional leadership duties satisfactorily. In a study conducted by Leithwood (2005), the

characteristics necessary for effective leadership included skilled communication, cognitive flexibility, willingness to listen, open-mindedness, and creative problem solving.

According to Cross and Rice (2000), a principal who wants to be an instructional leader must have a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance.

Table 9 shows the Frequency and percentage for perception of teachers on leadership skills of the school principals. In this Table teachers were asked to rate the extent that whether the principals have the mentioned skills or not.

Table 7 related to principals' monitoring of instructional programs of your school

No	Items related to principals' monitoring of instructional programs of your school;	Response of teachers, N=154									
		Very Low		Low		Medium		High		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Report to the school's performance result to teachers after effective monitoring of the activities.	32	20.8	50	32.5	16	10.4	41	26.6	15	9.7
2	Discuss individually with teachers to deal with students' academic progress	27	17.5	38	24.7	19	12.3	41	26.6	29	18.8
3	Apply test result to assess progress toward school goals	22	14.3	67	43.5	18	11.7	29	18.8	18	11.7

Table 9 shows the Frequency and Percentage for perception of teachers on two dimensions of the principals' monitoring of instructional programs of your school. The result of the responses of teachers is given in the following paragraphs.

As indicated in Table 9 of item 1, teacher respondents were asked report to the school's performance result to teachers after effective monitoring of the activities. As the result of the response, 82 teachers who make 53.3% of the total 100% respondents said low/very low and agreed with the idea that secondary school principals of Addis Ababa city administration do not Report to the school's performance result to teachers after effective monitoring of the activities. Whereas 46 teachers of the total 154 respondents said high/very high and agree with the idea that secondary school, principals of Addis Ababa city administration have report to the school's performance result to teachers after effective monitoring of the activities. The rest 10.4%

teachers said that the principals report to the school's performance result to teachers after effective monitoring of the activities. Majority of the respondents replied that, principals have low/very low report to the school's performance result to teachers after effective monitoring of the activities.

As Table 9 of item 2, teacher respondents were ask report to the school's discuss individually with teachers to deal with students academic progress. As the result of the response, 65 teachers who make 42.2% of the total 100% respondents said low/very low and agreed with the idea that secondary school principals of Addis Ababa city administration do not discuss individually with teachers to deal with students' academic progress. Whereas 70 teachers of the total 154 respondents said high/very high and agree with the idea that secondary school, principals of Addis Ababa city administration discuss individually with teachers to deal with students' academic progress. The rest 12.3% teachers said that the principals discuss individually with teachers to deal with students' academic progress. Majority of the respondents replied that, principals have high/very high discuss individually with teachers to deal with students' academic progress.

In the same Table of item 3, teacher respondents were ask report to the school's principal apply test result to assess progress toward school goals. As the result of the response, 89 teachers who make 47.7% of the total 100% respondents said low/very low and agreed with the idea that secondary school principals of Addis Ababa city administration do not discuss apply test result to assess progress toward school goals. Whereas 47 teachers of the total 154 respondents said high/very high and agree with the idea that secondary school, principals of Addis Ababa city administration apply test result to assess progress toward school goals. The rest 11.7% teachers said that the principals apply test result to assess progress toward school goals. Majority of the respondents replied that, principals have low/very low.

4.3.7. CHALLENGES THAT CONFRONT SCHOOL PRINCIPALS

School principals may encounter a variety of challenges while fulfilling their leadership responsibilities. These challenges may originate from the principals themselves, temporal constraints, or issues related to parental engagement. For example, Harris (2004) categorized the difficulties faced by principals into three primary types: those arising from the principals' own

actions and their interactions with higher authorities, time-related challenges, and issues linked to parents.

Numerous obstacles influence the instructional leadership responsibilities of school principals. In this context, various scholars have identified these obstacles through differing perspectives. For instance, Bouchard (2002) highlighted several key barriers, including management responsibilities, insufficient respect for the position, contractual obligations of teachers, students with tumultuous life circumstances, inadequate staff development, low levels of parental involvement, and constrained resources. Likewise, Sergiovanni (2001) posited that one of the principal challenges encountered by school leaders is the increasing array of responsibilities that necessitate substantial time and effort.

Table 10 below shows the Frequency and percentage for perception of teachers regarding the challenges that the school principals could face. In this Table teachers were asked to rate the extent of the challenges that the principals face.

