

Challenges and opportunities of using a distributive approach in instructional leadership: A case study in secondary schools in the Haramaya district of Ethiopia

By:

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DECLARATION

I declare that 'Challenges and opportunities of using a distributive approach in instructional leadership: A case study in secondary schools in the Haramaya District Ethiopia' is my own work that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I have not previously submitted this work, or part of it for examination at UNISA for another qualification or at any other higher education institution.

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A handwritten signature in black ink on a light-colored background, appearing to read 'Tadesse Hailu Afework'.

Signature

Date: 26 February, 2020

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Tadesse Hailu Afework

LIST OF ACRONYMS/ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
BPR	Business Process Reengineering
BSC	Balanced Scorecard
CPD	Continuous Professional Development
CSTP	Centre for Strengthening the Teaching Profession
DEO	District Education Office
EC	European Commission
ESDP	Ethiopian Sector Development Program
FDREPCC	Federal Democratic Republic of Ethiopia Population Census Commission
GEQIP	General Education Quality Improvement Program
HDE	Haramaya District Education Office Experts
HU	Haramaya University
ICT	Information Communication Technology
ILT	Instructional Leadership Team
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development of Ethiopia
NAESP	National Association of Elementary School Principals
NCSL	National College for School Leadership
NEA	National Education Association
NGO	Non-Governmental Organisation
NLNS	New Leaders for New Schools
OECD	Organisation for Economic Co-operation and Development
PTSA	Parent Teacher Student Association
REB	Regional Education Bureau
SIP	School Improvement Programme
SMM	School Management Team Members
SP	School Principal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
ZED	Zone Education Desk

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ABSTRACT

This thesis draws on a case study research method conducted to identify the challenges of school leadership and to investigate the opportunities of instructional leadership practices via a distributive approach for secondary school principals in Haramaya District of Oromia region, Ethiopia. This qualitative research approach allows for obtaining detailed information from the participants for the issue under study. The participants of the study were five secondary school principals, 25 secondary school management members and five Haramaya District Education Office experts. Totally 35 participants were the subjects of the study. The data collected from the participants were analysed using a thematic analysis by employing the necessary steps of qualitative data analysis. Therefore, the study identified that school principals do not give equal emphasis for some of the instructional leadership roles and distribute instructional leadership roles based on a traditional ways rather than using a theme approach. The support provided to school principals from stakeholders to strengthen their instructional leadership practices using a distributive approach is also low. In addition, lack of knowledge and skill of principals to understand the recent school leadership theories and a distributive approach make principals not to practice instructional leadership via a distributive approach effectively and efficiently. Moreover, low commitment of stakeholders to take instructional leadership roles and activities, lack of adequate support from stakeholders to principals and lack of instructional materials and qualified personnel were the major challenges of principals in practicing instructional leadership via a distributive approach. Finally, the researcher recommended that school principals, Haramaya District Education Office and East Hararghe Zone Education Desk should work collaboratively to formulate and communicate a school vision, to use technology for assisting learning and strengthen CPD programme based on need assessment. Moreover, school principals should work on the approach of distributive leadership on a team base to use the various knowledge, skill, expertise and experience of stakeholders. Teachers, students, parents, community, educational authorities at different levels, GO and NGOs should distribute instructional leadership roles and activities to support principals. Haramaya District Education Office and East Hararghe Zone Education Desk in collaboration with NGOs should prepare up-to-date training and strengthen school-community relationships.

KEY WORDS:

Challenge; Distributive approach; Instructional Leadership; Instructional leadership roles; Opportunity, Principal; School improvement; School leadership; Stakeholder; Student achievement; Team approach

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND RATIONALE FOR THE STUDY

1.1.1 Introduction

This chapter presents an overview of the study, the problem statement, objective of the study, significance of the study, research questions, and delimitation of the study, aim of the research, explanation of concepts and indication of the division of chapters. Additionally, the theoretical framework, the theories that are used to explain the research and the paradigmatic perspectives in the research are discussed briefly. Moreover, the research design and the ethical considerations in the research are discussed in the fourth chapter in detail.

According to Federal Democratic Republic of Ethiopia Population Census Commission (FDREPPCC, 2007:8), Ethiopia covers a total area of 1.25 million square kilometres with a total population of 73.9 million with an annual growth rate of 2.6%. Most of the population (nearly 84%) live in rural areas and depends for its livelihood on traditional agriculture.

The context of the study is secondary schools in Haramaya District in Ethiopia. Ethiopia is a country found in the Northeast corner of Africa with a multilingual society of around eighty groups. Ethiopia is divided into nine ethnically based administrative regions and two chartered cities, Addis Ababa and Dire Dawa, in which the governing system is defined by the city's own charter document rather than by state, provincial, regional or national laws.

According to the Education and Training Policy of Ethiopia (1994:14-15), "secondary education" is four years in duration consisting of two years of first cycle, that aims to prepare pupils for the world of work and the second two years as a second cycle that allows students which will get them ready to higher education.

As early as the nineteenth, Ethiopian Ministry of Education (1994:29) in its Education and Training Policy document included the roles of educational leadership to improve the effectiveness of educational organisations as follows:

Clear guidelines, stating the right and duties of all involved in education, will be issued to ensure participatory and proper professional relations in their activities. Educational management will be decentralised to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. Educational management will be democratic professional, co-ordinated, efficient and effective and will encourage the participation of women. Educational institutions will be autonomous in their internal administration and the designing and implementing of education by training programmers, with overall co-ordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students.

The administration of educators and other instructive faculties were composed on the premise of expert standards (MoE, 1994:29-30).As the arrangement has given an extraordinary consideration for the change of instructive administration with reference to educational organisations particularly for school administration, it is essential to see whether the school authority exercises are refined in accordance with the expert standards or not.

As New Leaders for New Schools (NLNS) (2009:2) state report indicated in schools in more challenging contexts, school principals give greater attention to establishing, maintaining and sustaining school-wide policies for pupil behaviour, motivation and engagement, teaching standards, the physical environments, improvements in the quality of teaching-learning and building up societies of consideration and accomplishment.

The researcher arguments that status of school principals in leading secondary schools in Haramaya District of Ethiopia is challenged with different variables such as resource constraints, low participation of stakeholders in school management activities and other related factors. On the other hand, challenges of secondary school principals as instructional leaders in using a distributive approach in Haramaya District are not adequately researched. Therefore, the researcher believes that to assess the major challenges and opportunities of school principals as instructional leaders using a distributive approach will lead to findings and possible solutions under the study based on reliable data that in turn could help to improve students' achievement and to make school effective.

1.1.2 Rationale for the study

Today, in developing countries like Ethiopia, education is a means of development and eradicating poverty. According to the Education Sector Development Program IV (2010:11), the achievement of the long-term vision of transforming Ethiopia into a middle-income country demands the change in the economy by improving the quality of education. This, in turn, requires effective school leadership practice to produce qualified and trained individuals who can realise the vision of the country. In line with this, MoE (1994:35-37) formulated the general objectives regarding the role of education as follows:

To develop the capacity of persons by escalating education and by providing fundamental education to all, to create a society who is concerned and able to use resources wisely. It also helps to make people who reverence human rights, to lift-up the awareness and talent of people, to promote people, to distinguish destructive practices from functional once and to develop the knowledge, artistic and creative ability of people by properly connecting instruction to the needs of the community.

In addition to the above general objectives stated in the Education and Training Policy of Ethiopia, one of the aims of education is to strengthen the individual's and society's problem-solving ability and culture starting from basic education and at all levels.

To achieve the objectives mentioned above and aims of education, the leadership role expected from stakeholders in general and a school principal, in particular, is high. As Bush (2007:392) states educational leadership in the early part of the 21st-century has a significant difference between school and student outcomes. There is increasing recognition that schools, specifically secondary schools “require effective leaders and managers if they are to provide the best possible education for their learners”. Secondary schools, according to the researcher, need more trained and committed teachers, but the teacher, in return, also needs the leadership of highly effective school principals and support from other senior and middle managers.

Educational administrators are no longer expected to be merely good managers but good leaders of schools as learning organisations. Effective instructional school leadership is central to large-scale education reform and to improve educational outcomes. However,

Ethiopian Ministry of Education in its reference manual (2006:19) clearly illustrates that organisation, leadership and management of education in the country are not adequately coordinated and participatory, in turn, this practice has a negative effect on quality and performance of learning outcomes. Ethiopian Sector Development Program (ESDP IV) (2010:19) also outlined the Ethiopian Education Sector Development Program (ESDP) in its third phase of implementation of the quality of education in the country is a major challenge.

As Leithwood and Riehl (2003:13) state instructional leadership exerts a powerful influence on teaching, quality of education and students learning. This implies that as the main focus of instructional leadership is on improving teaching and learning activity, school leaders influence the instructional process that in turn, improve the quality of education and students achievement. Additionally, it has a significant effect on student's achievement by helping to promote vision and goals of the school, ensuring that resources and processes are in place to enable teachers to teach well, responding productively to challenges and opportunities in their schools. Moreover, it also plays a great role in developing goals for the schooling and inspiring others with a vision for the future, strengthen internal processes and external relationships, and address the particularities of different schools as their contexts appropriately.

As mentioned above, effective instructional leaders have a commitment or vision and shape people around their vision to achieve the desired goal of education in general and their school in particular (Agrawal, 2005:43). In addition, Agrawal revealed that school principals bring people inside and outside the organisation as part of the team, motivate people and brought others together to support their dreams, focus on participatory approach for activities in the school and develop the organisation by strengthening school culture, modifying authoritative structure, fabricating collective techniques and managing the environment.

The government of Ethiopia launched a major nationwide reform programme, the General Education Quality Improvement Program (GEQIP) to improve the quality of education in 2007. In GEQIP, one of the critical components is the capacity development for school leaders to improve school leadership and management (MoE, 2006:44).

The above-mentioned school leadership and management improving component under GEQIP programme is based on school effectiveness research and is expected that effective school leadership activities and collaborative effort of principals, teachers, students, parents, governmental and non-governmental organisations can bring changes and differences as an input for improving the quality of education (United Nations Educational, Scientific and Cultural Organization,2009:67).

New Leaders for New Schools (2009:3) contends that an effective school principal as instructional leader plays a great role to improve students' achievement, teachers' effectiveness, and stakeholders' involvement to make schools effective. This implies that school leaders in using instructional leadership, they play a great role to improve student's achievement that has a positive effect of improving instruction. In addition, they contribute to the improvement of quality of education by improving the effectiveness of teachers and stakeholders who actively participate in school instructional activities. Based on this fact, the result of this study helps to identify the major challenges encountered by secondary school principals in leading their schools and proposes possible solutions to overcome the problem. It also helps to provide the necessary support for school principals to strengthen the practice of instructional leadership and participation of stakeholders in school activities.

Additionally, it helps to enlighten educational leaders at different levels: region, zone, and district, about supporting school principals to improve school leadership capacity. Moreover, it may help policymakers and higher officials in the education sector to revise the structure, system of recruiting, selection, and training and development strategies of school principals. Furthermore, it enhances the capacity of school principals to lead the school as an integrated school leader by emphasising instruction and shared leadership among stakeholders.

The research result tries to strengthen the school principal's capacity of leading secondary schools to achieve the educational goal in general and their schools in particular in using a distributive approach to work with stakeholders. It also adds knowledge of the existing practices of school leadership by investigating the practice of instructional leadership for solving critical problems created in the teaching and learning process. Finally, it helps to

strengthen the field of educational leadership to build on strong and effective bases to make a difference in the education system of the country, Ethiopia.

1.2 PROBLEM STATEMENT

In response to ever-increasing accountability of school principals to improve the achievement of student's and to prepare learners for the country's human resource development, instructional leadership continues to be an important focus among researchers, educators, practitioners and the society. As instructional leadership focuses on students' learning, school principals' effective leadership practice by using a distributive approach helps to make a difference in teaching and learning process. Therefore, to support school principals and to improve their instructional leadership practices, all researchers and educators have to work hard in identifying the major problems encountered by school principals in practising their roles and strengthening their capacity in leading their schools effectively and efficiently.

Instructional leadership is "learning-focused leadership" that focuses on influencing the instructional atmosphere of the school by exerting effective roles of the principal to build the capacity of teachers in terms of their knowledge, skill and attitude. It also helps to support learners by giving attention to curriculum, instruction and assessment through the active participation of stakeholders. Moreover, instructional leadership aids to influence learning for the improvement of instruction (Portin, Knapp, Darref, Feldman, Russell, Samuelson & Yeh 2009:6).

Based on the above idea, instructional leadership plays a great role by creating a favourable environment for teachers and students to work together to achieve the objectives of education in general and the objectives of the school in particular. It also plays a great role in participating stakeholders by using a distributive approach to play their significant roles for the improvement of student's achievement.

In the principal's practice of instructional leadership, different researchers have done various studies. Among them, Noble (2005:17-19) on the title of instructional leadership challenges: The case of using student's achievement information for instructional improvement, point out that school principals are engaged more on other routines than performing their instructional

leadership roles. She also emphasised the weakness of principals for promoting professional learning that influences student's achievement and the lack of ability to engage all stakeholders on student's learning. Hallinger (2005:14) in his research entitled *The Study of Instructional Leadership and the School Principal: A passing fancy that refuses to fade away*, pointed out that attitude of teachers and stakeholders on the roles of a school principal is a strong directive leader.

As mentioned above, the school principal as an instructional leader is challenged with various factors. They are mainly engaged in giving more emphasis to other routines and administrative duties rather than focusing on students' learning. Additionally, the low support provided to principals from stakeholders has a great negative impact on the process of implementing instructional leadership roles as planned.

As Howard (2016:119), in exploring instructional leadership case studies of assistant principals in an urban school district, the lack of implementing Continuous Professional Development Programme is one of the challenges gained from the study. Additionally, the lack of producing resource teachers as coaches and mentors and not distributing instructional leadership roles for others are other challenges that hinder the practice of instructional leadership.

In addition to the challenges of the principal as instructional leader using a distributive approach, Lunenburg (2010:5) as indicated in his research on the principal as instructional leader, the principal's instructional leader role is critical, and the principal accomplish the roles by focusing on encouraging, collaboration, and providing support and aligning to the curriculum, instruction and assessment. However, the roles of the principal as an instructional leader are challenged by time, available resources and the focus of the principal on other duties rather than providing attention to the instructional process. Mulugeta (2015:5) further illustrated the challenge of school principal as: "the practice of instructional leadership practice is challenged with the administrative tasks take more time rather than instructional activities, less provision on supervision, extra-curricular activities, teachers training and development, provision of instructional materials and protection of teaching time".

The focus of this study is to determine the challenges and opportunities of Haramaya District secondary school principals' instructional leadership via the distributive approach. Therefore, to achieve the objective of the study the theoretical framework (Maryland's instructional leadership) and a distributive leadership approach were given attention at the preparation of data collection tools and analysis to show their connections. Moreover, this research helps to fill the gap in building the capacity of secondary school principals in practising the instructional leadership via distributive approach by identifying the challenges and discovering the opportunities for school improvement and student's achievement.

Ethiopian Ministry of Education (2006:17) outlines that improving instructional leadership practices in schools is one of the most important factors contributing to the success of the schools and involvement in providing a better service. The Ministry of Finance and Economic Development of Ethiopia (MOFED) (2010:30) report shows in Ethiopia in relation to achieving the millennium development goals the education sector in its third phase implementation, spanning for the years 2005/6 to 2009/10 educational quality appears to be the main challenge and the participation of stakeholders in school management activities is low. Therefore, this research could help educational leaders at various levels to support school principals to exercise instructional leadership using a distributive approach to participate actively and stakeholders to engage in various school leadership activities.

The problem area within which the research takes place was secondary schools in Haramaya District of Ethiopia. The researcher selects the Haramaya District secondary schools because of its critical problems that the researcher has seen during practicum sessions and worked in the area as a teacher and principal for a long time. Additionally, the research results conducted in the area: on the problems of resources management (Tadesse, 2005:35), Training and Development (Debisa, 2007:17) and Leadership and Supervisory practices (Lemma, 2008:23) show that school instructional leadership practices via a distributive approach in the area are ineffective.

Furthermore, the informal discussion with teachers, parents, scholars, students and colleagues also calls to conduct the research, to see the status of Haramaya District secondary school principals in relation to their instructional leadership practices empirically, and to suggest possible solutions for the problem under the study.

1.3. RESEARCH QUESTIONS

Accordingly, the study tried to find answers for the following main research question: **What are the major challenges and opportunities for principals in practising instructional leadership via the distributive approach in secondary schools of Haramaya District?** The sub-research questions that emerged from the above main research question are as follows:

- What is the instructional leadership role of the principal in secondary schools of the Haramaya District?
- How do principals use a distributive approach to improve their instructional roles in these schools?
- How do principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools?
- What are the major challenges of principals in practising instructional leadership via a distributive approach in these schools?
- What are the opportunities for principals in practising instructional leadership via a distributive approach in these schools?

1.4 AIMS OF THE RESEARCH

The main aim of this study is to identify the challenges of school leadership and to investigate the opportunities of instructional leadership via a distributive approach for the improvement of the school system and students' achievement. The specific sub-aims of the current research are to:

- determine what the instructional leadership role of the principal entails in secondary schools of the Haramaya District;
- find out if and how principals can use a distributive approach to improve their instructional roles in these schools;
- find out how principals can get support from stakeholders to improve instructional leadership via a distributive approach in these schools;
- determine the major challenges of principals in practising instructional leadership via a distributive approach in these schools; and

- determine the opportunities for principals in practising instructional leadership via a distributive approach in these schools.

1.5 SIGNIFICANCE OF THE STUDY

As The Wallace Foundation (2013:5) stated, improving school leadership should be given high priority for school reform. Hence, educational leaders at different levels should work hard to strengthen the capacity of school principals to lead their school effectively and efficiently. Therefore, the results of this study provide information on the challenges and opportunities of secondary school principals in practising instructional leadership via the distributive approach in the secondary schools of Haramaya District, Ethiopia. The results may be important for implementing the Education and Training policy in general and teaching-learning process in particular. Since, the educational authorities at different levels, responsible for the effective implementation of the Education and Training Policy, they may also benefit from the findings of the research. Given the above, this study will help the Ministry of Education, Regional Education Bureaus, Zone Education Desks, District Education Offices, Secondary schools and other concerned bodies to design and measure for addressing the possible problems related to the school leadership.

Furthermore, this study has the following significance:

- It may help policymakers and educational authorities at different levels to design viable policies to improve the practice of instructional leadership.
- It can assist secondary school principals in identifying the major problems that affect their instructional leadership activities negatively and to improve their experiences.
- It can help school Parent Teacher Student Associations (PTSA) and other personnel engaged in school administration to play their expected roles in instructional leadership activities.
- It can guide teachers to understand and be an active participant in instructional leadership activities that, in turn, improve students' achievement.
- It can support students to involve in instructional leadership activities to enhance the overall performance of the school and their own performance in particular.

- It can motivate parents to engage in their children's education and to provide the necessary support for the improvement of achievement.
- It can also help to involve the community and NGOs actively for a collaborative activity on school leadership activities.

1.6 EXPLANATION OF MAIN CONCEPTS IN THE TITLE

1.6.1 Leadership

Different scholars interpret the concept of leadership differently as Yukl defines in Bush (2008:51); leadership is the process of influencing the activities of an organised group toward goal setting and goal achievement. Similarly, Stogdill in Bush (2008:51) defines leadership as the initiation of a new structure or procedure for accomplishing an organisations goals and objectives or for changing an organisations goals and objectives.

It is difficult to achieve only one definition that is acceptable to all, but most of the time, the more acceptable idea is that first, leadership is related to the process of influencing others behaviour; and, second, it is related to goal development and achievement.

1.6.2 Educational leadership

Educational leadership refers to the administration that gives direction and professional guidance on the advancement of learning, educational programmes and underscores the significance of training in administration, analyse instructive issues, energises proficient advancement and supports improvements (Bush, 2008:57).

There is a great interest in educational leadership in the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference in school and student's outcome. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners (Bush 2007:391).

Educational leadership includes various theories and school principals need to understand the different theories, models, aspects and styles to choose and use as the situation of their environment. Therefore, the study tries to assess the secondary school principals' instructional leadership roles via a distributive approach.

A distributive approach is an approach that a school principal can use to distribute leadership activities and other school duties to stakeholders for achieving the intended objectives of education in general and school objectives in particular (Menon, 2013:213). It is an aspect of how leadership roles and various activities of the school are shared among people. Therefore, the study tries to identify the challenges of school principals' instructional leadership using a distributive approach and the opportunities in using a distributive approach for improving their instructional leadership roles.

1.6.3 School Leadership

School leadership refers to the leadership that develops a positive, participatory approach in schools for the improvement of teaching-learning process and for student's achievement (e-Lead, 2003:2) it puts the basics of school leadership as follows:

Pont, Nusche, and Moorman (2008: 19-20) stated the importance of school leadership "School leadership plays a key role in improving classroom practice, school policies and connections between individual schools and the outside world". Additionally, they emphasised that school leadership contributes to improved students learning by shaping the conditions and climate in which teaching and learning occur, bridge education policy and practice by adopting strategies for school reforms and links schools to their environments by influencing the community and other stakeholders to work collaboratively for school improvement and students achievement.

1.6.4 Instructional leadership

Instructional leadership refers to the aligning of strategies and activities of the school through organisational management and leading curriculum, instruction and assessment for the improvement of the school and students achievement. It is a process of culture building which

can nurture high expectations and standards for teachers and students as goal-oriented by the collaborative activity of stakeholders for achieving the objectives of quality education and student's achievement (Hallinger, 2005: 223-224).

1.6.5 School principal

For the purpose of this study, the school principal is head teacher, who leads and is accountable for the secondary schools in Haramaya District, Ethiopia.

1.6.6 Effective school principal

Effective school principals are those who make “effective” gains in student achievement outcome, trying to improve teacher's effectiveness, involve all stakeholders to engage in school leadership activities and to improve the overall achievement of the school to achieve the objectives of education (NLNS, 2010:6).

1.6.7 School improvement

School improvement refers to the process that schools accomplish tasks to improve their schools' capacity for managing changes and to improve student's achievement (Harris, 2002:18). As MoE (2011:2-3) states school improvement is a current and important concept that focuses on the overall improvement of the school activities in terms of different school domains such as learning and teaching, favourable learning condition and environment, school leadership and community participation.

1.6.8 School effectiveness

Campbell, Kyriakides, Mujis, and Robinson (2004:4) define school effectiveness as school-level factors, such as leadership, school climate, and school policies, that have an impact on students' performance. Hoy and Miskel (2001:290) argued that a school is considered as effective if the outcomes of its activities meet its objectives. Here, the view is that effective schools promote high levels of pupil's achievement in the school.

1.6.9 Secondary school

Secondary school, as outlined in MoE (1994), is the first and second cycle of secondary school (grade 9-12) that prepare students for higher education and the world of work.

1.6.10 Stakeholders

Stakeholders are partners who participate and takes part in education, in Ethiopian context such as; Ministry of Education, Regional Education Bureaus, Zonal Education Desks, District Education Offices, Kebele and District Education Boards, School administrators, teachers, students, parents, community, governmental and non-governmental organisations.

1.7 AN OVERVIEW OF THE THEORETICAL FRAMEWORKFOR THE STUDY

A theory is a related set of concepts and principles about a phenomenon that helps to explain or predict the phenomenon. The theory provides a concept to name what we observe and to explain the relationship between concepts. It allows us to explain what we see and to figure out how to bring about change. Benett (2017: 3) stated the role of theory in research as follows.

Theories are consisting of plausible relationships produced among concepts and a set of concepts. It provides both a framework for critically understanding a phenomenon and a basis for considering what is unknown can be organised.

Maryland's instructional leadership framework (2005:12), which consists of eight components, is taken as the theoretical framework for this study. As a theoretical framework helps to guide the researcher under the study, this theoretical framework is selected due to its multiple benefits that enhance the capacity of school principals by identifying their major roles as instructional leaders.

The researcher used Maryland's instructional leadership framework to see how the principal's instructional leadership roles are effective to create a collaborative effort by sharing leadership to make school effective. Additionally, the study tries to assess how principals use a distributive approach to improve their instructional leadership roles for school improvement. Moreover, the researcher focuses on the challenges and opportunities of the principal's instructional leadership via the distributive approach to enhance a collaborative activity. Regarding instructional leadership via distributive approach Leonard (2010:8) stated instructional principals "still have to be seen as in charge as well as one that takes charge of the instructional program through the proper distribution of roles and responsibilities to others". Additionally, Hallinger and Wang (2015:11) indicated that the core feature of instructional leadership is its emphasis on the teaching and learning process with the role of a collective vision. It assumes that improving the academic achievement of all students can be achieved through the engagement of teachers and others in the school environment. This implies that school principals should run the teaching and learning process smoothly with the aim of improving students' achievement by sharing roles and responsibilities with others through the distributed leadership approach to work in a collaborative environment.

From the above statement, the researcher views that school principals as instructional leaders to improve students' achievement and school performance, have to focus on the teaching and learning process via sharing activities with stakeholders. However, this cannot be done with principals alone; it needs the distribution of leadership roles and responsibilities to teachers and other stakeholders. Therefore, Maryland's instructional leadership framework gives a great emphasis on principals' instructional leadership roles to use the varied knowledge, skill and experiences of stakeholders to improve students' achievement (Salahuddin, 2012:53).

School improvement and student's achievement demands the collaboration of all stakeholders that should be experienced by school principals, teachers and other members of the school as a team (Shakir, Issa & Mustefa, 2011: 257). The researcher views that school principals as instructional leaders wanting to involve stakeholders actively in various activities of the school should use the distributive leadership approach to engage people on various activities. About the theoretical framework of the study, Maryland's instructional leadership framework more detailed explanations are included in chapter three.

1.8 RESEARCH DESIGN

The research design is the conceptual structure within which the research is conducted. It facilitates condition; for selecting the appropriate participants in the research, for preparing relevant data collecting tools and data analysis methods with minimal expenditure of money, effort and time (Kothari, 2004:14). The qualitative research design comprises the following.

1.8.1 Research approach and paradigm

In this study, a qualitative case study method was used. The qualitative research approach is an arranged movement that situates the eyewitness in the globe. It comprises a situation about interpretive, material hones that makes the reality. These practices turn the globe under an arrangement from claiming representations including “field notes, interview, discussion, photograph and memos” (Ritchie & Lewis, 2003:2).

Qualitative research has the purpose of learning from participants experience and how they interpret what they experience. Qualitative researches have in common the goal of generating new ways of seeing the existing data. It also helps to understand phenomena in deep detail for discovering central themes and analysis of core concerns (Atieno, 2009:16). Additionally, Yin (2011:8) stated that qualitative research is one, which provides insights and understanding of the problem set. Unstructured, exploratory research methods are impossible to elucidate with quantitative research. It also generates ideas or hypothesis for better quantitative research. Qualitative research is used to gain an in-depth understanding of human behaviour, experience, attitude, intentions and motivation based on interviews, observations and interpretations to establish the way people think and feel.

The researcher used a qualitative research approach based on the social constructivism world-views on assumptions that individuals saw the globe in which they live and work. The social constructivism philosophical world-view is stated by Creswell (2009:25) as follows.

Individuals develop subjective meanings of their experiences-meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or

ideas. The goal of the research is to rely as much as possible on the participants' views of the situation being studied.

Social constructivism paradigm emphasises the importance of culture and context in understanding what occurs in society and constructing knowledge in a society based on these understandings. A social constructivism paradigm is that it examines the knowledge and understanding of the world is developed jointly by individuals. It assumes that understanding, significance and meaning are developed in co-ordination with human beings. The assumption of a social constructivism paradigm is that human beings rationalise their experience by creating a model of the social world (Amineh & Davatgari, 2015:13).

Based on the social constructivism paradigm for the study, the researcher tried to get adequate information about the role of school principals as instructional leaders; the challenges encountered them and the opportunities in practising their roles via a distributive approach by exploring their experiences. Additionally, the researcher employed the participants' in the intensive interview. Moreover, an observation was employed to substantiate the data collected through interviews. In this particular study, a qualitative research approach is employed to collect pertinent data from participants through interviews and observations, which are explained further in chapter four.

In terms of literature, the researcher reviewed the essential literature to have a global and comprehensive picture of the topic under the study. A review of the literature has various purposes such as providing a theoretical background for the research, learning in detail on the research topic of interest and answering the practical questions in the research by understanding what the existing research says on the issue (Okoli & Schabram, 2010: 1). Similarly, the advantage of literature review discussed by Creswell (2003: 32-33), includes, sharing of the results of other studies in relation to the current research and studying in detail about the research problem under investigation. Additionally, he mentioned that filling the gaps in prior studies, providing a framework for establishing the importance of the study and making a benchmark for comparing the results of the current study with the findings of other researchers are the major advantages of the literature review.

In the case of this thesis, the researcher presented an extensive literature study on chapter three to cover the basic research questions and to increase his understanding of:

- The definition of educational leadership;
- The concepts of school leadership;
- Concepts on instructional leadership;
- Role of instructional leadership for school improvement;
- Instructional leadership and students achievement;
- Dimensions of instructional leadership;
- Supports to be provided for school principals ;
- Role of secondary school principals as an instructional leader;
- Role of the principal using a distributive approach;
- The challenges of school principals in practising instructional leadership roles via the distributive approach;
- Supports provided to principals in using distributive approach; and
- Opportunities of the principal's in practising instructional leadership via a distributive approach.

The research method used in this research was the qualitative case study method for the collection of a deeper understanding of the issue under the study. The purpose of using a qualitative research approach of data collection is to gather adequate and pertinent data that helps to identify the major challenges encountered by Haramaya District secondary school principals in leading the school.

1.8.2 Research instruments

As a research instrument to this study, the semi-structured interview is used. A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions that invites discussion with the opportunity for the interviewer to explain particular themes or responses (Moriarty 2011:8).

As Cohen, Manion and Morrison (2007:351) state, the semi-structured interview usually yields the richest data and new insights and provides face-to-face contact with participants. It allows the interviewer to experience affective and cognitive aspects of responses and to explain and clarify questions, increasing the likelihood of useful responses and allow the interviewer to be flexible.

The researcher used a semi-structured interview to get adequate information on how secondary school principals are practising their instructional leadership roles, how they distribute leadership roles and responsibilities to others in a distributive approach. Moreover, the type of support given to school principals to improve their instructional leadership via the distributive approach was assessed. Furthermore, from principals, district office head, supervisors, secondary school experts and Parent Teacher Student Association (PTSA) teacher's representatives' data were collected to assess the challenges and the opportunities of school principals in practising instructional leadership in using a distributive approach.

A semi-structured interview also helps the researcher to get adequate and pertinent data because it is flexible and allows comparing the response of participants as their number is ample to the study. Additionally, as it is a face-to-face interview, the researcher also has a chance to see the emotions, test the limits of the participant's knowledge about the issue and their experiences.

Additionally, the researcher used an observation within Haramaya District secondary schools to see the availability of resources in the school. In addition, the observation focuses on the status of the school resources such as the buildings, classrooms, offices, laboratories, libraries, computer labs, playgrounds, and fences, instructional materials, computers, and internet services, infrastructures, water, electricity, and telephone services. The observation helps to get information about the support given to the school principals to run the teaching and learning process in a better way. The detail of the methods is discussed in chapter four.

1.8.3 Population and sampling

The population of the study included public secondary schools found in Haramaya District, secondary school principals', Haramaya District Education Office head, secondary school in-

built supervisors, Haramaya District secondary school supervisors, and secondary schools Parent Teacher Student Association (PTSA) teacher representatives.

The population for this study were all secondary school principals and Haramaya District Education Office head that are selected using available sampling due to their small number and secondary school in-built supervisors, Haramaya District Education Office secondary school supervisors, secondary school Parent Teacher Student Association (PTSA) teacher representatives who are selected using a purposive sampling technique. Purposive sampling is a widely used technique in qualitative research for the identification and selection of participants especially to get adequate information due to their knowledge or experience with the phenomenon to be studied (Palinkas, Horwitz, Green, Wisdom & Hoagwood, 2015: 533).

Patton 2002, cited in (Benoot, Hannes & Bilsen, 2016: 2) stated purposive sampling as follows:

Logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry. Studying information-rich cases yields insights and in-depth understanding rather than empirical generalisations.

A purposive sampling technique is used in this study because of the researcher believe that the participants in the study are engaged in day-to-day activities of the school and can give pertinent and valuable information about the problem under the study and due to their position to discuss and provide adequate information to the study. In terms of the samples; five principals, 25 school management members and five Haramaya District Education Office experts, totally 35 participants were involved in the study. The details of the sampling aspects are further discussed in chapter four.

1.8.4 Analysis and presentation of the data

Data analysis is an interactive process where data are systematically searched and analysed in order to provide illuminating descriptions of the phenomenon. As Noble and Smith (2014:2)

state a qualitative data analysis is a process by which the researcher tries to understand what the participants responded to the issue by reading the transcribed interviews repeatedly. It also needs to set notations in the margins, to examine transcripts for checking their similarity and differences. Finally, to make codes, to create themes from the pertinent data, to delineate the predominant themes from the data and to analyse based on the basic research questions in the study.

The data collected using the semi-structured interviews in this study were analysed using thematic analysis. The reason for using this method is due to a thematic analysis most of the time used in identifying, analysis and reporting themes within the data. Braun and Clarke (2006:97) say the use of thematic analysis method for interview data “rigorous thematic analysis approach can produce an insightful analysis that answers particular research questions”. It also helps researchers to move from a broad reading of the data toward discovering patterns and framing specific research questions.

Braun and Clarke (2006:87-88) identify six phases of thematic analysis as follows:

- Familiarising with the data: simply reading and re-reading the data, making notes of ideas that spring to mind.
- Generating initial codes: coding the entire dataset systematically and collating data that is relevant to each code.
- Searching for themes: gathering codes into candidate themes for further analysis.
- Reviewing themes: checking whether the themes work with the data and creating a “thematic” Work of the analysis.
- Defining and naming themes: refining the themes and the overall narrative iteratively.
- Producing the report: which, in turn, will require a further level of reflection on the themes, the narrative and the examples used to illustrate themes.

The researcher used thematic analysis by transcribing the collected data and by reading repeatedly for coding keywords and quotes. After forming categories based on codes, the themes and sub-themes were organised for analysing based on the basic research questions

and the framework of the study. Finally, the researcher analysed the data with the observation made in schools to understand the availability of resources to run the teaching and learning process smoothly effectively and efficiently.

Regarding the presentation of the qualitative data, the researcher after transcribed and forming codes, categories and themes, the transcribed data were given to participants for checking in terms of the participants' response. An audit trial was also provided to peers examination by providing information about the overall research design and data collection instruments used during the study. Moreover, for triangulation of data, observation data were also used as a supplement of the interview data. Furthermore, after making a decision on the collected data, the presentation was held based on the basic research questions, and finally, after the study is completed; the printed copy of the study will be given to Haramaya District Education Office and for five secondary schools found in the Haramaya District. The detail of data analysis and presentation are further discussed in chapter four.

1.8.5 Ethical consideration

As the European Commission (EC) (2010:7) states, ethics adds the quality of research and the involvement of participants in the research. High standard ethics promotes the interest of people to provide information willingly and capture the trust of participants involved in the research. The researcher first filled in the Unisa ethical clearance form and asked permission to conduct research in the study area. After securing the permission from Unisa's ethical clearance committee, the researcher asked permission from the following bodies to collect the data needed for the study at Haramaya University, College of Education and Behavioural Sciences. A permission letter was asked for from Haramaya District Education Offices to get permission to collect data from Haramaya District Education Office supervisors, experts and secondary school principals in Haramaya District. Additionally, a consent letter was filled by school principals, district education office heads, supervisors, and PTSA teacher representatives to participate in an interview. Regarding ethical consideration, the details are discussed in chapter four.

1.9 TRUSTWORTHINESS OF THE RESEARCH

Trustworthiness in qualitative research refers to like the way in which qualitative researchers make sure that transferability, credibility, dependability and conformability are evident in their study. The purpose of trustworthiness in qualitative research is to support the argument that the inquiry's results are paying "worth paying attention to" (Gunawan, 2015:4). Gunawan also divided trustworthiness as credibility, which corresponds of internal validity; dependability, which relates to reliability; transferability, which is a form of external validity; and conformability, which is largely an issue of presentation.

As Sikolia, Biros, Mason and Weiser (2013:2) state, credibility corresponds to internal validity as in quantitative research and refers to how much the data collected accurately reflect the multiple realities of the phenomenon. Credibility can be established in the trustworthiness of data through prolonged engagement; persistent observation; triangulation; referential adequacy; peer debriefing and member checks.

Based on the techniques to ensure credibility, the researcher tried to use triangulation by asking the same question for different participants. Additionally, the data were collected from different sources such as school principals, supervisors, district head office, secondary school experts and Parent Teacher Student Association (PTSA) teacher representatives. Moreover, participants also take part in reviewing both the data collected by the interviewer and the researcher's interpretation of the interview data. Furthermore, debriefing of the collected data and the interpretation were held to peers to get their comments and suggestions.

In terms of transferability, Loh (2013:5), as outlined, transferability is a trustworthiness concept that can be seen as external validity, it is about how well the instrument generalises or is consistent across diverse constituencies. It is the applicability set of findings to another setting. Transferability can be enhanced through a clear description of the research, participants, experience, methodology, interpretation of results and contributions from peer debriefings.

The researcher tries to ensure transferability by providing sufficient 'thick description' of the phenomenon under investigation is provided to allow readers to have a proper understanding

of it. Based on this, the researcher provides clear and adequate information to readers about the number of participants taking part in the study and where they are based. Additionally, they are informed about the data collection methods and the time period over which the data was collected. They are also informed about the geographical area, which the fieldwork was carried out. Furthermore, the interpretation of the data and the underlying theory used in the study are provided to increase the understanding of the readers on the issue.