Table 10 Factors that affect instructional leadership practice and effectiveness

No	School principals	Response of teachers, N=154									
		Very high		High		Medium		Low		Very low	
		N	%	N	%	n	%	n	%	N	%
1	Lack of competency and professional training	29	18.8	51	33.1	26	16.9	30	19.5	18	11.7
2	Usually occupied by non-instructional activities	24	15.6	22	14.3	19	12.3	52	33.8	37	24.0
3	Lack of teachers' interest to follow the principals	48	31.2	45	29.2	21	13.6	21	13.6	19	12.3
4	Lack of guidance and support	34	22.1	45	29.2	32	20.8	27	17.5	16	10.4
5	Absence of recognition and rewards for outstanding performances	36	23.4	47	30.5	36	23.4	19	12.3	16	10.4
6	Inappropriate selection and assignment of principals	6	3.9	4	2.6	9	5.8	61	39.6	74	48.1
7	Shortage of resources and facilities required for instructional programs	42	27.3	55	35.7	24	15.6	22	14.3	11	7.1

In Table 10, Item 1, teachers were asked to indicate on a Likert scale whether they perceived a lack of competency and professional training among secondary school principals. As a result, 80 teachers (51.9% of the total 154 respondents) reported “high” or “very high,” agreeing that principals in Addis Ababa city administration lack the necessary competency and professional training. In contrast, 48 teachers (31.2%) reported “low” or “very low,” indicating a lesser degree of concern regarding this issue. The remaining 26 teachers (16.9%) were undecided. Overall, the majority of respondents perceived that the lack of competency and professional training among principals poses a significant challenge in the Addis Ababa city administration secondary schools.

In the same Table item 2, teacher respondents were asked to put their opinion regarding the usually occupied by non-instructional activities is also a challenge to the principals or not. As result, 89 teachers who represent 5.8% of the total respondents replied low and very low and do not accept the idea that secondary schools have usually occupied by non-instructional activities are not challenge by this problem. In contrast, 46 teachers who are 29.9% of the total 154 respondents replied high and very high and agreed that Addis Ababa city administration secondary school have usually occupied by non-instructional activities have challenges regarding this issue. The rest 12.3% of the total respondents of teachers said that the schools have medium availability of qualified teachers. Since the majority of teachers responded low and very low with regard the availability of qualified teachers, then it can be conclude that the school principals seem that they have some factors that affect instructional leadership practice and effectiveness.

As shown in the above Table 10 of item 3, teacher respondents were asked about discipline of teachers in the school and if it is also a lack of teachers’ interest to follow the principals of Addis Ababa city administration secondary school. As a result, 39 respondents who represent 25.9% of the total 154 teachers replied low and very low and do agree with the idea that secondary school principals of Addis Ababa city administration secondary school have lack of teachers’ interest to follow the principals. Whereas 93 respondents replied high and very high and accepted the idea that secondary school principals have no lack of teachers’ interest to follow the principals. The rest 13.6% of the total 154 respondents agreed that in the schools the discipline of teachers is medium. As majority of the respondents replied high and very high

regarding the discipline of teachers, then it can be conclude that the principals seem not lack of teachers' interest to follow the principals.

In the same Table of item 4, respondents were asking about lack of guidance and support and if it is a challenge to the principals. As a result, 79 respondents who represent 51.3% of the total 154 teachers responded high and very high and accepted the idea that secondary school principals of Ababa city administration secondary school are Ababa city administration secondary school. Whereas 43 respondents replied that discipline of students is low and very, low and do accept the idea that secondary school principals are challenge by this problem. The rest 20.8% of the total 154 respondents replied that there is medium discipline of students in the schools. As majority of the respondents replied high and very high to the discipline of students in the schools, then it can be conclude that the principals are lack of guidance and support.

In the same Table of item 5, the teachers were request to fill their views in the likert scale regarding absence of recognition and rewards for outstanding performances. As a result, 35 respondents who represent 22.7% of the total 154 teachers replied low and very low that the absence of recognition and rewards for outstanding performances by the principals is low and very low. In contrast, 83 teachers who represent 53.9% of the total respondents responded high and very high to the idea. The rest 36 teachers who represent 24.4% replied that there is medium absence of recognition and rewards for outstanding performances by the principal. As majority of the teachers responded high and very high, then it can be conclude that the principals have factors that affect instructional leadership practice and effectiveness.

As shown in the above Table 10 of item 6, respondents were asked whether the principals inappropriate selection and assignment of principals or not. As a result, 135 respondents who represent 87.7% of the total 154 teachers replied low and very low and do agree with the idea that secondary school principals of Ababa city administration secondary school do not have addiction such inappropriate selection and assignment of principals. Whereas 10 respondents replied high and very high and accepted the idea that secondary school principals are inappropriate selection and assignment of principals. The rest 6.87% of the total 154 respondents agreed that the school principals are inappropriate selection and assignment of principals. As majority of the respondents do accept the idea that the school principals do not have

inappropriate selection and assignment of principals, then it can be conclude that the principals do not get challenged inappropriate selection and assignment of principals.

In the same Table of item 7, the teachers were request to fill their views in the likert scale regarding to Shortage of resources and facilities required for instructional programs. As a result, 33 respondents who represent 31.4% of the total 154 teachers replied low and very low and accepted the idea that secondary school principals in Ababa city administration secondary school do not Shortage of resources and facilities required for instructional programs. In contrast, 97 teachers who represent 63% of the total respondents responded high and very high to the idea. The rest 24 teachers who represent 15.6% replied that the principals have medium Shortage of resources and facilities required for instructional programs. As majority of the respondents, responded low and very low to the Shortage of resources and facilities required for instructional programs of the school principals, then it can be conclude that the principals do not a challenge regarding the Shortage of resources and facilities required for instructional programs.