The other issue on the trustworthiness of the study is dependability. Anney (2015: 277-278) states that credibility is closely matched with reliability and refers to the confirmation of that the data represents the changing conditions of the phenomenon under the study. Dependability can be established by audit trial and triangulation. The researcher tries to establish dependability by audit trial that means by examining inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded and analysed. Additionally, by peer examination about the process of data collection and the findings with neutral colleagues, doctoral students who are doing qualitative research and professors at Haramaya University have a better experience of qualitative research.

Regarding conformability, (Tobin & Begley, 2004: 392) point out, conformability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination but are derived from the data. The researcher establishes conformability by audit trial throughout the study to demonstrate how each decision was made.

1.10 THE DIVISION OF CHAPTERS

CHAPTER ONE

The first chapter contains the introduction and background for the investigation, the statement of the problem and aim of the research, the significance of the study, definition of concepts and division of chapters as well as theoretical framework, social-constructivism world-view, and the research design. Moreover, it includes the data collecting tools, methods of data

analysis and ethical consideration parts briefly that are discussed in detail in chapter two, three and four.

CHAPTER TWO

This chapter presents a review of the related literature that relates to the work of other researchers and scholars have done on the effect of instructional leadership with special attention to the challenges and prospects of secondary school principals for school effectiveness and students achievement.

CHAPTER THREE

This chapter presents the theoretical framework of the study. The theoretical framework selected to the study is Maryland's instructional leadership framework with special reference to school principals' instructional leadership roles. This chapter also includes the role of theory in school leadership study, definition and concept of leadership, school leadership and the theoretical framework aspects that are discussed widely in chapter two.

CHAPTER FOUR

This chapter explains the research design and methods used to conduct the investigation. It also includes sampling, data sources, methods of data collection, methods of data analysis and ethical consideration parts. The study used qualitative data-gathering tools such as interviews and observation to collect pertinent information for the problems under the study.

CHAPTER FIVE

This chapter presents the research results and a discussion of the results. The qualitative data collected through a face-to-face interview, a focus-group interview and the observation held on school resources are discussed.

CHAPTER SIX

This chapter provides the summary, findings, recommendations and limitations of the present study. The major findings gained from the data are discussed, summarised, conclusions are presented, and the possible solutions for the problems under the study are forwarded.

1.11 SUMMARY

In this chapter, the overview of the thesis and the social-constructivism perspective is discussed to orient the major focus of the research. As a social-constructivism perspective, the research applied a qualitative research approach to get adequate information to reach relevant conclusions. Additionally, it introduces the research design, research methods to be used, the sampling techniques and data collecting instruments. Moreover, the theoretical framework used in the research is discussed briefly. The theoretical framework used in this research is Maryland's instructional leadership framework and focuses on instruction, assessment, and curriculum and shared leadership with stakeholders to improve student's achievement. This theoretical framework is used in this research because it helps to strengthen the capacity of the school principals to focus on teaching and learning process, to improve students' achievement and to create an effective school. It also helps to share leadership roles and other school activities among stakeholders to accomplish tasks in collaborative ways. Moreover, the ethical considerations to be used are discussed briefly. Furthermore, the explanation of relevant concepts on educational leadership and the division of chapters are explained.

Next, the literature review part is discussed in detail in chapter two. In this section concepts of leadership, contemporary school leadership theories, instructional leadership, the instructional leadership roles of school principals, dimensions of instructional leadership, and benefits of instructional leadership, challenges and opportunities of principals were included.

CHAPTER TWO: CONCEPTUALISING INSTRUCTIONAL LEADERSHIP

2.1 INTRODUCTION

The first chapter presents an orientation of the study and includes an overview of the study, the problem statement, objective of the study, significance of the study, research questions and delimitation of the study with the explanation of concepts and indication of the division of chapters.

This chapter presents a review of the related literature that relates to the work of other researchers and scholars on the effect of instructional leadership with special attention to the challenges and prospects of secondary school principals for school effectiveness and students achievement.

This chapter touches on concepts of leadership, school leadership, instructional leadership, historical development of instructional leadership, role of school principals as instructional leaders, school principals' use of instructional leadership via a distributive approach, supports provided to school principals from educational leaders at different levels, challenges and opportunities of principals in practising instructional leadership via a distributive approach.

2.2 DEFINITION AND CONCEPT OF LEADERSHIP

Different individuals define leadership in various ways. There is no common agreement in its definition. Among these, Yukl (2002:3) defines "leadership is a process of influence exerted by one person or group over other people to structure activities and relationships in a group or organisation". Wassenberg (2000:158) claims that the major role of any leader is to bring people together around key values of the organisation. Therefore, the leader's role should be supporting people's work collaboratively by bringing together their knowledge, skill, experience and expertise to achieve the intended objectives of the organisation. As Bush (2007:292) states, leadership is a process of influencing others actions to use their efforts effectively and efficiently. He also further discusses the leaders' role as motivators and share

leadership practices with other people to initiate change through innovation. Northouse (2007) and Rowe (2007) in Amanchukwu, Stanley and Olulube (2015:6) described “leadership as a process whereby individuals influences a group of individuals to achieve a common goal”.

From the above definitions given by different scholars, the researcher views that leadership plays a great role to motivate and influence people to use their knowledge and skill effectively and efficiently. As the notion of leadership is based on influence, leaders should work hard to get the commitment of their stakeholders to bring a difference. It is also important to support their employees to have the needed knowledge and skill by applying a capacity-building programme for their advancement.

Leithwood, Louis, Anderson and Wahlstrom (2004:8) point out the basics of leadership as follows:

- **Setting direction:** Leadership should set a vision for the organisation’s goal, and these goals motivate people when they are introduced to them. Having goals helps people to focus on their work and enable them to identify for themselves within the work context.
- **Developing people:** Leadership should work hard to build the capacity of people through different planned activities such as training, Continuous Professional Development, experience sharing activities and other methods to improve the competency of workers and to influence them significantly to get their full commitment on their work.
- **Redesigning the organisation:** Leadership should play its role to redesign the organisation's structure according to the context. Organisations structure needs to be organised based on the collaborative process, and organisational cultures and structures should match with the changing nature of the organisation.

Based on the basics of leadership discussed by different scholars, the researcher views leadership plays a great role from the formulation of vision to the development of workers by the redesigning of the organisation’s cultures and structures to meet the changing situations as needed. As leadership becomes effective when people work collaboratively to achieve the goals of the organisation, leaders should give great attention for the improvement of workers

through employing capacity-building programmes to involve them on various activities in the organisation actively. Moreover, leadership should exert a well-organised structure of communication to inform all workers about the overall goals and responsibilities expected of them to achieve the intended goals.

Hopkins and Jackson (2001:17) suggest that leadership and organisational growth have a positive relationship when various leadership practices and activities are shared among people. They further discuss the leadership effectiveness through the collaborative approach by which leaders give great attention in which no one is ultimately responsible for the overall performance of the organisations instead all workers to hold the responsibilities of the organisation in a positive and productive relationship.

In the researcher's view, leadership is one of the most complex processes that help to influence people to achieve common goals. To be an effective leader, therefore, it is very important to develop knowledge and skills of leadership that likely helps to harmonise the human and non-human resources that organisations have. The historical development of leadership theories helps school principals to understand the major similarities and differences among the theories and to use which makes them effective according to the needs and the interests of their customers in the new era.

The United States Army (1983) in Amanchukwu, Stanley and Olulube (2015:9) has identified eleven basic principles of leadership for proper implementation of activities as follows:

- Be professionally proficient: A leader must know his/her job and has familiarity with the task of different employees in the organisation;
- Develop a sense of responsibility in your worker: Help workers to carry out their responsibilities with interest and commitment;
- Ensure tasks are understood and supervised: Spend your time in communicating and supporting workers individually and in groups;
- Keep your workers informed: Form a clear communication structure in the organisation to provide the necessary information to all workers;

- Know yourself and self-improvement: Always engage yourself in self- improvement schemes and participate in any forms of capacity building activities to improve your knowledge, skill and ability;
- Make sound and participatory decisions: Use appropriate problem-solving methods and participate stakeholders in decision-making activities;
- Take responsibilities for your actions; When problems are created do not blame others but, find a possible solution to solve the problem with people;
- Set the example: Be a good role model in your leadership activities to have a committed follower that take responsibilities;
- Train as a team: Support the workers to have a strong team that shares their knowledge and expertise for the improvement of their organisation's performance;
- Use the full capabilities of your organisation: Help organisations members to develop a sense of collaboration and apply their full potential on the development of their organisation.

As indicated above for leadership to be effective, leaders should work hard with people in and out of the organisation collaboratively by creating a team spirit to use the knowledge, skill and experience of stakeholders for the improvement of the organisation. Additionally, leaders should engage themselves and their workers on Continuous Professional Development programmes to update themselves with the changing situations. Moreover, to establish a communication structure to inform workers adequately on the vision and goals of the organisation should be given great attention. Furthermore, to be a role model for their employee and to support them individually and in a group helps to strengthen the capacity of all workers to use their capacities as well.

In conclusion, leading people is a complex process, and leaders use different ways to make their organisation effective. Researchers, scholars and practitioners define leadership in various ways without a consensus for many years. However, there is a similarity in the definitions of social influence and follower's participation in shared activities. All organisations apply leadership to effectively and efficiently lead their people and achieve their goals. Therefore, principals as instructional leaders to achieve their instructional leadership roles and to improve student's achievement they need to influence others and actively involve

stakeholders. To this end, to understand the notion of leadership helps for school principals to lead their school effectively and efficiently.

2.3 SCHOOL LEADERSHIP: DEFINITION AND CONCEPT

Leadership is a process where a leader influences a group of individuals to achieve common objectives (Northouse, 2007:3). Leaders carry the leadership activities through practising their knowledge and the required skills to influence followers to achieve common goals.

As school leadership is a process of influence based on clear values, the vision is articulated by the school leaders who seek to gain the commitment and collaboration of staff and stakeholders to improve the achievement of students (Bush & Glover, 2002:25). As Ingvarson et al. (2006: 28- 30) have stated school leadership is the recognition, acquirements, allotment, organisation and utilisation of the cultural and physical resources to create conducive conditions to facilitate the teaching and learning process.

The above statement emphasises that school leadership plays a great role in the facilitation of school resources to make teaching and learning effective and efficient. It is also the process of implementing overall school programmes in structured forms in schools to produce qualified individuals who can play a significant role in their country's economic, political and social development. Moreover, school leadership is the process of leading schools to accomplish tasks by facilitating conditions for the collaborative efforts of all stakeholders in education for the implementation of school programmes in co-ordinated ways.

The researcher views that school principals should exert their effort to collaborate staff and stakeholders to work together on curriculum, instruction and assessment to improve student's achievement and services provided to customers. Therefore, school principals as instructional leaders are expected to build the capacity of teachers and stakeholders by strengthening teamwork and by enhancing their involvement in school leadership activities to make a difference in overall school accomplishments.

According to Robbins (in Bush 2003:38), there is no solitary complete theory of educational management and leadership. This emphasises the enormous differences for instructive

institutions, extending from little country grade schools to extremely expansive higher colleges and universities. Therefore, educational organisations in different areas and levels use various leadership theories to lead schools according to their situation and environment.

Nowadays, the importance of successful administration and guidance for the effectiveness of school activities and the improvement of student's achievement is extensively recognised. There is an increasing consent that the value of leaders and their management is significant if schools are to produce the most likely results for their students, and their stakeholders (Bush, 2008:1).

The researcher argues that the effectiveness of school leadership practice has a great value to improve the performance of the school and to increase student's achievement. Therefore, to have quality leadership throughout the education system, the government and educational leaders at a different level should create a collaborative atmosphere to work together for a common goal.

As the major goal of school leadership is to improve the quality of teaching and learning for the improvement of student's achievement and to produce skilled human power for the development of the nation, instructional leadership plays a great role to achieve the objectives of education in general and school objectives in particular. School principals as instructional leaders are expected in setting directions, developing people, engaging stakeholders on collaborative activities and using data and research as indicators of the effectiveness of teaching and learning are their primary components (Prytula, Noonan & Hellsten 2013:5). Therefore, school principals as instructional leaders are expected to work with others on various school activities to bring a difference in a student's achievement.

Lezotte and Pepperl (in Leonard, 2010:15) state that:

In an effective school, the principal acts as an instructional leader effectively and efficiently communicating the mission to staff, parents and students. The principal understands and applies characteristics of instructional effectiveness in the management of the instructional programme.

The above statement implies that school principals in an effective school need to inform staff, parents and students to understand the school mission and to play their role effectively and efficiently. Additionally, principals in communicating the school mission, they have to create and strengthen team leadership to focus on instructional programmes by exerting a conducive teaching and learning environment.

In summary, school leadership is a leadership process that is applied to realise the vision and objectives of the school. Therefore, school principals, as leader of the school, should have the knowledge and skill of school leadership to lead their school effectively and efficiently. To this end, reviewing school leadership helps to investigate the current practice of school principals in using instructional leadership via a distributive approach.

2.4 SCHOOL LEADERSHIP THEORIES

According to Bolden, Gosling, Marturano and Dennison (2003:2), leadership theories have been passed through long age developments over “70 years from the “great man” notion of heroic leaders through, trait theories, behaviourist theories, situational leadership, and contingency theory and on to transactional and transformational theories”.

Amanchukwu, Stanley and Ololube (2015:6) state that school leadership theories support school principals in leading their schools as too many leaders are not ‘born’ but, ‘made’. Therefore, to be an effective principal, one must have knowledge, skill, experience and commitment to achieve school goals. Therefore, principals possess a ‘never’ ending process of self-study, training and the accumulation of experiences to understand the contemporary school leadership theories in order to lead schools with the context of their environment as the result of research and the increasing demand of the community.

As Bush and Middlewood (2005:7) state the leadership development is strongly influenced by globalisation and the school leadership theories, which are recently studied, should be understood by school principals to transform school education into the global standard. Additionally, Amanchukwu, Stanley and Ololube (2015: 13) propose, school principals are “encouraged to discover the most appropriate leadership strategy or a combination of strategies that will best enable their school to achieve results. School principals to have a

concrete difference in teaching and learning process should explore the dominant school leadership theories in the context of their situations in order to discover a solid basis in theory and practical application.

The researcher views, for school principals to understand school leadership theories help them to broaden their knowledge and skill to lead their schools effectively and efficiently. Additionally, school principals should be able to choose which leadership theories are suitable to their surroundings. Moreover, school principals should develop the skills of influencing others and the ability in engaging stakeholders to achieve common objectives. Furthermore, school principals need to understand the complex nature of educational organisations and their management for effective outcomes by having adequate knowledge of leadership theories in relation to their environment.

As noted above, knowing different contemporary school leadership theories may provide insight to school principals how students' achievement improved by boosting the appropriate theory to the school setting. It also helps school principals to analyse different school leadership theories critically that suit to their school, organisational trends, the level of participation of stakeholders and the school culture. Moreover, the school leadership theories that have a better effect on one area may fail in another environment. Therefore, the experience of different countries similar to their context can help to examine the situation and to make some modifications to their situations.

The school leadership theories mentioned in this chapter were discussed in detail in the review of literature part in chapter three. The contemporary theories of leadership that are used globally and that have more emphasis in the 21st centuries are discussed.

In conclusion, as school leadership theories are various and dynamic because of globalisation, technology, and research findings, principals need to have adequate knowledge to satisfy the need and interest of customers. School principals need to update themselves with the contemporary school leadership theories in order to lead their school based on the needs of their clients. Moreover, it helps in this study to understand the knowledge and skill of principals about the contemporary school leadership theories to lead the 21st-century schools.

2.5 THE CONCEPT OF 'INSTRUCTIONAL LEADERSHIP'

Various scholars define instructional leadership in different ways. Among these, Sim (2011: 1784) defined instructional leadership as leadership that directly related to the teaching and learning process that involves the interaction of teachers, students and the curriculum. Hallinger (2010: 329) defines instructional leadership as flexible leadership that is concentrated on instruction, curriculum and assessment. Loveless (2016:4) also defines instructional leadership as leadership that likely influences instruction by developing and setting goals to achieve the educational objectives of the school.

From the above definitions of scholars on instructional leadership, the main common theme of their definition is its attention to the improvement of instruction through the active participation of stakeholders. Therefore, school principals, as the leaders of the school, should run the teaching and learning process smoothly and should give attention to the involvement of others to work collaboratively to achieve the goal of the school. Moreover, instructional leadership as the core of teaching and learning activity helps to improve the quality of education in general and student's achievement in particular.

Huber and Hallinger (2012:359-367) further define instructional leadership as leadership that directly related to the teaching and learning process involves the interaction between students, teachers and the curriculum. Bush and Glover (2003:10) also noted that "instructional leadership as a pedagogical leadership focuses on managing teaching and learning and the behaviour of teachers in working with students". This definition implies that a leader's impact on students learning indirectly by motivating, commitment and capabilities of teachers for better outcomes. School principals as instructional leaders rely highly on curriculum and instruction to manage the teaching and learning process to increase students' achievement as intended.

The National Association of Elementary School Principals (2001) (in Jenkins 2009:35) defines instructional leadership as:

Leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and

take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community in a learning community's support for the school success.

Kappan (2010:67) claims that traditional thinking of instructional leadership viewed principals as the primary source of knowledge for the development of the schools and was expected as a strong, directive person who engaged on follow up of the day-to-day curriculum and instruction activities in the classroom. However, instructional leadership in the 21st century is viewed as *“principals’ primarily affect student learning by influencing teachers motivations and working conditions.”* (Kappan, 2010:68)

From the above statement of Kappan the researcher views that instructional leadership is not seen in the traditional context of a principal as directive and working alone, but whose major aim is to improve the teaching and learning process by involving stakeholders to realise the common objectives of the school. Additionally, the principal tries to build the capacity of stakeholders to accomplish tasks based on the intended knowledge and skill. Moreover, instructional leadership activities are not focused only on classroom activities; it is also very essential to work on the organisational management of the school to bring an overall improvement of the school.

Southworth (2002: 79) explains, “Instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as students’ growth”. In contrast, Leithwood (in Bush, 2008: 190) claims that “instructional leadership images are no longer adequate ‘because they are “heavily classroom-focused’ and do not address second-order changes”.

The above statement by Bush shows that instructional leadership as traditional thinking largely focusses on the teaching and learning process, especially instruction and students’ assessment rather than an organisational development through the active involvement of stakeholders. A school to be effective needs to improve student’s achievement and to lead a well-organised school with change and innovation. Therefore, school principals should act as an effective leader that can enhance the achievement of students and the overall performance

of the school by improving the role of stakeholders for change. Moreover, to see instructional leadership in the new and broader thinking as a leadership practice done by the principal, formal and informal leaders need to work collaboratively on improving student's achievement, and the whole school's mission is indispensable.

The attention of educational leadership is on instructional leadership as its major aim of education is producing competent human power that plays a great role in the country's economic, political and social development. Therefore, instructional leadership plays a great role in building the capacity of the learner by employing quality education to achieve the intended goals. Hopkins (2001:114) supports this idea by saying that "*instructional leadership creates a learning opportunity for learners in order to develop them for a future career*". This implies that instructional leadership plays a pivotal role in shaping the learner's behaviour through the implementation of quality education for development. Therefore, school principals as instructional leaders to improve the teaching and learning process need to share the vision of the school among stakeholders to engage them actively in school leadership activities for achieving common goals.

Generally, from the various definitions and concepts of instructional leadership, it is possible to infer that the main emphasis of instructional leadership is improving instruction through the active involvement of stakeholders to produce competent human power that plays a pivotal role in the development of the country. Additionally, for instructional leadership to achieve its goal, the school principal exerts different mechanisms to build the capacity of teachers, students, parents and other stakeholders to use their efforts. Moreover, instructional leadership to improve student's achievement and the quality of education, educational authorities at different levels such as district and zone should support principals through coaching, mentoring and supervising activities.

2.6 THE HISTORICAL DEVELOPMENT OF INSTRUCTIONAL LEADERSHIP AT SCHOOL LEVEL

The historical concept of instructional leadership includes the emergence of the concept in the field of education. Mitchell and Castle (2005:15) contended that the concept of instructional leadership emerged during the 1970s to improve the effectiveness of the school. Lashway

(2004:1) also indicates that instructional leadership was the dominant paradigm for school leaders in the 1980s after researchers noticed that effective schools usually had principals who maintained a high focus on curriculum and instruction. Phillips (2009:1) views instructional leadership as a relatively new concept that emerged in the 1980s, which called a shift from principals as a manager to instructional or academic leaders.

Phillips (2009:1) views instructional leadership as a relatively new concept that emerged in the 1980s, which called a shift as principals as managers of administrators to instructional academic leaders. Educators and researchers in the field of education emphasised the importance of instructional leadership for improving student's achievement. However, it is seldom practised by principals due to lack of knowledge and skill to use instructional leadership in a school context. Additionally, the wrong perception of stakeholders about the role and practice of principals as managers rather than academic leaders minimise their participation. Supovitz and Poglinco (2001:1) as investigated, nowadays, instructional leadership is seen as the "*spotlight of educational leaders is on instructional leadership*". As principals focus their efforts to the core the business of schooling, instructional leadership as a new perspective did not ignore the management rather it accomplishes both managerial and leadership roles for the improvement of the school.

From the above statement, the researcher views that the instructional leader was seen as a manager that manages the school alone while the new perspective of instructional principal is seen as an academic leader that focuses on the improvement of students achievement by employing stakeholders for shared leadership roles and practices to achieve the objectives of the school. Cunningham and Eagle (2005:7) state about the changing nature of the role of principals as follows:

When one reflects on the duties of the principal in 1839 and reviews the social, legal, managerial, and political expectations that have been added through the 19th centuries, one begins to understand the complicated and complex role of the contemporary principal. The contemporary principal faces increased expectations for school improvement, demanding social pressures, and conflict between the role of instructional leader, organisational leader, community leader, and strategic leader.

In the same way, Robinson, Ilyod and Rowe (2008: 635) assert that much emphasis is currently placed on the need of principals to be instructional leaders that influences students' achievement. They also put emphasis on that "more focused the school's leadership is instruction". Therefore, principals should actively involve stakeholders to work collaboratively and to improve student's outcome.

From the above statement, the researcher views instructional leadership as a new perspective relies on the leadership activity to improve the teaching and learning process working with others as a shared activity to improve the quality of education and students achievement. Moreover, the roles of principals as instructional leaders focus on instruction, curriculum and assessment to engage all stakeholders on instructional activities. Furthermore, principals to distribute instructional leadership roles, they have to understand the capacity of stakeholder's to accomplish the tasks effectively and efficiently.

To summarise, nowadays, instructional leadership have great attention because of its fundamental role in successful school leadership (Southworth, 2002:76). Therefore, to realise the school's achievement in general and student's achievement in particular, principals should work collaboratively with stakeholders. According to Notman and Henry (2010) (in Nikolas, 2015:1), effective principals use "multiple leadership strategies" for leading instruction and improve student's achievement by empowering: all stakeholders with strong leadership teams and integration of the school culture and participatory decision-making strategies to achieve the common goal of the school.

2.7 MAJOR ROLES OF INSTRUCTIONAL PRINCIPALS

Hoy and Miskel (2008) (in Manaseh, 2016: 32) defines instructional principal as "a school leader who is accountable for the school and focuses on the core responsibilities of a school, namely teaching and learning, by defining school vision, mission and goals, managing the instructional programme and promoting the school culture". Hallinger (2010:329) also defines an instructional principal as a formally designated school head concentrated on curriculum, instruction and assessment to influence the culture of teaching and learning through the interaction of stakeholders to improve student's achievement.

School principals are instructional leaders who take the leading role in putting the school curriculum into practice. According to MOE (2012:1), the role of the school principal is crucial for “developing and maintaining the quality of teaching and learning, leadership and improving learning outcomes for students”. In the same way, Manasseh (2016:30) outlines that the instructional leadership role of principals is agreed by various scholars and practitioners as one of the most useful tools for creating an effective teaching and learning environment.

From the above statement, the researcher views that an instructional leadership role of principals improves the quality of education and instructional activities for the development of the learner. As the main focus and core activities of a school is to improve the teaching and learning activities, instructional principals by defining the school vision, mission and goals are expected to achieve the overall objectives of education. On the other hands, school principals as instructional leaders also have responsibilities to lead their school effectively.

School principals as instructional leaders play a great role to improve the teaching and learning activities for the learner’s overall development. Manasseh (2016:32)states the role of a school principal go beyond the traditional role and focuses on developing knowledge and implementation of curriculum, instruction, assessment and the development of teacher’s capacity through Continuous Professional Development activities and the sharing of instructional leadership roles among various stakeholders by adopting a workable strategy. He also further states that the role of a principal can be effective when focused and located closest to the classroom teaching and learning activities. Jenkins (2009:1) also strengthens this idea by saying “Instructional leadership requires principals to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning”.

As the above statement indicates the principal’s instructional leadership roles focuses on the improvement of instruction and students achievement by implementing the various instructional leadership roles with the strong collaboration of stakeholders. Therefore, principals to accomplish their responsibilities effectively and efficiently should engage all stakeholders on various tasks to achieve the common goal. Moreover, they have also clearly understood their instructional leadership roles to lead their school by applying the strategy to effective leadership. Furthermore, to satisfy the need and interest of their customers, principals

need to update their knowledge and skill of leadership through Continuous Professional Development activities.

Toprakci, Beytekin and Chipala (2016: 170) illustrate that “*instructional leadership has made a comeback with increasing importance placed on academic standards and the need for schools to be accountable*”. They also emphasised the role of a principal as instructional leader: communicating a clear vision, mission and goals; managing curriculum and instruction; supervising teaching; monitoring learner’s progress and promoting instructional climate. Sim (2011: 1784) also clarifies the role of the principal in terms of the interaction between teachers, students and the curriculum by putting into practice the development of teachers through supervision, assessment, staff development and training services. In the same way, Keefe and Jenkins (2002:240) refers to the instructional leadership role of the principal as providing directions, resources and supports to students and teachers to improve the teaching and learning process.

From the above statement given by researchers about the role of the principal as an instructional leader, the researcher views the school principal needs to play a significant role to improve the teaching and learning process. Therefore, developing his/her knowledge and skill to interpret the curriculum and determine the goals of teaching should be given great attention. Moreover, the use of variety of teaching methods and strategies in the classroom, creating conducive learning environment and strengthening student’s co-operative learning are the major roles that improve the teaching-learning activities.

Hallinger (2011: 125-127) proposes the role of an instructional principal in terms of the alignment of the strategies and activities to lead curriculum, instruction and assessment with the school’s mission. Thus, principals not only focus on leading, but also on administering “their managerial roles included co-ordinating, controlling, supervising and developing curriculum and instruction”. (Hallinger, 125:128). NEA Educational Policy and Practice Department (2008:1) put the role of principals as follows.

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations/communication experts, budget analysts, facility managers,

special programmes administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives.

The Wallace Foundation (2013:5) states a school principal, as an instructional leader needs to work hard on leading teachers' Continuous Professional Development (CPD) programme to help teachers to improve their knowledge, skill and ability to support student's learning. Ethiopian Ministry of Education (2009:9) on its CPD framework emphasised that CPD helps for teachers to work together on different activities such as lesson planning, team teaching, subject content evaluation, making teaching aids, preparing for portfolios, applying active learning methods, identifying educational problems and conducting action research. These all activities of teachers using a CPD programme help to improve the capacity of teachers and improve instruction. Therefore, school principals are expected to work with educational authorities at different levels for strengthening the CPD programme that, in turn, improves the teaching and learning process. In the same way, MOE (2012:3) emphasises that the professional standards for school principals have been developed to define the role of the school principals and unify the profession in the country as follows:

The school principal is the leading professional of the school. The major role of the school principal is providing professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. [School] principal must establish a culture that promotes excellence, equality and high expectations of all pupils. Principals provide vision, leadership and direction for the school and ensure that it is managed and organised to meet its aims and targets.

From the above MoE document on instructional leadership roles of a school principal, the main emphasis is given for supporting learners to meet their expectations by establishing effective leadership in schools. The document also highlighted the school principals are professional school leaders that are accountable for schools and expected to lead schools by providing a vision and establishing a culture of collaborative leadership by actively engaging stakeholders in improving their school performance and students' achievement.

Day and Sammons (2013:7) emphasise the quality of instruction mainly depends on the ability of principals leadership competence in leading the teaching and learning activities. Regarding the leading role of a school principal Lekamge (2010:43-49), mentions as follows:

- School principals should lead and maintain a balance between the common curriculum and extra-curricular activities for students' total development to improve students' achievement. Principals also need to lead the teaching and learning process effectively and efficiently by building the capacity of teachers through training, development, motivation and the curriculum should be evaluated through a continuous basis to manage changes as needed.
- School principals look for effective ways of improving the existing condition of the teaching and learning process by implementing the proper strategy of monitoring and supervising activities of the school by identifying problems and providing support for teachers and students to improve their classroom interaction.
- School principals always need to be engaged in motivating teachers and students to work hard. It is also essential for school principals to manage changes and innovations for school improvement.

In conclusion, the role of principals as instructional leaders is vital for the improvement of the school and students achievement. However, principals do not feel able to achieve the goals of the school alone. Therefore, they have to work collaboratively by sharing the instructional leadership roles and other duties with stakeholders. Continuously teachers should participate in professional development programmes to equip themselves with new approaches, strategies and methods of teaching to support students. To this end, principals as school leaders should facilitate conditions to involve others actively on various instructional activities. This study used Maryland's instructional leadership framework, which includes the various instructional leadership roles of principals. Therefore, the framework helps to assess to what extent principals put into practice the roles by distributing to stakeholders to improve the teaching and learning activities and student's achievement.

2.8 PRINCIPALS' USE OF A DISTRIBUTIVE APPROACH TO INSTRUCTIONAL LEADERSHIP

Instructional principals focus on teaching and learning process to improve student's achievement likely needs the collaboration of others to achieve the objectives of the school. Grissom and Loeb (n.d. 1-2), concluded in their research that principals time use does not associate with school effectiveness. However, the time they spent supporting teachers to build their capacity, evaluating curriculum and teachers, to distributing the leadership (instruction) to stakeholders to be involved in the activities have a great positive effect on school's effectiveness.

From the above research findings, the researcher views that principal's accomplishment of tasks does not have a positive effect on the improvement of instruction and student's achievement. Therefore, principals to improve their school, to work with other stakeholders on various instructional leadership roles and activities are vital. To this end, collaborative activity with others by supporting, facilitate conditions and build their capacity through training and other mechanisms are more important to satisfy the needs of customers and to achieve the overall goals of the school.

Hoadley and Ward (2009:11) investigate Gronn's notion of a distributive approach by *saying "a distributive leadership approach has become prominent in instructional leadership. Principals, as the main leader of the school, need to lead their school effectively and efficiently they have to stretch over a number of roles including followers over a situation"*. They also draw attention to the linkage of instructional leadership and a distributive approach in four dimensions as follows:

- Their characteristics are formal/informal;
- Structure is involved;
- Communication is valued;
- Match between role and practice.

From Hoadley and Ward's statement on the linkage of instructional leadership and a distributive leadership, one can understand that instructional leadership roles and practices

when shared among stakeholders various tasks and activities can be effectively done through a collaborative effort. Therefore, the distribution of instructional leadership roles and the activities when shared to stakeholders, it can be structural. The followers can be formally designated leaders or informal leaders such as teacher leaders; student leaders and parent leaders. It is also important to communicate with stakeholders about vision, mission and goals for a common understanding and enhance effective results.

Supovitz and Poglinco (2001:1) put the relevance of a distributive approach to applying in the implementation of instructional leadership roles to improve schools as follows:

Instructional leadership, not just by the principal but also by a wider cart of individuals in both formal and informal leadership roles, can play a central role in shifting the emphasis of school activity more directly onto instructional improvements that lead to enhanced student learning and performance. By contrast, the status quo in most schools is diffuse attention to instruction scattered amidst a variety of environmental, social, and organisational distracters that lead to fragmented and uneven instructional focus.

As the above statement states, the school principal is not just a person who accomplish all activities alone but also a facilitator of various roles and tasks to be done and shared among stakeholders. However, different challenges such as stakeholder's awareness about their contributions, lack of knowledge and skill principals have in the use of a distributive approach, and other factors inhibit the proper functioning of a distributive approach over instructional leadership accomplishments.

Kappan (2010:4) asserts that schools that improve student's achievement are more likely led by principals who actively use a distributive approach to share leadership roles and other related instructional activities to others instead of principals who spend more of their time observing classroom or coaching teachers. She also concluded based on her research findings that a principal, who shares leadership roles to others, retain teachers, give attention for instruction and capacity building of stakeholders, provide the necessary support for individuals and teams, and mobilise instructional resources to be a successful principal that makes a difference on instructional leadership and schools.

Bayen (2009:10) noted that a school principal promotes the success of every student by a collaborative activity of staff and the community to address the diverse needs of learners. Mestry and Suraiya (2013: 4) assert the role of a principal as facilitating a distributive approach by sharing instructional leadership roles to teachers and other stakeholders by creating a shared culture to use individual expertise and skills. They also further discusses the principals' instructional leadership roles by contending a good principal strengthen a “ collective capacity” of various individuals who are working together and solve changing circumstances through sound decision making. Harris (2003:4) contends collaboration is “at the heart of a distributive approach” as it is underpinned instructional improvement can be effective with the collective efforts of stakeholders. Therefore, stakeholders learn and share good practice one from the other and use the knowledge and skill gained to improve the teaching and learning process.

The researcher views the improvements in instructional activities of the school with principals playing a great role in facilitating conditions to distribute leadership roles and practices among stakeholders. Additionally, to have adequate knowledge about instructional leadership roles and how to use distributive approaches in their schools also need to give attention to principals if change and improvement are expected to schools.

Goksoy (2015: 34) puts the technique used to implement a distributive approach by principals to improve the instructional leadership roles among stakeholders. He asserts that in a distributive approach the principal should create a structure that strengthens the formation of teams and committees by identifying their diverse knowledge, skill and expertise to bring them together to share their experiences among to the effectiveness of the school. He argues that the notion of distributive approach is not simply to share tasks and roles among stakeholders but to create a cohesive team that have a strong relationship, commitments and continuous communication to address the common objectives are essential. Therefore, principals in the assignments of instructional leadership roles among stakeholders need to give attention to the follow up of the teams to work together collaboratively.

In summary, school principals to improve the instructional process and student's achievement, to focus on distributing the instructional leadership roles among stakeholders are vital. Therefore, principals are expected to distribute instructional leadership roles and

other related activities based on the knowledge, skill, expertise, commitment and experience of stakeholders to work together to achieve the goals of the school. Moreover, building the capacity of stakeholders to take responsibilities and continue to plan for the professional development of teachers to improve their capacity should be the major activities of principals for effectiveness. Furthermore, educational authorities at different levels such as districts, zones and ministry of education should support principals to build the school principals capacity to improve their instructional leadership through the distributive approach to accomplish the task effectively and efficiently to work with the collaborative efforts of stakeholders.

2.9 SUPPORT PROVIDED TO PRINCIPALS TO STRENGTHEN THEIR INSTRUCTIONAL LEADERSHIP ROLES THROUGH A DISTRIBUTIVE APPROACH

2.9.1 Introduction

The principal's effective leadership has become a significant factor that moves the school forward to the improvement of instructional practices and in satisfying the needs and interests of the customers (Ferrandino, 2001: 440). Therefore, to principals to lead their schools effectively and efficiently need support from immediate stakeholders, especially teachers, students, parents and different educational authorities at various levels. The U.S. Department of Education (2009:4) illustrates the major immediate potential stakeholders as teachers, students, parents, community, and district education offices and clarifies their contribution for the improvement of instructional leadership roles of a principal through their active involvement. The document also states the collaboration of stakeholders should be designed directly with the improvement of students' achievement as follows:

- Stakeholders must take the lead to provide the necessary information around students' achievement.
- Stakeholders support should be aligned with instructional activities.
- Efforts of stakeholders must be collaborative and meaningful.
- The communication of stakeholders and the principal must be clear and accurate.

- All supports provided to principals should be mission-oriented.

The above statement on the supports provided to principals to improve their instructional leadership roles as showed, especially immediate stakeholders that have a great link with schools in day-to-day activities play a great role in the accomplishment of instructional activities to improve the teaching and learning process and student's achievement. Additionally, principals can get adequate time to work with other governmental and non-governmental organisations to mobilise resources for the proper implementation of instructional activities in the school.

2.9.2 Support from teachers

Teachers are one of the immediate stakeholders of the school that supports students and principals to run the teaching and learning activities smoothly. Teachers functioning in professional communities to affect student learning contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational movement (Childs-Bowen, Moller & Scrivner, 2008:27). Therefore, teachers, in addition to their major tasks of teaching, can participate in various instructional leadership roles and other related activities for the improvement of student's achievement. Teachers can support principals by sharing instructional leadership roles by working with other stakeholders. As teachers are professionals, they can participate in several instructional leadership activities to support principals to put into practice their instructional leadership roles effectively. As Killion, Harrison, Colton, Bryan, Delehant and Cooke (2016: 4) state teacher leadership is defined as follows:

A powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a dynamic teaching profession for the 21st century.

They also put the roles of teacher leadership in improving student's achievement through different forms such as participating as committee leaders, team leaders of curriculum evaluation, assessment, Continuous Professional Development programme,

performance evaluation, supervision, and other related instructional activities. National Comprehensive Center for Teacher Quality (2007: 6-7) puts the importance of teacher leadership as support to principals to improve their instructional leadership roles and students achievement as follows:

- Improving the teacher quality and expertise and helps to the advancement of teaching and learning;
- Improve students' learning by using various methods of teaching;
- Provide opportunities for professional growth of teachers by improving their skill of instructional leadership that prepares them for their future career;
- Extend principals capacity by providing additional power to lead instructional activities effectively and to provide an adequate resource for principals to plan innovative actions to increase students achievement;
- Create a more democratic school environment on instructional issues by creating a participatory decision-making process;
- Strengthening a peer support system among teachers to share their knowledge, skill and experience for promoting the teaching and learning activities;
- Influencing teaching beyond the classroom by supporting principals to use the varied capacity of other stakeholders;
- Strengthening the partnership of the school and the parent to work collaboratively on the improvement of student's achievement; and
- Supporting new teachers to get experiences in instructional leadership activities.