Thus, the criteria listed below have the greatest impact on instructional leadership practices in the secondary schools that are the subject of the study. Therefore, Instructional leadership practices in government secondary schools of Addis Ababa city administration are hindered by a number of factors, including: a lack of professional training and competency; principals who are typically involved in non-instructional activities; a lack of guidance and support; a lack of recognition and rewards for exceptional performance; inappropriate principal selection and assignment; and a lack of resources, commitment, and facilities necessary for instructional programs.

Accordingly, other studies such as Adugna Chemda (2011), Belay Demise (2020), and Serkalem Defere (2018) suggested that the main challenges of principals' instructional leadership effectiveness in various schools include: a lack of adequate funding and support; a lack of qualified and well-trained school leaders; a lack of constructive feedback that helps the school members solve their problems; a lack of effective communication between school leaders and teachers; teachers' lack of commitment to providing detailed information; and school leaders' lack of skill and knowledge in carrying out school leadership activities.

4.4.FINDING FROM FOCUS GROUP DISCUSSION

4.4.1. From PTSA

The focus group discussions with PTSA members revealed that parents actively participate in monitoring and supporting their children's education. They reported regular interactions with homeroom teachers, other teaching staff, and school principals to discuss their children's academic progress, challenges, and achievements. PTSA members noted that these interactions are not limited to individual students but extend to discussions about school policies, academic programs, and the overall learning environment.

The discussions further indicated that the school leadership maintains a positive and collaborative relationship with parents and the wider school community. Principals and teachers coordinate with PTSA members to address educational concerns, encourage parental involvement, and foster trust and confidence in school management. This engagement demonstrates that school leadership actively involves the school community in decision-making and supports an inclusive and participatory approach to enhancing students' educational outcomes.

4.4.2. From The students

The focus group discussions with students revealed several insights into the operations of the school, the role of leadership, and the involvement of various stakeholders. Students reported that there is generally a positive relationship between school leadership, teachers, managers, and the wider school community. They noted that school activities and schedules are coordinated inclusively, ensuring participation from all stakeholders, and that achievements and contributions are recognized appropriately.

Students also observed that principals delegate some instructional leadership responsibilities to teachers and provide support for the use of innovative teaching methods. Additionally, principals were reported to arrange experience-sharing programs for teachers outside the school, regularly follow up on curriculum implementation, and systematically collect classroom information on student achievement. These practices contribute to creating an encouraging school atmosphere, in which staff, parents, and students are motivated to collaborate effectively as a team.

Furthermore, students highlighted that school leadership emphasizes the importance of a conducive learning environment for student achievement and allocates sufficient resources to support the effective implementation of the school's vision and mission. In the classroom,

teachers were reported to use active teaching and learning strategies, stimulate students' engagement, and share relevant personal experiences to enhance learning outcomes. Students noted that the principals play a key role in clarifying the roles of the school community, fostering their participation, and ensuring that both staff and parents are engaged meaningfully in the educational process.

Overall, the discussions indicate that school leaders in the studied schools are actively involved in promoting instructional effectiveness, fostering collaboration, and creating a supportive and participatory environment for both teachers and students.

4.4.3. From Vice Principals and Teachers

The focus group discussions with vice principals and teachers highlighted several insights regarding the challenges and practices of school principals in performing their instructional leadership roles. Participants noted that the schools primarily admit high-performing students who excel in entrance examinations. School leadership encourages teachers to support all students, particularly in enhancing their learning outcomes, and ensures that staff operate in alignment with the school's vision, mission, and goals.

Teachers and department heads identified several major factors that hinder principals from effectively performing their roles. These include the large student population, shortage of qualified and knowledgeable teachers, excessive workload for principals, overlapping authorities, and imposition of directives from higher authorities. Additional challenges reported include weak decision-making skills, lack of self-confidence, insufficient management and problem-solving abilities, discrimination among staff, inadequate participation of teachers in decision-making, political interference (especially from the ruling party), violation of teachers' professional freedom, low motivation among students and parents, limited leadership skills, and inadequate academic knowledge of administration. Teachers also noted issues such as poor socialization skills, inability to convince staff, and uneven commitment and performance among teachers.

The discussions further revealed differences between schools. At Gelan Boarding Secondary School, classrooms and service rooms are adequate and up to standard, and teachers demonstrate strong commitment to supporting students across all levels. In contrast, Sedil Secondary School

faces shortages of classrooms and service rooms, and the gap between high-achieving and low-performing students is wider. Additionally, teachers at Sedil are perceived as less committed to student support, and students' interest and motivation to learn are comparatively low. Intervention programs for special needs students were reported to be limited, primarily involving tutorial classes for weaker, slower, or female students.

Despite these challenges, principals were reported to maintain discipline and utilize available resources effectively. Overall, the discussions indicate that principals face numerous challenges that limit their ability to perform instructional leadership strongly, particularly in relation to staff management, teacher qualifications, workload, and external interference.