From the above, the importance of teachers acting as teacher leadership on instructional leadership activities, the principal benefits to improve the whole performance of the school and students achievement by engaging teachers to participate in instructional leadership roles and other related activities. Additionally, students also benefited from teacher leadership activities, a teacher's knowledge and skill are improved through the active involvement of teacher's in Continuous Professional Development programmes. As ASCD's Whole Child Initiative Symposium (2014:9), indicated teacher leadership is a new perspective that helps to breakout the principals' anachronistic mindset to do all activities by him/her and invite teachers to share instructional leadership roles and

practices to improve the classroom teaching skills and parents to work together for achieving goals and increasing success.

Berry, Daughtrey and Wieder (2010: 7) also confirm that instructional leadership roles of teachers have increased and play a vital role beyond the classroom walls by facilitating the spread of effective teaching by breaking down barriers to effective teaching and learning traditions. Edwards and Gammell (2016:20) put the strategy of engaging teachers on the instructional leadership team (ILT) to lead the teaching and learning activities. Therefore, stakeholders should participate in various tasks such as group lesson planning; making teaching aids, using various teaching methods and strategies in classroom teaching. Moreover, supporting student's co-operative learning, administering exams, supporting teachers in the implementation of continuous assessment and leading the continuous professional development of teachers should be given great attention. Furthermore, planning mentoring of new teachers, preparing training based on needs, classroom supervision, fulfilling classrooms with needed instructional materials, forming smart classrooms and communicating and having discussions regularly with teachers on instructional affairs are needed. The Minnesota Department of Education (2016: 5-6) also asserts the role of teachers in the instructional leadership teams as follows:

- Functioning as the primary mechanism to implement distributive leadership within a school to expand the vision and mission for improving student's outcome;
- Support the principal in addressing the instructional leadership roles and practices;
- Focus on planning for the improvement of instructional practices and students achievement;
- Monitor the progress of students learning;
- Build the capacity of teachers by leading the Continuous Professional Development programme;
- Solve challenges faced by teachers in the implementation of the teaching and learning process;
- Share information to teachers on current situations of learning activities;

- Provide the necessary instructional materials by mobilising resources from stakeholder; and
- Monitor and follow up of the classroom instructional process.

The Center for Strengthening the Teaching Profession (CSTP) (2009: 2) also confirms the teacher leadership to support principals to improve their instructional leadership team roles as instructional/curriculum specialists. Teachers can be seen as action researchers, assessment developers, coaches, resource providers, and learning team builders. They also act as technology coaches as partners with organisations and partners with boards as classroom supporters. Moreover, teachers are assessment leaders, grade level team leaders, mentors, learning facilitators and professional development facilitators. Furthermore, they can play their role as a school leader, committee leader, department head, unit leader, school improvement committee member, classroom representative, subject leader and club leaders.

From the above roles of a teacher leadership team, the researcher views that teachers play pivotal roles as teaching professionals for the improvement in the quality of education and students' academic achievement. Therefore, principals need to use the varied knowledge, skill and expertise of teachers to effectively and efficiently lead their schools and make differences. Moreover, teachers as leaders improve their leadership effectiveness for their future career by developing experiences from a collaborative activity. Furthermore, school principals should plan training for teacher leaders to build their capacity of leadership for the benefit of the school, students and the whole society to realise the intended objectives of education in general and their school's performance in particular.

2.9.3 Support from students

Students, as one of the major school stakeholders, play a great role in facilitating their learning. Holdsworth (2000: 358) defines student leadership as “participation and leadership that ranges from students to share decision making and support the implementation of the instructional process of the school”. Fielding (2001: 7) also defines student leadership as

“students’ team engaged in instructional roles of the school to range from being heard to building capacity for leadership”.

From the above statement, one can understand that students should participate in various instructional leadership activities in which they are needed to give their voice and participate in the decision making related to instructional activities. Therefore, principals should involve and build the capacity of instructional leadership to get their support in the improvement of instructional leadership. Love and Miller (2003: 534) emphasise that students can participate on different instructional leadership roles and practices such as leading co-operative learning teams, participate as a member of Parent Student Teacher Association (PTSA), Instructional leadership Team (ILT), discipline committee member, student parliament, classroom student representatives, and club leaders. This shows that students play a significant role to improve the teaching and learning process by collaboratively accomplishes instructional leadership tasks with other stakeholders. Additionally, involving students on different instructional activities support teachers to improve their instructional leadership practices and principals to achieve the desired goals of instruction effectively. Therefore, principals and teachers should work collaboratively to build students instructional leadership capacity to enhance the support provided by students that in turn, improve the whole instructional leadership practices of the school.

As Freire (2006: 79) states student leadership as the “*democratization of the school*” is the means to drive the school forward to improve the teaching and learning process through supporting students on various instructional leadership roles by empowering them on leadership tasks for their effectiveness. He also affirms that improving student’s knowledge and skill to perform the instructional leadership roles and practices seen as the recognition of students in the classroom and out of classroom activities within the community. In the same way, Shertzer, Wall, Frandsen, Guo, Whalen, and Shelly (2005: 86) confirms that to involve students on instructional leadership practices is important as an assessment of the post-industrial paradigm. The Paradigm includes: leadership is based on relationships, based on creating change and leadership is done by anyone in the organisation. Therefore, leadership is not just accomplished by only one designated leader and leadership should be shared with different groups of the organisation. The Ethiopian Ministry of Education (2012: 7) advocates the involvement of school stakeholders as the major component of instructional principal’s

instructional leadership role. This shows that as students are one of the major stakeholders in schools, they have to strengthen to be involved indifferent instructional leadership activities in enhancing the performance of the school and the instructional process. The Ethiopian Ministry of Education (MoE) in the New Education and Training Policy document (1994: 29) as clearly put, students should participate on school instructional leadership activities to support their own learning for effectiveness.

In conclusion, students as stakeholders should participate in instructional leadership activities to enhance their academic achievement. Additionally, the voice of students should be heard to understand their needs and interest to guide the services provided to students accordingly. Therefore, students should be considered supporters and given great attention to their involvement. Moreover, principals as the leader of the school are expected to build the capacity of student leaders by exerting different strategies such as training, workshops, seminars, field visits and experience-sharing activities. Furthermore, teachers, parents and the community also need to support students to improve their involvement in instructional leadership activities.

2.9.4 Support from parents/community

Parents are the father, and mother of students may be a grandparent, relative, guardian, or anyone else who may be in a parenting role (Georgia Department of Education, 2013:4). The document also defines the parent leadership as follows:

Parent leadership in schools occurs when parents gain the knowledge and skill to function in meaningful leadership roles and represent the 'parent voice' to help shape the direction of their school's programmes and student achievement outcomes. Parent leadership is successfully achieved when parents and professionals 'build effective partnerships' and share responsibility, expertise, and leadership in decisions made that affect student success, families and communities.

The U.S. Department of Education (2009:6) advocates the forms of parent involvement as:

- Parents' involvement in the different committee and instructional leadership teams;

- Parents' support in terms of their children's homework practices, arranging study programmes, monitoring and evaluating teachers;
- Parent volunteering in providing instructional materials, classroom furniture, and other financial support to strengthen the instructional process.

From the above statement, the researcher views that parents play a great role to improve student's achievement by participating in different instructional leadership activities. Therefore, principals should distribute instructional leadership roles to parents and empower them to build their leadership capacity. The involvement of parents in instructional leadership roles and activities benefits the school to improve its performance and strengthen the parent-school relationships that in turn help to improve the instructional leadership capacity of principals. It also helps to solve the practical challenges that inhibit the proper implementation of instructional leadership roles of principals (Joann & James, 2011:2).

In addition, to California Association for Bilingual Education (2017:3) clarifies the benefit of parent leadership involvement on instructional leadership roles as improving students achievement for low- performing schools, reaching the needs of diverse background students, helping parents to guide on their children's learning, equipping staff members to strengthen parent and school partnership. Additionally, parent leadership connects the network among schools, parents, and communities to create a meaningful collaboration that in turn, helps to improve student's achievement. However, parent leadership encountered various challenges, such as the low commitment of principals to engage parents on instructional leadership roles. Additionally, the lack of knowledge, skill and commitment of parents to take their instructional leadership roles play its negative role in the participation of parents. Moreover, the lack of commitment of teachers to involve parents and the lack of instructional resources to accomplish tasks effectively and efficiently also decrease the leadership competency of parents. Handerson and Mapp (2002: 73) in their research found that parents when engaged in instructional leadership roles the student's academic achievement, is improved. In the same way, NEA Policy Brief (2008: 2) as investigated, students learning is the sole responsibility of educators, they also need the collaboration of parents and students to communicate closely to share instructional leadership activities to achieve common goals.

Ethiopian Ministry of Education (2012:12) as indicated, instructional leadership roles should be shared among parents to sustain the improvement of the student's academic achievement. The expectations of the school are realised when parents actively involved in their children's learning and when they are working with other stakeholders to share instructional leadership roles to realise the expectations of students and parents. Therefore, principals should think over to strengthen parents' capacity to take instructional leadership responsibilities as needed.

2.9.5 Support from educational authorities

Secondary education is a critical level in the education ladder that prepares learners to join higher education; therefore, it needs great attention to its management and leadership. To this end, secondary school principals' knowledge, skill, ability, commitment, school resource and other related factors can have a positive or negative effect on their school's performance and students' achievement.

School principals to improve their instructional leadership activities need to get support from educational authorities at different levels such as district education offices, Zone Educational Desks, and the Ministry of Education. As Williams, Julia and Lindsey (2016:1), principals to practice instructional leadership activities need support from educational authorities at different levels such as training, mentoring, supervising and monitoring.

Ethiopian Sector Development Program (ESDP IV) has been developed with a huge involvement of participants from Regional Education Bureaus, Universities, Sector Ministries, Development Partners, Local and International NGOs, the Private Sector and Civic Society. In ESDP IV (2010/2011-2014/2015), great attention is given to sustain equitable access to quality secondary education services as the bases for the demand of the economy to produce a middle level and higher-level human resources. To improve secondary school student's achievement through strengthening the capacity of educational management bodies at different levels is one of the components given great emphasis in the document (MoE, 2010:7).

From the above demand of the economy are obtained. Therefore, the direction of the ESDP IV is quite relevant to achieve the objective of getting the required human resources to the economic development of the statement, the researcher views that secondary education is a base where human resources for the country by improving student's achievement. However, the capacity of educational management bodies at different levels is questionable that needs to be given great attention for its improvement. Regarding the capacity of the educational management bodies, the ESDP IV, policy document clearly states that:

The decentralization reforms, which started some eight years ago and have transferred important responsibilities to the District offices, are now fully implemented: District offices exercise their responsibilities, with support from regional offices within all overall frameworks developed at the federal level. Many offices do not yet have the required capacity to exercise their responsibilities effectively (MoE, 2010:12).

Abebe (2012:11) in his research concluded that critical decision-making at the school level faces a great challenge due to the lack of support and co-ordination from district education offices. Additionally, he argues that the gap between district education offices and the school communities (school principals, teachers, parent-teacher associations) is also highly responsible for the loose communication between the government structures and the institutions.

Regarding the district education office major roles and responsibilities, Oulai et al. (2011:23), lists the following:

- Planning education for the district up to the secondary level;
- Ensuring standards and accreditation of institutions;
- Implementing and evaluating projects;
- Administering primary and secondary schools;
- Monitoring and supervising programmes;
- Enhancing community participation by establishing administrative boards, Parent Student Teacher Associations(PTSA) and other committees;

- Developing interschool integration and communication;
- Allocating budgets to schools; and
- Building the capacities of educational personnel in the districts

The researcher views the support provided to schools is critical to improve the overall performance of the school in general and to improve student's achievement in particular. As Ethiopian education structure of decentralised management, a district level is given more responsibility to manage and support schools in the district (Abebe, 2012:6, Quali *et al.*2011:23). However, the capacities of district education offices to manage and to give the required support to principals such as: providing training for teachers and school principals, to strengthen their instructional leadership capacities, allocating the school budget and materials timely, supervising support, appointing the required teachers to schools, strengthen school-community relations, managing interschool integration and others are inadequate. Moreover, the communication of schools with the district is loose to identify problems and provide with the possible solutions timely. Furthermore, when the communication and co-ordination between the district and school become loose, the structure of the education system suffers from the implementation of planned activities.

2.10 CHALLENGES FOR PRINCIPALS IN PRACTISING INSTRUCTIONAL LEADERSHIP VIA A DISTRIBUTIVE APPROACH

2.10.1 Introduction

Schooling has become increasingly complex in purpose and structure as the number of students increased from time to time, and the need and interest of the society increase with the result of globalisation, technology and advancement (Mestry & Suraiya, 2013:1). Therefore, to lead the 21st century schools has various challenges to principals. Crawford (2005: 213) also emphasises the challenges of principals in leading schools are wide, and the use of a distributive approach is also difficult in its implementation.

From the above statement, the researcher views that the principals' instructional leadership roles when used by an approach of distributive leadership, encounter many challenges. From the knowledge and skills of the principal to accomplish instructional leadership activities are difficult. Therefore, principals in effectively leading the instructional process need to update their knowledge, skill and the techniques used in the distributive approach. Additionally, the creation of strong and cohesive teams helps to accomplish tasks collaboratively in an effective way. To this end, principals should work hard to communicate with stakeholders to provide them with necessary information about the roles expected of them.

Dugan (2006: 111) explains challenges faced by principals in practising a distributive approach in terms of the low involvement of teachers in decision-making, low involvement of students in co-operative learning, low participation of stakeholders in taking instructional leadership responsibilities and scarce instructional materials to run the teaching and learning activities smoothly in schools. As Salahuddin (2010: 25) states, the use of the distributive approach reduces the burden of the principals through the collaborative participation of stakeholders. However, if teachers are not skilled enough to practice the instructional leadership roles as expected, it creates a great challenge on the improvement of the instructional roles of the principal.

Next, the challenges encountered principals in using a distributive leadership will be presented. Different ideas, research findings and scholar's views are consulted to provide adequate information about the problem under the study.

2.10.2 Lack of communicating a clear vision

School principals play an important role in facilitating a distributive leadership by creating a vision and communicating to stakeholders (Harris, 2007: 313). Similarly, Asrat (2017: 8) in his research findings of the practice of distributive leadership in primary schools of Debark district, one of the challenges of principals in using the distributive approach is lack of creating and communicating the vision of the school to stakeholders. He clarified that, as principals are the leaders of the school, they have to articulate a clear goal and communicate to stakeholders to get their commitment and collaboration. This was one of the problems that schools faced that have a negative impact on the improvement of the stakeholders who lack a sense of direction to carry out their tasks effectively.

As Kemal (2015: 149) states the practice of school principals in creating the vision of the school and communicating the vision, mission and goals to the stakeholders are low. According to his findings, stakeholders are not able to take responsibilities of instructional leadership because of not understanding their roles. He also articulated that in Ethiopia school principals were incapable of performing instructional leadership roles due to their inadequate knowledge in school leadership.

From the above statement, the researcher views that principals to distribute leadership roles and activities to stakeholders and to get their commitment, they have to create a common vision and communicate to increase the sense of belongingness and take responsibilities for achieving the common vision. Additionally, principals need to make decisions with their stakeholders to increase their motivation for a shared activity. Therefore, principals should work closely with stakeholders on various issues by building commitment and trust.

The Ethiopian MoE (2012:17-19) lists four major elements that pertain to the competency of an instructional principal with regard to leading and facilitating the vision of learning as follows:

- Identifying and participating stakeholders on the process of implementing a shared vision;
- Involving stakeholders on various school activities to support students learning;
- Implement the school activities as planned; and
- Continually assess and evaluate school activities in terms of performance standards.

However, the knowledge and commitment of principals in creating and communicating a vision of the school is low. Regarding this, MTD Training (2010:14) asserts that principals as school leaders need to create and communicate the vision to stakeholders in order to address the purpose of the school and delineate the interest of stakeholders to a shared vision. Even though principals' ability to communicate the vision of the school and the actual understanding of the stakeholders about the shared vision sometimes becomes ideal that mismatches from the actual accomplishment. The Wallace Foundation (2013:5) emphasised: "effective principals are responsible for establishing a school-wide vision of commitment to high standards and the success of all students". However, principals are challenged not only with establishing the school vision but also in follow up of the implementation of the instructional activities to realise the shared vision. Patlow (2007:69) in his research also found that "*high achievement may indicate that the school where all stakeholders have a shared mission, vision, purpose and work toward them collectively*". Similarly, Gaziel (2007:17) found that principals influence learning indirectly by developing a shared vision that provides an instructional focus for teachers and to facilitate students' learning. As the creation of a shared vision is vital to improve the overall performance of the school and student's achievement, it is challenged by various aspects such as the incompetence of principals in developing a school vision and the problem of communicating the vision to stakeholders.

Nanus (1985) (in Bush 2003:6) articulates four emerging generalisations about the role of leadership that relates to vision:

- Outstanding leaders' have a vision for their organisations;

- Vision must be communicated to get the commitment of members;
- Communication of vision requires commitment; and
- Attention should be given to institutionalising the vision to be successful. However, heads felt most of the time to communicate and to make it a shared vision to practice most uncomfortable.

2.10.3 Lack of knowledge and skill

The other challenge of principals in improving their instructional leadership roles via a distributive approach is not having adequate knowledge and skill about their instructional leadership roles and using a distributive approach. Regarding this, UNESCO (2013) (in Kemal, 2015: 146), as stated: “majority of school principals in Ethiopia, were incapable of performing instructional leadership; they have not been trained in professional disciplines that make them principals in secondary schools ineffective and inefficient in performing instructional leadership activities as expected of them”. Regarding the limitation of knowledge and skill of principals in using a distributive approach to improving their instructional leadership roles, Lingam and Lingam (2016:101), investigates that one of the great challenges of principals was the lack of knowledge and skill in performing their instructional leadership roles. Additionally, the lack of knowledge how to use a distributive approach to share instructional leadership roles and other related instructional activities to stakeholders are also among challenges. He also asserted that the support given to stakeholders from educational authorities’ at a different level to update the existing knowledge and skill of principals through training and other mechanisms is low. Similarly, Asrat (2017:8) investigated in his study that one of the critical problem in addressing instructional leadership activities through a distributive approach is, the lack of capacity of principals in knowing their instructional leadership roles and the way of distributing to others. As he emphasised in his research findings, principals distribute the various instructional leadership activities in traditional ways rather than the new approach based on the current strategies and systems.

O’Donovan (2015:243) asserts that school principals, as instructional leaders, need to be competent enough to understand and perform their instructional leadership roles based on the current situation. However, the lack of knowledge and skill in their roles and responsibilities

make them run the school programme ineffectively. Additionally, as knowledge is dynamic, educational leaders at the higher level should plan to update the capacity of principals to enable them to perform the instructional leadership roles and practices effectively. Therefore, a continuous capacity-building programme should be exerted to make principals competent enough to lead the instructional programme of the school in the right way. Piaw, Hee, Ismail and Yins (2014:5124) state a school principal as an instructional leader, should have appropriate knowledge and skill to bring teachers, students and parents together to share tasks for the improvement of the school. However, their study findings revealed, the lack of knowledge and the skill of the principals to act as an instructional leader and to distribute instructional leadership roles and activities to stakeholders make them ineffective in improving instructional leadership and student's achievement.

Gronn (2002) (in Duif, Harrison & Dartel, 2013:10) as one of the founders of a distributive leadership approach, asserts that school principals must have sufficient knowledge to distribute instructional leadership roles and practices among teachers, students and parents to share knowledge, build trust and promote a sense of shared responsibility. ETUCE (2012:6) put the challenges of principals in their survey as the lack of potential to distribute leadership roles and other related activities due to the improper training in teacher education institutes and the lack of updating the principals existing knowledge and skill with the current situation.

From the above survey, the researcher views for principals to lead their school's instructional programme effectively, they need to have adequate knowledge and skill of leadership in general and instructional leadership in particular. They also need to understand the notion of instructional leadership roles of principals and the roles and responsibilities of stakeholders to lead the instructional programme of the school in a collaborative way. Additionally, teacher education institutes training as not adequate to lead schools throughout their life. Principals should get the chance of updating their knowledge through Continuous Professional Development programmes to introduce themselves to the current situation. However, as different research finding shows, the attention given to principals to update and upgrade their capacity with recent leadership theories and approaches is low that in turn creates a great challenge to lead schools based on a collaborative activity in using a shared leadership approach.

Regarding the principal's ability to distribute the instructional leadership roles among stakeholders, Spillane, Halverson and Diamond (2001:25) say, "Depending on the particular leadership task, school leaders' knowledge and expertise may be best explored at the group or collective level rather than at the individual leaders' level". This shows that the knowledge and skill of the principal to lead the instructional process is not adequate to schools effectiveness rather the knowledge and skill used to distribute leadership roles and activities to others and the ability to lead teams for collaborative activity.

2.10.4 Scarcity of instructional resources

As Ethiopian Ministry of Education (2002:24) states in order to ensure the quality of education, students should have quality textbooks and other instructional materials in sufficient quantity especially in secondary schools, as students are prepared for joining higher institutions and colleges for further education, school materials should be adequate to the proper function of schools. Regarding the importance of instructional materials, Timelehim and Ogbomida (2011:177) state the availability of instructional resources in schools alone does not influence student's academic performance, but the proper utilisation of these resources make a difference in their results. Therefore, if instructional materials such as offices are not available to run different programmes, it is difficult to use a distributive approach to share tasks among stakeholders.

In terms of the lack of instructional materials, Altu (2006:177) asserts that in schools, the availability of instructional materials such as textbooks, teacher guides, reference materials, computers, laboratory equipment and manuals play a great role in improving student's academic achievement and running the day-to-day teaching and learning activities. On the other hands, physical resources such as buildings, staff rooms and offices help to run various tasks of committees and team works smoothly. However, on the one hand, most of the schools do not have the adequate above-mentioned instructional and physical resources, and on the other hands, the improper usages of these resources have a great challenge on principals leading the activity. To this end, school principals are challenged on distributing the instructional roles and activities to stakeholders as giving tasks without a resource is meaningless. Tallerico (2013:10) confirms that instructional materials are very relevant to improve the overall performance of teachers and students. According to his research findings,

the inadequacy of instructional materials, equipment and physical resources such as offices have challenged principals not able to distribute instructional leadership roles and other related activities to stakeholders.

From the above statement, the researcher views that instructional materials are vital to run the teaching and learning process smoothly, effectively and efficiently. Therefore, the availability of the instructional materials and their proper use plays a great role in improving the overall performance of the school. However, the imbalance of the availability of the needed instructional materials and physical resources with their improper usage create a challenge on the practice of principals' instructional leadership.

2.10.5 Low stakeholders participation

School principals, as instructional leaders, cannot be able to do all activities alone, but with the active participation of stakeholders. Stakeholders are individuals or group of individuals or organisations that can accomplish tasks for the achievement of the school's objectives. The school principal, together with school administrators and the school society need to identify the stakeholders and to prepare a structural system to involve them in different activities.

The African Development Bank's definition states, "stakeholders are people/communities who may directly or indirectly, positively or negatively affect or affected by the outcomes of the program" (African Development Bank, 2001:2). Additionally, it emphasised that school principals need to accomplish different activities such as to sort out the appropriate stakeholders, to discuss with them on school issues and to involve them in different activities like planning, decision making and evaluating to get support out of them. Moreover, the African Development Bank (2001:4) asserts the importance of stakeholders' participation as follows:

- Enhanced development plan by employing indigenous practice and knowledge to make sure that requirements correctly addresses interest and concern;
- Way of validating the significance and correctness of planned involvements;
- Reinforced stakeholder promise to participate in the instruction and improve the teaching and learning process;

- Possibility to move forward stakeholder's sense of ownership;
- Good fortune to anticipate and/or resolve possible problems, restrictions, and difference which appear in the process of learning;
- Way to distinguish and deal with negative societal and natural effects.
- A chance to create community practice and social advancement through experience sharing activities;
- Strengthen the ability of stakeholders and local organisations;
- Way of making certain to the availability of instructional resources are spread fairly;
- Develop a partnership among stakeholders.

The above idea investigates that when school principals strengthen stakeholders' involvement, schools can increase the availability of their resources to run the teaching and learning activities smoothly and to improve student's achievement. Moreover, the various activities implemented to improve the instructional programmes of the school can be effective when tasks and duties are shared among stakeholders. However, one of the principal's challenges is the low participation of stakeholders to take instructional leadership roles and to perform it in the right way. Regarding this, Day and Sammons (2006: 15) investigate the challenges facing principals in involving stakeholders on instructional leadership activities are low morale, interest, commitment and awareness of stakeholders to take instructional leadership roles and activities. They also emphasised that the lack of knowledge and skill of principals on distributive leadership and the low commitment to share tasks with others and instructional leadership roles to others are the other challenges that contribute negatively to the improvement of instructional leadership and student's achievement.

As Asrat (2017: 9) states, the participation of stakeholders to take the responsibilities of instructional leadership roles and practices are low due to the ineffectiveness of the principals to involve them in working together. In the same way, Sampson, Havor and Laryea (2017:1) state one of the challenges of principals in distributing instructional leadership roles among stakeholders is the use of traditional and rigid leadership practices to accomplish tasks alone or with few informal leaders and the thinking of stakeholders that school principals do all school activities. To this end, principals and stakeholders' different thinking on their roles and responsibilities have a negative impact on accomplishing leadership activities collaboratively.

In the same way, Ahmed (2016:201) in his research finding as indicated, instructional leadership practices of principals shows that stakeholders and subordinates participation in sharing instructional leadership roles is low. Additionally, he says that “lack of training in the instructional areas and teacher’s courage and commitment from both teachers and principals were challenges faced by principals to accomplish instructional leadership roles”.

The U.S. Department of Education (2009:5) revealed that stakeholders play a pivotal role in sharing instructional leadership roles and other related instructional activities to improve student’s achievement by working closely with schools. However, the engagement of stakeholders in taking the responsibilities of instruction to support principals is low due to the lack of stakeholder’s awareness about their instructional leadership roles and the problem of principals in mobilising stakeholders to participate on leadership activities is also inadequate.

2.10.6 School and Non-school factors

Principals’ effectiveness is central to improve the school performance and raise student’s achievement. Therefore, principals as facilitators and leaders, to be effective in their leadership need support from others as schools need the participation of all stakeholders to accomplish the various tasks collaboratively. As Hammond, Meyerson, Lapointe and Orr (2010: 4) state since the “effective schools research of the 1980s, identified the importance of principals, who function as strong instructional leaders in moving academic achievement”. Since that developing principals as instructional leaders got great attention. Therefore, teacher education institutions should prepare principals to make schools effective.

Asrat (2017: 8-9) put challenges that hinder the instructional leadership roles of principals via a distributive approach as follows:

There were school factors and non-school factors that hindered distributed leadership practices across the school. School-related problems that hindered the distributive leadership included the reliance on paradigm, lack of capacity of the formal leaders and teachers, school leader’s attitude to teacher’s participation in their school affairs, and social stereotype that disadvantaged groups were not encouraged in participating in the leader’s practice. Non-school related factors

include: inadequate follow up by the district, regional and ministry level, the school infrastructure not favourable to promote the distributive leadership approach.

Sampson, Havor and Laryea (2017:8) also assert that the principal's challenge in using a distributive leadership approach includes lack of teamwork, lack of communication a shared vision to stakeholders and an effect of traditional and rigid leadership structures. Additionally, Mayrowetz (2008: 424) states that the distributive leadership movement is a call to the sharing of instructional leadership roles and activities throughout the organisation. It needs to identify the major instructional leadership roles to be shared among stakeholders. However, some additional challenges such as micro politics in schools, additional tasks given to principals out of their instructional leadership roles, lack of follow up and supervision, unavailability of guidelines how to accomplish tasks and misuse of a distributive approach to share tasks among stakeholders are the major ones.

2.11 OPPORTUNITIES OF DEVELOPING INSTRUCTIONAL PRINCIPAL'S COMPETENCY VIA A DISTRIBUTIVE APPROACH

2.11.1 Introduction

Distributive leadership improves the job of the principal by making the responsibilities more manageable. As the principal works with stakeholders by sharing the leadership roles and practices, various members of the school participate in school activities that in turn, help to the realisation of the school objectives. Heck and Hallinger (2009:659-689) in their study examined that distributive leadership influences school improvement as well as student's achievement.

2.11.2 Effective Schools

Educational researchers and policymakers agree that the organisational structure and cultures, quality teaching and learning, supportive and collaborative leadership, professional learning communities problem solving and action with the active participation of stakeholders can make school effective (Howley & Rollie, 2007:10). As Ahmed (2016:145) states, when

school principals share instructional leadership roles with stakeholders, various instructional activities are accomplished and the schools become effective.

The above idea emphasises that, for school to be effective teachers, school principals, school administrators, and stakeholders should actively participate in different activities to realise the objectives of the school. School principals need to create a better organisational culture and professional learning community to build the skill, knowledge and ability of teachers to take responsibilities to share instructional roles and activities to enhance school effectiveness.

Regarding the characteristics of effective schools (NEA) 1997 (in Howley & Rollie, 2007:1) emphasises six main domains of effective schools. These domains are knowledge of teaching and learning, collaborative teamwork, continuous evaluation of performance, individual and group development, participatory decision-making and adequate resources to support teaching and learning.

From the above statement, one can understand that principals have a great role in sharing instructional leadership roles and tasks to stakeholders for school effectiveness. Additionally, principals should build the capacity of stakeholders to take instructional responsibilities for school effectiveness. Therefore, principals are expected to support teachers to participate in Continuous Professional Development programmes; students on co-operative learning programmes; parents on student support systems and other stakeholders on supporting the school by mobilising instructional resources to enhance the proper implementation of teaching and learning activities. Moreover, to get effective schools with increased students achievement and fulfil the needs and interests of customers, to distribute instructional leadership roles and practices among stakeholders is evitable and having a strong team working collaboratively to improve the quality of education is available.

As Mendels (2012:54-55) states, school principals are at the centre of instruction and have a vital role to play for school effectiveness. It also has an empirical link between school principal's effective leadership practice and students' achievement. It is not possible to get an effective school without the existence of an effective school principal that leads school personnel and resources in a deliberate way. Mendels also emphasises the school principals' major activities such as shaping a vision of the school for academic success, creating a

hospitable climate to education, exercising leadership roles among all stakeholders to strengthen professional development activity of leaders and managing people, data and processes to make the school effective.

The above idea shows that school principals play a great role in developing effective schools. As school principals are the leaders of the schools, they lead employees and resources with the active participation of stakeholders to share activities, and to strengthen the collaboration of all concerned bodies to achieve the objectives of education in general and objectives of the school in particular.

As New Leaders for New Schools (2009:3) states, school principals by using a distributive approach to share instructional leadership activities to stakeholders, make school effective working on the improvement of student outcomes. Various activities can be accomplished through the active involvement of stakeholders.

The above idea as shows in the process of making effective school, the school principal should work hard to improve student's outcomes by strengthen the teaching-learning process and improving teachers' competencies through Continuous Professional Development programmes and strengthen leadership actions by employing collaborative actions of the community and other stakeholders.

The Northern Ireland Assembly (2010:8) in its research and library service briefing paper explains about school principal's role in making effective schools: the school principal is the leader of the school, and many activities are expected of him/her to make the school more effective. The school learning process is a complex activity and demanding, therefore, requires a broad range of skills and qualities to carry out the duties and to become effective. It is also very important to understand that there is no "one fits all" approach to school leadership. School principals need to adapt their practice to the context of their school by considering the environment. Moreover, school principals should be open-minded to accept the ideas of others and to take risks, respect others, emotional intelligence, personal conviction and a positive thinker. Furthermore, school principals should promote the provision of effective leadership in schools, play their role in retention, rewarding and employing continuous professional development for teachers, strengthen stakeholders'

participation and involving them in planning, decision making and performance evaluation activities.

The research finding of National College for School Leadership (NCSL) (2009:12) as shown, school principals are perceived as the main source of leadership by teachers, parents and governments. Additionally, school principals improve teaching and learning, and thus students achievement improved indirectly and most powerfully their influences on teachers and staff commitment, motivation, shared leadership and teaching practices and developing teachers' capacities for leadership. Furthermore, school principal's roles in establishing, sustaining and maintaining school-wide policies for students motivation, behaviour, engagement and environment help to the improvement of quality teaching and learning and establishing cultures of care and achievement.

2.11.3 Improved students achievement

Effective schools improve student's outcomes through a collaborative effort of their stakeholders by distributing the instructional leadership roles and activities (Nikolas, 2015: 49). The key feature of a distributive leadership approach is the centrality of teaching and learning. When instructional principals work with others, especially with teachers, students and parents by distributing instructional leadership roles and activities, the achievement of students is increased (OECD, 2008: 19). Kappan (2010:66) emphasises those schools with instructional principals that use a distributive approach to share instructional tasks to stakeholders and improves student's achievement. In the same way, Duif, Harrison and Dartel (2013: 11) state that in schools, "there is no way to improve the quality of education in the school without widely distributing the responsibility for leadership among roles in the organization".

From the above statement, one can understand that when principals are distributing instructional leadership roles and activities among stakeholders, they contribute to the improvement of quality of education and students achievement. Therefore, one of the opportunities of principals in using a distributive approach is the improvement of a student's academic achievement through the collaboration of stakeholders' engagement.

As NCSL (2006: 62) asserts, developing instructional principals by building their capacity to use a distributive leadership approach among stakeholders help firstly, to minimise the workload from the principal. Secondly, it helps stakeholders feel they are responsible for their children's learning. Thirdly establishes a culture of collaboration. Fourthly, improves student's achievement. Similarly, Jenkins (2009:36) asserts, "if principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratically tasks and focus their efforts toward improving teaching and learning". This implies that principals should focus on instructional leadership activities; they need help and support to get adequate time to supervising the instructional activities. To this end, to give attention to teaching and learning activity, stakeholders need to share instructional leadership roles and practices to accomplish tasks effectively and efficiently. Therefore, the active involvement of stakeholders, help the principal to strengthen his/her instructional leadership activities that, in turn, plays a great role in the improvement of the quality of education and students achievement. Ahmed (2016: 197) states strategies to improve the effectiveness of instructional leadership of principals by disseminating instructional leadership roles to stakeholders in order to improve the outcomes expected of students.

2.11.4 Enhanced stakeholders participation

Stakeholder's active engagement on instructional leadership activities of the school helps to improve student's achievement and the whole performance of the school. As Schleicher (2015:10) states, schools to respond for the 21st century, learning needs "regrouping of teachers, students and rescheduling learning and changing pedagogical approaches". In the same way, the Ethiopian Ministry of Education (MoE, 1994:29) in its policy guideline as indicated, the active participation of stakeholders is a base to improve the teaching and learning activities in the school. As Nangol, NamlyIngo, Kabagambe, Nnmono, Jaaza and Ngoma (2016: 184) state when people actively participate in instructional leadership roles and activities, the joint decision making leads to action and strengthen the teaching and learning activities that in turn have a positive effect on student's achievement.

From the above statement, it is possible to understand that the participation of stakeholders is significant for improvement student's achievement. Therefore, a distributive leadership helps

to strengthen the participation of stakeholders by building their capacity to be effective leaders in a school setting.

2.11.5 Knowledge sharing for policymakers

Knowledge sharing is important for policymakers to design a strategy based on sound evidence. As Tsui (2006:5) says, the evidence shared from principals, teachers, parents and other stakeholders on principal's instructional leadership practice via a distributive approach helps policymakers and other educational authorities to make a sound policy and strategy to improve the principal's skill and students that in turn improves the performance of schools. Misgana (2017) also assert that distributive leadership is a new approach in Ethiopian schools that principals are not adequately engaged stakeholders in the activities of instructional leadership. Therefore, researchers and policymakers need adequate information to understand the practice of instructional practices of principals in sharing instructional leadership roles and other activities to make sound strategies and policies to make it effective.

From the above statement, the researcher views, principals to understand the notion of instructional leadership via a distributive approach based on knowledge, need to be supported by researchers, educators and policymakers. Therefore, researchers and policymakers when they get adequate information about the current practice and challenges encountered by principals when they are practising the instructional leadership roles of principals via a distributive leadership approach, a sound decision can be made that enhances its accomplishment. Moreover, principals, as a leader of the school, need to share tasks among stakeholders to minimise their burden and to use the knowledge, skill and expertise of individuals to bring together for improvement. Furthermore, the practice of principals gives evidence for policymakers and researchers to develop a theory that guides the school leadership forward.

2.11.6 Guiding institutional change

Leadership plays a pivotal role that affects the success and failure of every organisation. It is also known that a single leader cannot able to accomplish all organisational tasks alone without the active involvement of stakeholders. As Carson et al. (2007) (in Kocolowski, 2010:

24), the principal's instructional leadership practice in using a distributive leadership approach is like an opposite of 'a great man' theory as it is based on a team approach to accomplish tasks in a collective form. He also emphasised that "distributive leadership refers to a team property whereby leadership is distributed among team members rather than focused on a single leader". Regarding the instructional leadership role of principals in using a distributive approach as a new paradigm that leads to a change process Gronn (2000) (in Bolden, 2011:254) asserts as follows:

Despite an initial resistance to the idea of distributive leadership, given the changing nature of work and increasing disillusionment with the manner in which 'new leadership' approaches (such as transformational and charismatic leadership) glorify 'heroic' accounts about senior executives, it would indeed seem that distributive leadership is an idea whose time has come. No longer have 'the new kidded on the block' but rather an area of study in an adolescent stage of development.

From the above statement of Gronn, the researcher views that as instructional leadership focuses on improving student's achievement, distributive leadership approach helps to realise the practice of the principal as an instructional leader through the sharing of leadership roles and practices to stakeholders to achieve the goal. Therefore, distributive leadership approach as a new perspective on the notion of a team approach influencing schools to a change process from a single leader to team leaders to enhance the decision asking process based on a common agreement.

2.12 SUMMARY

School leadership issues are important to achieve the goal of education in general and the goal of the school in particular. To assess the challenges and opportunities of using a distributive approach in instructional leadership helps to identify the major challenges and to propose a possible solution for the problem under study. Instructional principals' challenge in using a distributive approach should get attention to be identified and solved timely. Additionally, principals leading the instructional activities using a distributive approach engage the different knowledge, skill, experience and expertise that, in turn, improve student's achievement.