To address these challenges, teachers suggested several measures, including: providing moral, financial, and professional motivation for teachers; increasing the number of classrooms to reduce class sizes; enhancing principals' leadership and English language skills; offering ongoing training in modern instructional and leadership methods; fostering collaboration among all stakeholders; providing both internal and external support for principals; and ensuring that schools have adequate budgets to facilitate effective operations.

In conclusion, the findings suggest that while principals make efforts to lead instruction and support learning, their effectiveness is constrained by structural, human, and contextual factors. Targeted support, training, and systemic improvements are necessary to enable school leaders to perform their instructional leadership roles more effectively and improve overall educational outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that are assumed to be useful to enhance the effectiveness of school principals.

5.1. Summary of Major Findings

This study explored the instructional leadership practices of principals in government secondary schools in Addis Ababa, focusing on their roles in guiding teachers, promoting professional development, supervising instructional activities, monitoring curriculum implementation, fostering a conducive learning environment, and addressing challenges that hinder effective school leadership. Data were collected from 154 respondents, including teachers, principals, department heads, and PTSA members, using questionnaires, focus group discussions, and document analysis.

The demographic profile of respondents revealed a predominance of male staff, with 65.6% of teachers, 83.3% of principals, and 70% of department heads being male, indicating lower female participation in leadership roles. Most principals and department heads held second degrees, while the majority of teachers possessed first degrees, highlighting a potential need for ongoing professional development among teaching staff. In terms of work experience, a significant proportion of teachers had between one and fifteen years of experience, providing a solid knowledge base to assess and contribute to school leadership practices.

1. Principals' Role in Guiding Teachers

The study revealed that principals' guidance to teachers was limited and inconsistent across schools. While some principals provided advice and delegated tasks, these interactions often lacked structure or follow-up. Teachers reported that principals rarely engaged in meaningful discussions about instructional strategies, classroom challenges, or innovative practices. This limited guidance made it difficult for teachers to implement new teaching methods or adapt to curriculum changes. As a result, instructional practices varied widely, with some teachers relying

on personal experience rather than school-based leadership support. These findings suggest a gap in mentorship and instructional guidance, which are key components of effective school leadership.

2. Promotion of Professional Development

The findings indicated that principals' efforts to promote professional development were generally weak and irregular. Internal experience-sharing sessions were occasionally available, but formal training programs, workshops, and external exposure opportunities were inadequate. More than 60% of teachers reported that principals did not sufficiently encourage action research, innovative teaching methods, or discussions on instructional policies. Novice teachers, in particular, struggled to receive adequate support. While some principals recognized the importance of professional growth, the lack of systematic development programs limited the ability of teachers to enhance their skills. This demonstrates a critical area where school leadership practices need improvement to ensure teachers' ongoing professional competence.

3. Supervision of Instructional Activities

Supervision practices among principals were inconsistent and often focused on administrative rather than instructional tasks. Although some principals encouraged diverse teaching methods and occasional classroom visits, regular monitoring, feedback, and professional discussions were largely absent. Teachers indicated that principals rarely provided timely guidance on lesson implementation or classroom management. Inadequate supervision contributed to gaps in instructional quality and limited opportunities for collaborative problem-solving among staff. These findings suggest that principals need to adopt more structured and proactive supervision practices to strengthen teaching effectiveness and improve student outcomes.

4. Monitoring Curriculum Implementation

Principals' engagement in curriculum oversight was minimal and lacked systematic follow-up. Approximately half of the teachers reported that lesson plans were not regularly reviewed, feedback on instructional practices was insufficient, and discussions about teaching progress were rare. While student assessment reports were moderately used to monitor performance, classroom observations, teacher consultations, and parent engagement were inconsistent. These

gaps in curriculum leadership potentially affect the uniformity and quality of instruction, as well as student learning outcomes. Systematic curriculum monitoring, coupled with regular teacher support, is therefore necessary to enhance instructional effectiveness across schools.

5. Fostering a Conducive Learning Environment

Principals performed relatively well in promoting a motivational and encouraging atmosphere in schools. They were observed to motivate teachers, students, and parents, contributing to a positive school climate. However, weaknesses were identified in fostering collaborative staff relationships, building trust, and communicating the importance of a conducive learning environment for student achievement. Although some initiatives existed to support staff and students, a consistent culture of collaboration, trust, and engagement was lacking. This underscores the need for principals to prioritize creating a supportive, participatory environment that enables effective teaching and learning.

6. Challenges Affecting Instructional Leadership

Several challenges were identified that hindered principals' ability to provide effective instructional leadership. Teachers highlighted insufficient professional training, lack of leadership competency, engagement in non-instructional tasks, inadequate guidance, and limited recognition for outstanding performance as major obstacles. Less frequently reported challenges included inappropriate principal selection and resource shortages. These findings align with previous research emphasizing that effective instructional leadership requires professional competence, systematic supervision, clear communication, and resource support. Addressing these challenges is essential for principals to fulfill their roles effectively and support high-quality instruction.

7. Community and Parental Engagement

Focus group discussions with PTSA members and students revealed that community engagement was relatively strong. Parents actively participated in monitoring education and collaborating with school leadership. Students reported generally positive relationships between teachers, principals, and the wider school community, though gaps in instructional support and feedback were observed. These insights highlight the potential for strengthening participatory and

collaborative practices within schools. Active engagement of parents and community members can complement principals' leadership efforts, creating a more supportive environment for teaching and learning.

To sum up, the study revealed that principals in Addis Ababa secondary schools exhibit some strength, particularly in motivating staff and using student assessment data. However, their overall instructional leadership was perceived as weak and inconsistent. Key areas requiring improvement include professional development, systematic supervision, structured feedback, active teacher engagement, and fostering a collaborative school culture. Strengthening community and parental involvement, alongside improving principals' instructional competencies, is essential to enhance curriculum implementation, teaching effectiveness, and ultimately, student learning outcomes across secondary schools in the city.

5.2. CONCLUSIONS

The findings of this study reveal that while principals in Addis Ababa secondary schools demonstrate some strength, particularly in motivating staff and utilizing student assessment data, their overall instructional leadership is generally weak and inconsistent. Key gaps exist in guiding teachers, promoting professional development, supervising instructional activities, monitoring curriculum implementation, and fostering a collaborative learning environment. The study also highlights challenges such as insufficient professional training for principals, engagement in non-instructional duties, limited recognition for effective performance, and inconsistent community and teacher engagement.

Implications for School Management

School management must prioritize enhancing the instructional leadership capacity of principals. This includes implementing structured supervision frameworks, establishing systematic teacher mentoring and coaching programs, and ensuring regular feedback and professional support. Encouraging principals to delegate responsibilities effectively and actively engage teachers in decision-making can strengthen instructional guidance and improve teaching practices. Furthermore, management should foster a culture of collaboration, trust, and recognition among staff to enhance motivation and performance. Establishing internal mechanisms for continuous

professional development, knowledge sharing, and monitoring of instructional quality is essential to bridge the current gaps.

Implications for Government and Education Authorities

The findings underscore the need for government intervention to strengthen instructional leadership in public secondary schools. Education authorities should design and implement comprehensive leadership training programs for principals, emphasizing curriculum oversight, instructional supervision, and teacher development. Policies and frameworks must ensure regular evaluation of principals' performance in instructional leadership, rather than focusing solely on administrative tasks. The government should also promote gender equity in school leadership positions and provide adequate resources, including teaching materials, professional development funds, and technical support, to empower principals to perform their instructional roles effectively. Additionally, clear guidelines on principal selection, appointment, and evaluation criteria can ensure competent and committed leaders are placed in key positions.

Implications for Stakeholders and Community Engagement

Active participation of parents, PTSA members, and the broader community emerged as a strength in some schools, yet gaps in instructional support were observed. Stakeholders should be encouraged to strengthen their role in supporting teaching and learning through structured engagement initiatives, monitoring programs, and collaborative decision-making forums. Schools can benefit from stakeholder partnerships in organizing workshops, mentorship programs, and community-led interventions that support teachers and students. By fostering a shared responsibility for school improvement, stakeholders can contribute to a more conducive learning environment and help bridge existing leadership gaps.

Improving instructional leadership in Addis Ababa secondary schools requires a coordinated approach involving school management, government authorities, and community stakeholders. Addressing deficiencies in principals' guidance, supervision, and professional development, alongside fostering collaborative school cultures and active stakeholder participation, is critical to enhancing teaching quality, curriculum implementation, and student learning outcomes. Systematic investment in leadership capacity, resource provision, and participatory governance

will enable secondary schools in Addis Ababa to achieve higher instructional effectiveness and sustainable academic improvement.

5.3 RECOMMENDATIONS

Based on the findings of this study on instructional leadership practices of principals in Addis Ababa government secondary schools, the following recommendations are proposed for school management, government authorities, stakeholders, and the field of Educational Planning and Development Management (EPDM).

Recommendations for School Management

Strengthen Instructional Guidance: Principals should adopt structured mentorship and coaching systems, including regular classroom observations, instructional feedback sessions, and collaborative planning with teachers. This ensures alignment between teaching practices and school goals, a core principle in EPDM, which emphasizes systematic planning for human resource development.

Enhance Professional Development Programs: Schools should implement ongoing professional development initiatives, including workshops, seminars, action research opportunities, and peer learning sessions. Supporting novice teachers and facilitating teacher growth ensures that instructional quality is systematically developed, which is critical in EPDM for capacity building and workforce planning.

Improve Supervision Practices: Principals need to adopt proactive and consistent supervision, emphasizing instructional improvement over administrative tasks. Structured supervision improves teacher performance, supports curriculum implementation, and aligns with EPDM's goal of effective resource and personnel management in schools.

Foster a Collaborative Learning Environment: School leaders should prioritize trust-building, teamwork, and participatory decision-making among staff. Recognizing outstanding teaching practices and promoting collaboration enhances school culture, a key element in EPDM for creating sustainable educational systems.