Therefore, the study tries to assess the challenges and the opportunities of the principal's instructional leadership roles using a distributive approach to propose possible solutions for the problem under study. Therefore, the review of literature part included: role of instructional leadership roles of principals, the use of a distributive approach in accomplishing instructional leadership roles and the support provided to principals to improve their instructional leadership roles via a distributive approach. Finally, the review of literature discussed the challenges and opportunities of using a distributive approach in instructional leadership.

The next chapter discusses the theoretical framework of the study. Additionally, concepts related to school principals' instructional leadership via a distributive approach are discussed in detail.

CHAPTER THREE: THEORETICAL FRAMEWORK FOR THE STUDY

3.1 INTRODUCTION

In the previous chapter (Chapter Two), a review of the literature that relates to the work of other researchers and scholars on the effect of instructional leadership with special attention to the challenges and prospects of secondary school principals for school effectiveness and students achievement is presented.

This chapter intends to present the theoretical framework of the study. The focus of the study is the school principal's instructional leadership role from a distributive approach to leadership. This chapter also includes the role of theory in school leadership studies, the instructional leadership role of principals, school leadership and a theoretical framework for instructional leadership. The chapter ends with a framework for instructional leadership from a distributive leadership approach. The framework includes, inter alia, the distributed leadership approach in the context of contemporary school leadership perspective with special reference to school principals' instructional leadership role.

Maryland's instructional leadership framework is used to guide this study. As Maryland State Board of Education (2005:11) states the mission of Maryland's instructional leadership framework is to build the instructional leadership capacity of school leaders in the content and skill needed to increase student's achievement. Therefore, in this study, the major instructional leadership roles of school principals included in the framework are investigated in the way they are used by school principals to lead the instructional activities in their schools. Additionally, for each of the outcomes identified in the framework, there are pieces of evidence in practice that delineate the minimum of what we expect principals to know and able to do if the respective leadership outcome is to be realised. To this end, the school principal's instructional leadership roles were assessed in relation to the distributive approach to accomplish tasks collaboratively. Moreover, the instructional leadership roles of school principals indicated in the framework are discussed via a distributive approach in the interviews and observations to identify the major challenges and opportunities of school principals in using instructional leadership via a distributive approach.

Maryland's instructional leadership framework was chosen for this study for various reasons, as follows:

- It describes outcomes expected of instructional leaders while leading their schools;
- It demarcates the expected outcomes expected from school principals;
- It focuses on the content knowledge and skill needed for school principals to be the leader of teaching and learning;
- It represents the most commonly accepted instructional leadership responsibilities by researchers and theorists;
- Guides the instructional leaders to more detailed practices to be done in schools;
- Provide self-assessment practices as a tool for principals and other school leaders;
- It advocates the engagement of all roles and practices to be done by all stakeholders to the success of the school and students achievement;
- It helps to indicate the major roles and responsibilities to be shared among stakeholders for improving the teaching and learning activities;
- It matches the Ethiopian Policy document for the professional standard of school principals' role to engage stakeholders on various instructional leadership roles (MoE, 2013:2); and
- It also matches with Ethiopian New Education and Training Policy objectives that schools will be autonomous and use democratic leadership to improve the quality of education and students achievement (MoE, 1994:32).

Generally, to use Maryland's instructional leadership framework consists of major components of instructional leadership as a framework in this study helps to determine the role of school principals and their capacity to distribute the leadership roles among stakeholders for collaborative activity.

3.2 THE ROLE OF THEORY IN SCHOOL LEADERSHIP STUDIES

Currently, researchers, educators and practitioners give great attention to contemporary school leadership theories to understand the role of principal leadership for the improvement of student's achievement. Therefore, the role of theories to understand and predict the future will help to test and to approve the approaches that are more specific to a phenomenon. As instructional leadership focuses on instruction, assessment and curriculum, theory helps to guide and shape the role played by school principals for achieving the intended goal of the school. Leedy and Ormrod (2005:4) point out: "A theory is an organized body of concepts and principles intended to explain a particular phenomenon".

A theory is, therefore, a set of assumptions, prepositions, or accepted facts that can provide a plausible or rational explanation of cause-and-effect relationships among a group of the observed phenomenon. As theories are abstract and not content or topic-specific, they can reflect a general idea to understand the phenomenon. They also help to understand a limited range of settings about the situation to be researched (Silverman, 2001: 294). In studying educational leadership, theories arrange a set of concepts that can define and explain some observable facts. Theories also help critically to understand what is unknown can be organised. Theories allow the researcher to make links between the abstract and the concrete for maximising the knowledge and skill of the researcher towards the problem under study. It also assists in making a decision and a sense of the world (Creswell, 2007:62).

Qualitative research covers a wide range of approaches for the exploration of "human experiences perceptions, motivations and behaviours". Qualitative research is concerned with data collection and analysis of words in the form of speech or writing that helps for understanding the complex personal and social issues (Talib & Tavallaee, 2010: 571).

The above idea illustrates that theories play a great role to frame the study based on reality, to focus on what is known, and to find the unknown part through the collection of pertinent data about the issue. In relation to the significance of theory on qualitative research, Anfa and Mertz (2006: 57) illustrate that: "Theory relates to the researcher's, chosen methodology to guide the research, to frame the study and to assess the practical implementation of the phenomenon towards the reality of the situation or the environment".

Reeves, Albert, Kuperand and Hodges (2008: 631-632) confirmed that qualitative researchers rely heavily on theories drawn from the social sciences to guide their research process and to clarify their findings. Additionally, they state that theories provide a complex and comprehensive contextual understanding of issues that cannot be pinned down how societies work, how organisations operate, and why people interact in certain ways.

In this research, the researcher discusses an approach that can guide this study. Bolden (2011:258) indicates the different approaches of distributive leadership such as; Leithwood et al. (2006), MacBeath et al. (2004), Spillane (2006), and Gronn (2002). He also argues that “distributive leadership offers an analytical framework through which one can assess and articulate the manner in which leadership is distributed throughout the organisation”. From the contemporary leadership approaches, the distributed leadership approach of Gronn of 2002 is selected due to the relevance of assessing the role of school principals as instructional leaders. Additionally, Gronn’s distributive approach is used mostly in school organisations and applies an aggregate team approach instead of an individual approach.

As Gronn (in Bolden, 2011:258) states, the instructional leadership roles of school principals brings a viable positive effect when distributed among stakeholders by means of groups of individuals such as teams and committees to use effectively and efficiently the knowledge, skill, expertise and experience to accomplish various activities to the improvement of student’s achievement.

Maryland’s instructional leadership framework used in this study will be assessed based on Gronn’s distributive approach to see how school principals distribute the instructional leadership roles among stakeholders. Gronn’s distributive leadership approach is more applicable in the school context to distribute instructional leadership activities to lead the teaching and learning process effectively and efficiently (Bolden, 2011, 257). Additionally, it is found that the burden of the school principal is reduced when leadership roles are shared with stakeholders using a team approach instead of individuals (Heikka, Waninganayake & Hujala, 2012: 32). Moreover, Gronn’s distributive leadership approach advocates an “aggregate leadership” in which the school leadership roles are shared among teachers, students, parents, boards, and school councils in a team approach to work together (Gronn 2002: 655). Moreover, school organisations share complex social systems and need

communication that learning takes place through interaction within and across teams. Furthermore, the role of instructional leadership needs to be shared among stakeholders and networks based on formal and informal groups as it is difficult to accomplish all instructional leadership roles alone (Harris, 2009:175).

3.3 INSTRUCTIONAL LEADERSHIP

3.3.1 Introduction

The theoretical framework chosen for this study is Maryland's instructional leadership framework due to its higher importance to assess the major roles of a school principal's instructional leadership role. In the framework, major instructional leadership roles of a school principal are identified that have a positive effect of improving the instructional process and student's achievement. As the Ethiopian policy document on a national professional standard for school principals, MoE (2012: 1) explores, "The quality of education depends on, among others, the presence of competent and committed school principals". In addition, the policy document emphasises competent school principals working with others play a great role in improving the learning outcomes of students. Moreover, the instructional leadership role of principals in the Ethiopian policy document matches with Maryland's theoretical framework that helps to assess the challenges and opportunities encountered principals using via distributive approach.

A framework is a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful. Therefore, the instructional leadership framework helps to build the instructional leadership capacity of school leaders in the knowledge and skills needed to increase student's achievement. Educators and policymakers seek a framework for instructional leadership that will produce sustainable school improvement (Lambert, 2002: 32).

Scholars define instructional leadership in different ways. Among these, Bush (2003:15) defines instructional leadership that directly related to the teaching and learning process that

involves the interaction between students, teachers and the curriculum. It relies on teaching and learning activities by giving special attention to students' achievement.

Bush and Glover (2003:10) noted that instructional leadership as a pedagogical leadership focuses on managing teaching and learning and the behaviour of teachers in working with students. This definition implies that leaders improve students' achievement by collaboratively working with teachers and students. School principals as instructional leaders rely highly on curriculum and instruction to manage the teaching and learning process to increase students' achievement as intended.

In light of the above instructional leadership focus areas, school principals have to play a decisive role in improving and developing the education system in general and teaching-learning process in particular. He/she needs to accomplish tasks effectively and efficiently in conjunction with the staff and other stakeholders at different levels (Ministry of Education, Regional Education Bureaus, and Zonal Education Desks, District Education Offices and parents, governmental and non-governmental organisations) to strengthen collaborative activities to achieve educational objectives.

As Bush (2007:400) states, instructional leadership differs from other models of leadership in its focus that it relies on leading teaching and learning as the core activities of educational organisations. Therefore, instructional leadership plays a great role to improve the teaching and learning activities and students' achievement. Regarding instructional leadership major focus Southworth (2002:79) says that "instructional leadership ...strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth".

Shepard (1996) in Bush and Glover (2003:11) claims that there are 'narrow' and 'broad' conceptions of instructional leadership where the latter involves variables, such as school culture, which may have important consequences for learning. He also elaborates as follows.

The narrow definition focuses on instructional leadership as a separate entity from the administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning-

observable behaviours such as classroom supervision. In the broad view, instructional leadership entails all leadership activities that affect student learning.

Southworth (2002:78) strengthen the idea of Glover and Bush by saying that “ instructional leadership is likely to be more effective when it is conceptualised as ‘broad’ rather than ‘narrow’ because it increases the scope for other leaders to play a role as well as the principal”.

From the above definition of scholars, the researcher views that instructional leadership, when seen broadly, it helps to understand the role of the principal and the role of stakeholders as a whole. Additionally, instructional leadership facilitates conditions to improve student’s achievement by participating stakeholders in various school activities.

According to Invargson et al. (2006:27), school principals to improve student’s achievement, it was “aimed toward influencing internal school processes that are directly linked to student learning” (i.e. school policies and norms, and teachers practices). As school principals’ impact on students’ achievement is indirect, major school processes such as involving staff in working together, strengthening the practice of Continuous Professional Development, creating a learning community, sharing leadership roles among stakeholders, communication of vision among stakeholders and improving parent and community involvement on school affairs are vital activities for effectiveness of the school.

Accordingly, Maryland’s instructional leadership framework (2005:12), which is selected as a theoretical framework for this study consists of eight major components. These major components of principals’ instructional leadership roles identified in the framework will be assessed in terms of Gronn’s (2002) distributive leadership approach to identify the challenges and opportunities of school principals’ instructional leadership in using a distributive approach. Therefore, Maryland’s instructional leadership framework is selected as it shows the detailed roles of the school principal’s instructional leadership roles to make their schools effective working with stakeholders in a collaborative manner and discussed hereunder.

Table 3.1: Maryland’s Instructional Leadership Framework (Maryland State Board of Education, 2005: 12)

Instructional Leadership outcome	Evidence in Practice
1. Facilitate the Development of a School Vision	<p>The principal is able to demonstrate that there is/are:</p> <p>1.1 A written school vision that encompasses the values, challenges, and opportunities for the academic, social, and emotional development of each student.</p> <p>1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision.</p> <p>1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders.</p> <p>1.4 Resources aligned to support the vision.</p>
2. Align All Aspects of a School Culture to Student and Adult Learning	<p>The principal is able to demonstrate that there is/are</p> <p>2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents.</p> <p>2.2 High expectations for all students and teachers in a culture of continuous improvement.</p> <p>2.3 An effective school leadership team.</p> <p>2.4 Effective professional learning communities aligned with the school improvement plan, focused on results and characterised by collective responsibility.</p> <p>2.5 Opportunities for leadership and collaborative decision-making distributed among stakeholders, especially teachers.</p>
3. Monitor the Alignment of Curriculum, Instruction, and Assessment	<p>The principal is able to demonstrate that there is/are</p> <p>3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies.</p> <p>3.2 Teacher assignments those are rigorous, purposeful, and engaging.</p> <p>3.3 Student work that is appropriately challenging and demonstrates new learning.</p>

	<p>3.4 Assessments that regularly measure student mastery of the content standards.</p>
<p>4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>4.1 A process to determine what students is reading, writing, producing, and learning.</p> <p>4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction.</p> <p>4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction.</p> <p>4.4 Regular and effective evaluation of teacher performance based on continuous student progress.</p> <p>4.5 Identification and development of potential school leaders.</p>
<p>5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>5.1 Multiple and varied assessments that are collaboratively developed.</p> <p>5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction.</p> <p>5.3 Summative assessments that are aligned in format and content with state assessments.</p> <p>5.4 Appropriate interventions for individual students based on the results of assessments.</p>
<p>6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>6.1 Effective use of appropriate instructional technology by students, staff, and administration.</p> <p>6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement).</p> <p>6.3 Review of disaggregated data by subgroups.</p> <p>6.4 Ongoing root cause analysis of student</p>

	<p>performance that drives instructional decision making.</p> <p>6.5 Regular collaboration among teachers on analysing student work.</p>
<p>7. Provide Staff with Focused, Sustained, Research-based Professional Development</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals.</p> <p>7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded).</p> <p>7.3 Differentiated professional development according to career stages needs of staff, and student performance.</p> <p>7.4 Personal involvement in professional development activities.</p> <p>7.5 Professional development aligned with the Maryland Teacher Professional Development Standards.</p>
<p>8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn.</p> <p>8.2 Parents and caregivers who are active members of the school improvement process.</p> <p>8.3 Community stakeholders and school partners who readily participate in school life.</p>

3.3.2 Aligning the development of a school vision

According to the Wallace Foundation (2013:7), a vision is a future state of being for an individual, a team, a department, an organisation, a community, a nation, or the world. It is an idea; a way of being that captures the minds and hearts of people. It appeals to the best in people, motivating them to contribute to something greater than themselves and to deliver outputs that will make positive differences in the lives of others. A vision is a mechanism that elicits a sense of selflessness, putting team goals first, ahead of personal goals.

Effective instructional school principals align the vision with the values, mission and goal of the school to encompass the academic, social and emotional development of each student. School principals should work with others to connect the vision and mission of the school to the instructional process to guide the development of all students (Hallinger, 2005:4).

The above statement shows that instructional school principals should focus on the vision of the school and they have to attach with the mission and goal to support the development of students to achieve the overall objectives of the school. As school principals are the leader of the school, they have to be visionary to see their school in the future to be effective. It is also essential to communicate with stakeholders formally and informally to discuss and make decisions on how to achieve the vision of the school. Additionally, to mobilise the society and other stakeholders and to mobilise resources that support the achievement of the vision are essential. As resources are critical to address school vision, to work on the resources of the school such as the human, material, finance and others should be the major role of the principal.

Day and Sammons (2016: 13) state, effective school principals provide a clear vision and sense of direction for the school. They prioritise. They focus the attention of staff on what is important and do not let them be diverted, and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strength and how to reduce the weaknesses. They can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. Their clarity of thought, a sense of purpose and knowledge of what is going on means that effective principals can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students.

As MoE (2012:11) states, school principals “facilitate the articulation and realisation of a shared vision of continuous school improvement”. Sharing a vision with stakeholders is the first and important major role of a school principal. Therefore, the alignment of a school vision as one of the instructional leadership roles of a principal identified in the theoretical

framework was assessed in terms of the basic research question asked: “what roles are played by the principals to realise the instructional objectives”.

3.3.3 Align all aspects of school culture to student and adult learning

As Angus, MacNeil, Doris, Prater and Busch (2009: 75) state, school culture comprises values and norms of the school. They also stated that norms, values, rituals and climate are all manifestations of culture.

According to Sharon and Louis (2009:3), principals were held responsible for organising schools to ensure that curriculum and instruction were effectively supervised, and schools were protected from disruptions, however, “recent research has begun to shift attention away from the maintenance tasks of school management to focus on school principal’s responsibility for creating cultures that are innovative and adaptable”.

From the above statement, it is possible to understand that principal’s role is not to be engaged only on day-to-day routine activities of the school but also on creative and innovative activities that work on the professional community to increase the involvement of stakeholders to build and shape the culture of the school for effective change.

School principals give direction to the entire school programme and influence both the school culture and teachers performance. Positive school culture is essential for school effectiveness that, in turn, plays a great role to create strong accountability among staff (Engles, Hotton, Devos, Bouckennooghe & Alterman 2008: 160). Bipath and Moyo (2016: 174) note that school culture in effective schools is characterised as “strong accountability, good management, a culture of learning, discipline and support material, adequate teacher content knowledge, a completed curriculum, adequate learner performance and a low rate of learners dropping out”.

Valentine (2006:1) puts the significance of effective, collaborative school culture as follows:

- Maintains the image of a “professional community” to work together on the vision of the school and accept individual and collective responsibility for students learning;

- Teachers value the mission and objective of the school that promotes students' involvement in the teaching and learning process;
- Encourage teachers to work collaboratively with strong teams and to exchange ideas in the instructional process;
- It is also a place where teachers and students learn from one another.

Testimony from successful school principals suggests that focusing on the development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement (Angus, MacNeil, Doris, Prater & Busch, 2009: 74). Therefore, the aspects of school culture to student and adult learning as the role of a school principal's instructional leadership in the theoretical framework were assessed to what extent they are implemented via a distributive approach through the basic research question asked on the instructional leadership role of the principal.

3.3.4 Monitor the alignment of curriculum, instruction and assessment

Effective school principals ensure that the curriculum, instruction and assessment are aligned together for the development of the school and student's achievement. As U.S. Department of Education (2005:1) states principals prioritise teaching and learning at the top of consistent bases and use scientifically based research to assist the selection and implementation of instructional materials and the use of technology to improve students' achievement.

According to Sharon and Louis (2009:3), principals were held responsible for organising schools to ensure that curriculum and instruction were effectively supervised and schools were protected from disruptions. However, "recent research has begun to shift attention away from the maintenance tasks of school management to focus on the school principal's responsibility for creating cultures that are innovative and adaptable".

From the above statement, it is possible to understand that the principal's role is not simply to be engaged in the day-to-day routine activities. They should engage in creative and innovative activities that work on the professional community to increase the involvement of stakeholders to build and shape the instructional process for effective change.