Recommendations for Government and Education Authorities

Provide Leadership Training and Capacity Building: Education authorities should design professional development programs for principals, focusing on instructional leadership, curriculum oversight, and strategic school management. EPDM emphasizes strategic planning, and investing in leadership capacity ensures schools meet performance objectives efficiently.

Establish Systematic Performance Monitoring: The government should implement standardized evaluation mechanisms to monitor principals' instructional leadership, including curriculum supervision, teacher development, and student outcomes. This aligns with EPDM's emphasis on evidence-based planning and performance management in educational institutions.

Ensure Adequate Resources and Support: Provision of teaching materials, technological resources, and professional development funding is essential. EPDM underscores the importance of resource allocation and utilization planning to optimize educational outcomes.

Promote Gender Equity in Leadership: Policies and initiatives should encourage female teachers to assume leadership roles. This supports EPDM's focus on inclusive planning and equitable human resource development in educational systems.

Recommendations for Stakeholders and Community Engagement

Strengthen Parental and Community Participation: Parents, PTSA members, and local organizations should actively participate in school oversight, teacher support, and collaborative problem-solving. EPDM highlights stakeholder engagement as crucial for sustainable education planning and management.

Facilitate Collaborative Programs: Schools should organize mentorship programs, knowledge-sharing workshops, and joint initiatives involving teachers, parents, and community experts. Collaborative programs enhance instructional quality and align with EPDM's principle of community-based educational development.

Support Recognition and Motivation Programs: Recognizing exceptional teaching and leadership performance encourages continuous improvement, supports workforce motivation, and fosters accountability all key considerations in EPDM for managing human capital effectively.

Implications for the Field of EPDM

Evidence-Based Planning: The study highlights gaps in instructional leadership, supervision, and professional development, emphasizing the need for data-driven planning in schools, a central tenet of EPDM.

Capacity Building and Professional Development: EPDM focuses on developing human resources strategically; this study underscores the need for structured programs to enhance principals' and teachers' competencies.

Resource Allocation and Management: Findings indicate that inadequate support and resources affect instructional quality, reinforcing EPDM's focus on effective planning and utilization of educational resources.

Stakeholder Collaboration: The role of parents and community in supporting instructional leadership aligns with EPDM principles of participatory planning and management in education.

A coordinated approach integrating school management, government authorities, community stakeholders, and EPDM principles is crucial. Systematic professional development, structured supervision, participatory decision-making, and evidence-based planning will collectively enhance teaching quality, curriculum implementation, and student learning outcomes in Addis Ababa secondary schools. EPDM provides the framework to strategically plan, implement, and monitor these initiatives for sustainable educational improvement.

5.4. LIMITATION OF THE STUDY

While this study provides valuable insights into the instructional leadership practices of principals in government secondary schools in Addis Ababa, several limitations should be acknowledged.

Scope and Generalizability: The study focused exclusively on government secondary schools in Addis Ababa. As a result, the findings may not be fully generalizable to private schools, primary schools, or secondary schools in other regions of Ethiopia. Variations in administrative structures, resources, and community involvement across different school types and regions may influence principals' instructional leadership practices differently.

Sample Size and Composition: Although data were collected from 154 respondents, including teachers, principals, department heads, and PTSA members, the predominance of male respondents and the relatively smaller number of female leaders could affect the representativeness of perspectives on instructional leadership. Additionally, some groups, such as PTSA members and students, were underrepresented compared to teachers, which may limit the comprehensiveness of community and student insights.

Data Collection Methods: The study relied on self-reported questionnaires, focus group discussions, and document analysis. Self-reported data may be subject to social desirability bias, as respondents could overstate positive practices or underreport challenges. Similarly, focus group discussions might be influenced by group dynamics, where dominant participants shape the responses of others.

Time Constraints: The research was conducted within a limited timeframe, which restricted the ability to observe long-term instructional practices, follow-up on professional development programs, or assess the sustained impact of principals' leadership on student outcomes. Instructional leadership is a dynamic and continuous process, and short-term studies may not fully capture these nuances.

Depth of Curriculum and Instructional Observation: While the study collected information on supervision and curriculum monitoring, direct classroom observation was limited. Consequently, detailed insights into the actual instructional interactions between principals and teachers, as well as student engagement and learning processes, were constrained.

Resource and Contextual Limitations: Some schools faced challenges such as insufficient teaching materials, inadequate infrastructure, and limited access to professional development programs. These contextual factors could influence both the practice of instructional leadership and the perceptions of teachers and stakeholders, potentially confounding the assessment of principals' leadership effectiveness.

Focus on Perceptions rather Than Outcomes: The study primarily explored perceptions of teachers, principals, and stakeholders regarding instructional leadership. While these perceptions are valuable, they may not fully reflect actual student learning outcomes or measurable

improvements in instructional quality. Future research could integrate quantitative measures of student performance to complement perceptual data.

Despite these limitations, the study offers important insights into gaps and strengths in instructional leadership within Addis Ababa secondary schools. Acknowledging these constraints allows future research and policy interventions to address them, ensuring more robust, inclusive, and outcome-focused investigations that can further inform educational planning and development management (EPDM).

5.5. FUTURE DIRECTION OF THE RESEARCH

While this study provides valuable insights into the instructional leadership practices of principals in government secondary schools in Addis Ababa, several areas warrant further investigation to enhance understanding and inform evidence-based interventions. The following directions are suggested for future research:

Broader Geographic Scope Future studies could expand beyond Addis Ababa to include other regions of Ethiopia. Comparing instructional leadership practices across urban, semi-urban, and rural schools would provide a more comprehensive understanding of contextual influences on leadership effectiveness and highlight regional disparities. This would inform policymakers and educational planners in EPDM on targeted strategies for capacity-building across diverse contexts.

Longitudinal Studies Conducting longitudinal research could provide insights into how principals' instructional leadership practices evolve over time and the long-term impact on teacher performance and student learning outcomes. Such studies would allow EPDM professionals to track the effectiveness of leadership interventions, professional development programs, and policy reforms over multiple academic years.

Intervention-Based Research Future research could focus on designing and evaluating interventions aimed at strengthening principals' instructional leadership competencies. This could include training programs, mentoring schemes, or structured supervisory models. Evidence from such studies would guide EPDM practitioners in implementing practical, data-driven leadership development initiatives.

Focus on Teacher Perspectives and Engagement Although this study incorporated teachers' perceptions, future research could adopt a more participatory approach, exploring teachers' active involvement in leadership processes, decision-making, and curriculum development. Understanding teachers' experiences and expectations can help EPDM specialists design more inclusive leadership frameworks that enhance instructional effectiveness.

Gender and Leadership Dynamics Given the observed gender imbalance in leadership roles, future research could examine barriers to female participation in school leadership and the impact of gender diversity on instructional quality and school culture. Such insights would inform EPDM policies aimed at promoting equity, inclusivity, and diversity in educational leadership.

Integration of Quantitative and Qualitative Data Future studies could employ mixed-methods research with larger sample sizes and advanced statistical techniques to explore correlations between principals' leadership practices, teacher performance, and student outcomes. Combining qualitative insights with quantitative evidence would strengthen the validity of findings and support data-driven decision-making in EPDM.

Community and Stakeholder Involvement Research could further explore the role of parents, PTSA members, and the wider community in supporting instructional leadership. Investigating effective models of community engagement would help EPDM professionals develop policies that foster collaborative, participatory, and supportive learning environments.

Curriculum and Assessment Practices Given the gaps identified in curriculum monitoring and feedback mechanisms, future research could investigate the alignment between instructional leadership practices, curriculum implementation, and assessment strategies. This would provide EPDM stakeholders with practical guidance on improving instructional coherence and student learning outcomes.

Technology-Enhanced Leadership Practices Future studies could explore the potential of digital tools, educational management information systems (EMIS), and online professional development platforms in supporting instructional leadership. Research in this area would inform EPDM strategies for leveraging technology to enhance supervision, teacher support, and data-driven decision-making.

Policy Impact Studies Finally, future research could assess the effectiveness of existing educational policies on instructional leadership practices, including principal selection, training programs, and resource allocation. Understanding policy impact would enable EPDM professionals to design evidence-based reforms that strengthen leadership capacity and improve school performance.

Future research should aim to deepen understanding of instructional leadership through broader, longitudinal, and intervention-focused studies, with particular attention to teacher engagement, gender equity, community participation, and technological integration. Such research will provide critical evidence for Educational Planning and Development Management (EPDM) to design and implement policies, programs, and capacity-building initiatives that enhance leadership effectiveness, teaching quality, and student learning outcomes across Ethiopia.

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APPENDIX A
QUESTIONNAIRE TO BE FILLED BY TEACHERS
ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

Questionnaire to be filled by Teachers General Directions

This questionnaire is designed to Assessment of the practice effectiveness of instructional leadership in government secondary schools in Addis Ababa city administration. The researcher kindly requests you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your responses will be kept confidential and will only be used for academic purpose. In addition, the researcher would like to inform you that there is no right or wrong answer for each items rather the answers reflect your perceptions. Finally, there is no need of writing your name.

Thank you in advance for your cooperation!

SECTION A: Background information. Part I: Respondents' back ground

Direction: Please check by writing "✓" mark on the space provided against the items.

Name of school _____

Sex: M F

Teaching experience 1) 1-5-year 2) 6-10-year 3) 11-15-year 4) >16 year

Level of education 1) Diploma (10+3/12+2) 1) B.A/B.Sc.

3) M.A/ M.Sc. 4) other specify

Field of qualification a) EDPM b) subject area c) Other _____

Part II: Items on instructional leadership effectiveness SECTION B

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

The numbers show:

Key: 5=strongly Agree (SA), 4=Agree (A), 3= un decided (ND), 2= Disagree (D), 1= Strongly Disagree (SD)

The effectiveness and less effectiveness of school leaders' instructional leadership practices in secondary schools

No	school principals' practice school principles	Responses				
		5	4	3	2	1
1.	Encourages teachers to carry out action research					
2.	Support teachers towards using innovative teaching methods					
3.	Decide good teaching among teachers					
4.	Debates instructional related policies and issues with the staff					
5.	Give some of his instructional leadership tasks to teachers.					
The school principals' practices in promoting teachers' professional development						
1.	Take clear steps to aid teacher's professional development					
2.	Organize school workshop for teachers related to instruction					
3.	Administer experience sharing program related to instruction for teachers inside the School					
4.	Arrange experience sharing program related to instruction for teachers outside the School					
5.	Arrange induction program for novice teachers related to teaching and learning					
School principals' practices in the area of curriculum implementation follow up						
1.	Follow up teacher's curriculum implementation regularly					
2.	Continuously approve the teachers' daily lesson plan					
3.	Offer immediate feedback after proving teachers' lesson plan					
4.	Regularly evaluates instructional methods					
5.	Discuss with teachers as colleagues to know the progress of their instruction					
practices of school principals in monitoring students' progress						
1.	Regularly collect classroom information on student achievement					
2.	Use assessment result reports to assess academic progress of students					
3.	Frequently meet teachers to deal about students' academic progress					
4.	Regularly discuss with parents regarding students' academic progress					
Practice of school principal in foster conducive environment.						
1	Generate encouraging atmosphere in which staff, parents and students are motivated to work as a team in the school.					

2	Form positive environment in which good working relationship exist.						
3	Elucidate about the importance of school's conducive environment to student achievements.						
4	Afford support in building collaborative cultures among teachers.						
5	Promote a culture of trust between teaching staff						
Setting vision and mission of my school principals;							
1	Gather data from various sources to create a common vision for the school						
2	Express well the vision to all stakeholders						
3	Allocate sufficient resources for the effective implementation of a school vision and mission						
4	Develop missions that are simply understood and used by teachers in the School						
5	Identify the hindrance to achieve missions of the school and design strategies to address the obstacles in advance						
Practice related to instructional supervision and evaluation of your school principals;							
1	Perform classroom visits for the purpose of improving instructional process						
2	Provide adequate time after class visit to discuss the problems as well as plan improvement together						
3	Concoct opportunities for professional discussions among teachers						
4	Promote teachers to use different instructional methods						
5	Make regular follow-up of instructional process to give immediate feedback to teachers						
principals' monitoring of instructional programs of your school;							
1	Report to the school's performance result to teachers after effective monitoring of the activities.						
2	Discuss individually with teachers to deal with students' academic progress						
3	Apply test result to assess progress toward school goals						
Key: 5=very high (VH), 4=high (H), 3= medium (M), 2= low (L), 1= very low (VL)							
Factors that affect instructional leadership practice and effectiveness;							
1	Lack of competency and professional training						
2	Usually occupied by non-instructional activities						
3	Lack of teachers' interest to follow the principals						
4	Lack of guidance and support						
5	Absence of recognition and rewards for outstanding performances						
6	Inappropriate selection and assignment of principals						
7	Shortage of resources and facilities required for instructional programs						

APPENDIX B

ADDIS ABABA UNIVERSITY

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

Focus group discussion guide for parents

The purpose of this Focus group discussion to Comparative Assessment of the practice effectiveness of instructional leadership in government secondary schools in Addis Ababa city administration. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

1. What connection do your and other parents meet from your school teachers, principals and others school stakeholders?
2. What points do you discuss when you meet?
3. What is the role of school community participation on student progress and achievement?
4. What is the status of the school leadership in the school notifying school community role in the school and enhance their participation?

APPENDIX C

ADDIS ABABA UNIVERSITY

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

Focus group discussion guide for students

The purpose of this Focus group discussion to Comparative Assessment of the practice effectiveness of instructional leadership in government secondary schools in Addis Ababa city administration. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

1. How do you see their work setting and the work settings on the school's teachers, principals and other stakeholders?
 - ☞ If your say effective: what points are they base effective?
 - ☞ If your say less effective: what points are they Couse of less effective?
2. Do teachers teach the progressive and apply active teaching learning process in the classroom?
3. What is the process of helping students in the classroom, stimulating life experience, and effectiveness?
4. What is the status of the school leadership in the school notifying school community role in the school and enhance their participation?

APPENDIX D

ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT**

Focus group discussion guide for teachers

The purpose of this Focus group discussion is to assess the comparative effectiveness of instructional leadership in government secondary schools in Addis Ababa city administration. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

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

APPENDIX E

ADDIS ABABA UNIVERSITY

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

Focus group discussion guide for principals

The purpose of this Focus group discussion to Comparative Assessment of the practice effectiveness of instructional leadership in government secondary schools in Addis Ababa city administration. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

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

APPENDIX E

ADDIS ABABA UNIVERSITY

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PLANNING AND MANAGEMENT

Check List for Document Analysis

The purpose of this document analysis is to Comparative Assessment of the practice effectiveness of instructional leadership in government secondary schools in Addis Ababa city administration. The information obtained from the respondents will help to improve the secondary school instructional leadership practice.

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

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

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

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

5. How do school leaders monitor instructional programs?

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