Teaching and learning in schools are to be in line with the demands of curriculum innovation. Principals are the driving forces behind any school, and they are the key to improve the quality of the teaching-learning process (Ifeoma, 2010:85).He also stated that principals engage in the process of implementation of curriculum reform in their school leadership life to initiate the curriculum changes and improvements.

Mason (2004: 47-48) indicates the school principal with the school management team monitoring and supporting the implementation of the curriculum, instruction and assessment as follows:

- *Content teaching to ensure* that the content for the teaching and learning is with the assessment standard;
- *Integration in planning and presentation to ensure* the integration of assessment standards and various methods of teaching are done properly;
- *Learning outcomes and assessment standards to ensure* that learning outcomes and assessment standards are correctly arranged to allow progression;
- *Learner-centred and learner-paced teaching to ensure* that teaching pace is determined by the learner's progress;
- *Application of the principle of such as progression and inclusivity to ensure* that learners with various learning barriers are considered during planning and presentation;
- *Continuous assessment to ensure* that allocation of periods of learning areas is in the form of examination, but it takes place continuously;
- *Drafting of timetables to ensure* that allocation of periods to learning areas is in line with the policy document;
- *Remedial works to ensure* that learners with learning barriers receive the necessary assistance that enables them to learn.

According to Sullivan and Glanz (2005:162), principals should use classroom observation methods to observe the teaching and learning activities in the classroom and to communicate teachers to give feedback for improvement. They also mentioned that the communication for classroom observation has three basic parts, namely the planning conference, the observation

and the feedback conference. During the planning conference, the school principal with the school management team should plan on the purpose and schedule for the observations time. In addition, they have to decide on the tool used for the observation. At the feedback time, the principal with its management team should assist teachers in improving their capacity for independent reflection.

Principals need to ensure that the assessment of student learning is aligned with both the school's curriculum and instruction to see changes in the nature of teaching and learning. School principals can accomplish this goal by focusing on learning, encouraging collaboration, using data to improve learning by providing support and assessment (Lunenburg, 2010: 5). To this end, monitoring the alignment of curriculum, instruction and assessment is the basic instructional leadership role of a principal identified in the framework assessed through the basic research question asked on what instructional leadership roles played by principals.

3.3.5 Improve the instructional practices through the purposeful observation and the evaluation of teachers

The ultimate goal of classroom observation and teachers evaluation is to improve the quality of instruction by clarifying expectations for effective teaching-learning and helping teachers meet those expectations through high-quality feedback and support (Reform Support Network 2015: 1). This document also indicates that observation rubrics are most effective when:

- *Coherent*: They are aligned with teaching standards;
- *Concise*: They are brief, condensed and easy for observers to use;
- *Clear*: They use precise language to describe teacher and student behaviour;
- *Focused*: Indicators are directly related to student outcomes.

According to the Brown Centre on Education Policy (2010: 1), the evaluation of teachers based on the contributions they make to the learning of their students adds value to the quality of education. It helps to see the gap of teachers on the teaching-learning process and to find the solution to bridge the gaps.

From the above statement, the researcher views that principals need to implement teachers evaluation based on a prepared performance evaluation criteria to compare the teacher's performance with the standard in order to understand and identify the problem areas and to prepare different capacity building training to improve the competency of teachers.

Eric and John (2012: 79) put a benefit of well-designed evaluation of teachers as follows:

To fill the knowledge gap in several ways: first, teachers could gain information through the formal scoring and feedback routines of an evaluation programme, second, an evaluation could encourage teachers to be generally more self-reflective, regardless of the evaluative criteria. Third, the evaluation process could create more opportunities for conversations with other teachers and administrators about effective practices.

The research findings also show principals conceived teacher evaluation for two main purposes to improve instruction and to identify poorly performing teachers for intervention (Morgan, 2011: 17). Based on this instructional leadership role of principals identified in the framework was assessed by the basic question of the study asked on how instructional leadership roles are distributed to stakeholders to see its accomplishments collaboratively.

3.3.6 Ensure the regular integration of appropriate assessments into daily classroom instruction

Assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition or educational needs of students (Abott, 2014: 6-11).

A central assumption is underlying to academic achievement; principals play a pivotal role. Many studies across different countries have found evidence of the crucial role that principals can play in improving the teaching and learning process through monitoring student's assessment of learning. Among these Renihan and Noonan (2011: 1-2) noted, principals should create specific expectations towards student's academic assessment by:

- Stating a clear and appropriate achievement target,
- Supporting teachers to assess their students continuously,
- Monitoring the assessment activities and providing feedback to improve the intended purpose,
- Accurately serving the intended purpose, and
- Elimination of bias that can affect the accuracy of results.

As Reeves (2001:5), confirms the role of principals in supporting students' academic assessment as follows:

The focus of academic standard should be on rigorous classroom assessments, and the influence of that assessment process is overwhelmingly positive for the thinking, and communications skills of students and their performance on high-stakes tests. Principals are encouraged to promote the effectiveness and fairness of standards-based assessments in their schools.

Ensuring the regular integration of appropriate assessments into daily classroom instruction is one of the instructional leadership roles of a principal. It helps to monitor and provide continuous support to improve the teaching and learning process. Therefore, these leadership roles identified in the theoretical framework will be assessed through the basic research question asked on how principals use distributive leadership approach to improve the instructional leadership roles.

3.3.7 Use technology and multiple sources of data to improve classroom instruction

According to National Association of Elementary School Principals (NAESP) (2011:3-4), to get a deeper understanding of students learning needs, teachers need to collect data from multiple sources such as: “annual state assessments, school assessments, classroom performance data and other relevant data”.

The researcher views from the above statement that teachers, in order to give a decision in their students learning and to take any appropriate measure in the process of teaching and learning to collect pertinent data on students learning is necessary and principals should support teachers in the collection of data about students.

In terms of evidence that data can improve instruction Protheroe (2009: 2-5) indicates that it helps to evaluate the programmes, to monitor teachers use of instructional strategies and areas of producing results, to make decisions on what kind of professional development which help to build the capacity of teachers. To identify the competence of teachers that improve students achievement, and to respond to what the data tells.

Richey (2008:24-25) defines educational technology as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”. He also clarifies the advantage of instructional technology in the classroom as an innovative way to use computers and other electronic devices to motivate and to help students to search and interpret information easily. Moreover, when technology is integrated into the curriculum, technology tools can extend learning in powerful ways. These tools can provide students and teachers with:

- Access to the up-to-date primary source material;
- Methods of collecting and recording data;
- Ways to collaborate with students, teachers, and experts around the world;
- Opportunities for expressing and understanding ideas;
- Learning that is relevant and assessment that is authentic;
- Training and publishing new knowledge.

Principals play a great role to integrate technology with instruction in their school. Marilyn (2011:5) highlights the role of principals as a technology leader as follows:

- Establishing the vision and goals of technology in the school;
- Modelling the use of technology ;
- Supporting the technology used in the school;

- Engaging the professional development activities that focus on technology and that facilitate the integration of technology in student learning;
- Securing resources to support technology use and integration in the school;
- Advocating for technology use that supports student learning;
- Being knowledgeable and supportive at national technology standards and promoting the attainment of the standards;
- Communicating the uses and importance of technology in enhancing student-learning experiences to the schools' stakeholders.

From the above roles of principals on technology usage, the researcher views that, as principals is one of the key leaders of change in the school their actions, interests and self-efficacy can have a profound impact on instructional practices. Therefore, they have to integrate technology with instruction to build the capacity of teachers and students to use technology in their day-to-day teaching-learning activities. Moreover, principals' act as a change agent when they try to integrate technology with classroom teaching and learning activities, it motivates teachers and students, provides new teaching tools, accommodates individual learning styles and helps the education standard to be global.

Using technology and multiple sources of data to improve classroom instruction is vital to support students to get additional information on their learning. However, because of the low economy and infrastructure, its implementation is low. Therefore, this leadership role of a principal identified in the theoretical framework will be assessed through the basic research question asked about the challenges of principals in using the instructional leadership role.

3.3.8 Provide staff with focused, sustained research-based professional development

Professional development is used to describe all of the categories of training. As Cooper (2004:1) states, professional development focuses on knowledge, skills, and attitudes required of teachers, administrators and other school employees that are directed towards all students learning at high levels of achievement.

As Mizell (2010: 7) states professional development means a formal process such as a conference, seminar, or workshop, collaborative learning among members, a course at university; and it can occur in informal contexts such as; a discussion among work colleagues, independent reading and research, observation of a colleague's work, or other learning from a peer.

From the above statement, one can understand that various forms of professional development activities help teachers to develop their capacity that in turn, helps to improve the teaching and learning process and student's achievement. Effective professional development affects students' learning, and achievement by engaging teachers on knowledge, skill and strategies that address major learning strategies of students regarding the benefits of the professional development Mizel (2010:7) outlined as follows:

When learning is part of the school day, all [teachers] are engaged in growth rather than learning being limited to those who volunteer to participate on their own. School-based professional development helps [teachers] analyse student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address student's needs.

UNESCO (2003: 11) states "teacher's professional development is the professional growth a teacher achieves as a result of gaining increased experiences and examining his or her teaching systematically". Additionally, the benefit of professional development to teachers as UNESCO document emphasises, developing survival skills of teaching, expanding one's instructional flexibility, acquiring instructional expertise, contributing to the professional growth of colleagues, and exercising leadership and participating in decision-making.

Bredeson and Johansson (2000:385) assert the role of principals on teacher's professional development as the principal as an instructional leader and learner, the creation of a learning environment, direct involvement in the design, delivery and content of professional development, and the assessment of professional development outcomes. They also underlined that the role of the principal in the leading and monitoring of teachers professional development programme is a critical aspect of building the capacity and morale of teachers to

support their students. Moreover, they give attention to the advocacy support and resource mobilisation of the principal to implement the professional development activities effectively among school staff. Yewionhareg (2013: 531) asserts the role of school principals should support teachers in providing consistent training about the implementation of the new framework of Continuous Professional Development and ensure continued learning in the school organisation and essential to develop an incentive mechanism to strengthen the practices of CPD programme in the schools.

Providing staff with focused and sustained research-based professional development is an important role of a school principal to improve instruction. Teachers need continuously to improve their knowledge, skill and experience through professional development to support students in a meaningful way. Therefore, these roles of a school principal identified in the theoretical framework of the study were assessed by the basic research question asked about the use of the distributive approach to improving the instruction through a collaborative effort of stakeholders.

3.3.9 Engage all community stakeholders in a shared responsibility for student's success

A stakeholder is “an individual or group with interest in the success of an organisation in fulfilling its mission, delivering centred results and maintaining the viability of the products, services and outcomes over time” (Germ, Tristan, & Nitya, 2016; 170).

According to Berg, Melville and Black (2006: 3), the principal's approach in community engagement is an ongoing process that engages community partners, families, parents, staff and others towards a shared vision for the improvement of the school and student's achievement. A principal should not work in isolation. Successful schools require the substantial engagement of stakeholders to share leadership and to implement and sustain change with fidelity to quality practice shared leadership. The principal nurtures and capitalises on the leadership in everyone in the school community, making them better as a team than an individual (Hughs & Pickeral 2013:2). They also stress shared leadership means “respect and responsibility to consider different and new ideas and strategies.”

Wilhelm (2013: 63) states the role of a principal as leading colleagues in analysing student work and achievement, facilitating conditions for community engagement in school leadership activities, to conducting research-based methods and strategies that participate team expertise, putting structures in place for all stakeholders to collaborate on different activities.

From the above statement, the researcher views that school principals need to share leadership activities among staff, community, and parents. Additionally, governmental and non-governmental organisations should participate in instructional leadership activities to get their commitment and collaboration for the improvement of student's achievement.

Pont, Nusche and Moorman (2008: 81) describe a shared leadership as a democratic view that includes all stakeholders in various school activities for the development of the whole school. Reform Support Network (2014: 3-4) also situate strategies to engage the community on a shared leadership make engagement a priority and establish infrastructure, communicate proactively in the community, listen to the community band, respond to its feedback, offer meaningful opportunities to participate, turn community supporters into leaders and advocates.

Gilly (2013:7), in his study, emphasised leadership plays a great role in school improvement, especially in the creation and sustainment of community partnerships. Focusing on broader community involvement, Cunningham (2004) in Gilly (2013:8) suggests, "Principals play a pivotal role in reinforcing the value of community involvement within the school to realise the school vision and mission."

Engaging all community stakeholders in a shared responsibility for student's success is one and the major instructional leadership roles of a principal to improve the teaching and learning process. As a school principal cannot accomplish all instructional leadership roles alone, stakeholders play a great role in supporting the principal in sharing tasks and activities for instructional improvement. To this end, this instructional leadership component identified in the theoretical framework in the study was assessed by the basic research question asked how can principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools.

To sum up, the instructional leadership roles identified in Maryland's instructional leadership framework are the major roles of a principal done with stakeholders to bring a positive effect on the overall instructional practice of the school. Therefore, the detailed roles of the principal will be assessed to what extent they are implemented, how principals distribute these roles among stakeholders, how stakeholders share these roles, what are the challenges and the opportunities in practising these roles via a distributive approach will be assessed through the basic research questions of the study. Moreover, Maryland's instructional leadership framework helps to see the instructional leadership roles of a principal as a whole and assessed against the actual instructional leadership roles played by principals via the distributive approach.

3.4 A DISTRIBUTIVE APPROACH TO INSTRUCTIONAL LEADERSHIP

The major focus of this study is to assess the school principals' instructional leadership challenges and opportunities via a distributive approach. As instructional leadership focuses on teaching-learning activities: curriculum, instruction and assessment, these activities cannot be done and be effective without the active participation of stakeholders. Therefore, principals need to distribute leadership practices and other duties to stakeholders to accomplish tasks and to achieve the objectives of the school collaboratively. That is why the study tries to assess how principals carry out their instructional leadership roles by distributing activities to others. The origin of "distributive approach" concept goes back quite a bit further as far as 1250 BC making it one of the most ancient leadership thinking recommended for fulfilling institutional goals through people. In terms of its theorisation, the idea is traced back to 2000 BC by Gronn (Bolden, 2011:252; Harris, 2009:3). They also mentioned that in tracking the theoretical origin of distributive approach several key concepts such as representing human cognitions and experiences which are bound up with physical, social and cultural context in which it occurs and the manner in which human activity in both enabled and constrained by individual, material, cultural and social factors.

Goksoy (2015: 116) proposes the traditional assumption of leadership relies on the process of influencing a group to achieve the goal of the organisation by a leader while the recent assumption of a distributive approach relies on the shared leadership roles and responsibilities among leaders, followers and the situation in which they are working together for a

cumulative result. Therefore, principals when practising instructional leadership, to improve the teaching-learning process and to improve students’ achievement they have to share leadership roles, practices and other duties to others. To this end, principals should use a distributive approach to share activities with teachers, students and parents, as they are highly concerned with students learning.

The notion of distributive approach is formal leaders in an organisation alone cannot be able to realise the objectives of the organisation rather leading with a team approach, and the accomplishment of activities collaboratively brings a concrete change in the achievement of common goals. Additionally, as school leadership activities are varied and each needs a proper engagement, it is difficult to address these all activities with formally designated leaders; therefore, the school staff and other school stakeholders with different specialisation and skill working and leading using a team-leading approach brings a difference in the achievement of the intended objectives of the school.

As Spillane and Diamond (2007a: 7) state a distributive approach in school context as “people informally designated position are those without any such designations take responsibility for leading and managing in the schoolhouse”. Therefore, a distributive approach is neither a top-down nor a bottom-up approach, but it recognises that different people play leadership roles and practices at different times. It is a matter of leaders and followers working together in different situations.

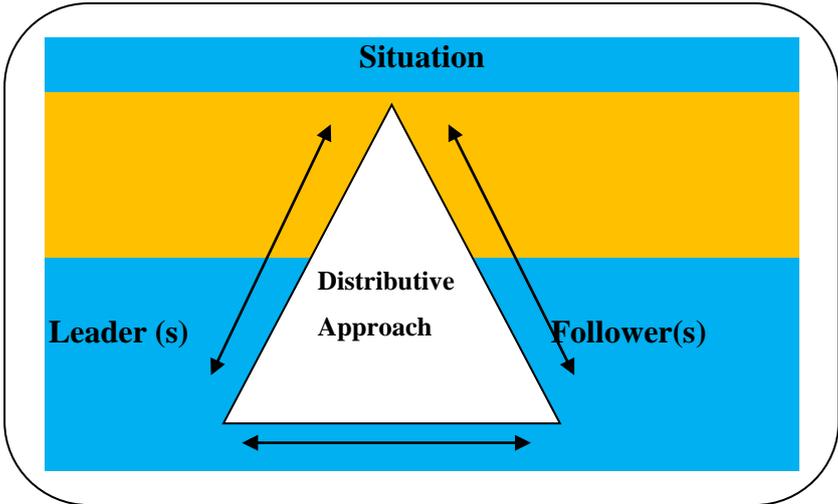


Figure 3.1 Distributive as a team approach, Serrat, (2009: 5)

In terms of instructional leadership via a distributive approach, Natsiopoulou and Giouroukokis (2010:2) state that a single school principal cannot be able to address all the issues of the school alone rather needs the collaboration of stakeholders to achieve common goals of the school. There is an ever-wider range of areas such as instruction, assessment, curriculum and other activities that are difficult to lead. Therefore, a distributive approach promotes meaningful collaboration and harmonious work relations among leaders, followers in relation to the school situation or environment. In addition, Goksoy (2015: 110) asserts school principals as instructional leaders should develop the human resources in the school, especially the academic staff to participate actively in the school's leadership activities to achieve the goal of the school. The basic philosophy identifying the distributive approach as Goksoy illustrates "the mobilization of shared wisdom and common sense by creating synergy among the staff at organisations and maximizations of organisational efficiency, productivity and competence through the shared leadership of the stakeholders".

As the researcher views, principals as instructional leaders to accomplish all school activities and achieve the intended objectives, to distribute leadership roles, practices and other activities to create a cohesive team and share tasks among others through an increased collaboration of stakeholders is vital. Therefore, the school principal's role should be on creating a strong commitment among the staff members to be actively involved in the school leadership activities to accomplish tasks according to their specialisation, knowledge, skill and interest. As school leadership is expected to have a significant influence on the school effectiveness and the improvement of student's achievement, a distributive approach plays a great role in addressing principals' instructional leadership roles.

Hermann (2016: 28) states, the principals' instructional leadership roles in terms of stakeholders participation "*Leaders should realize the leadership of others by giving them opportunities to learn and grow the process of leading. Others to be empowered require the leader to have a willingness to relinquish their own power*".

Hermann's statement above indicates, according to the instructional leadership notion, leaders should exert a system of distributive approach among stakeholders to support members to participate in leadership activities. Therefore, to build their capacity of leading helps to share

roles and responsibilities with others as formal leaders should understand some roles and responsibilities are accomplished in a better way by others rather than their own.

Additionally, principals when using instructional leadership via a distributive approach, it lies in the sharing of leadership roles and responsibilities among stakeholders for the realisation of school objectives. It benefits the school to achieve the intended goals and to support members to practice leadership for their capacity building. Spillane (2005:144) outlines, “Distributive approach is not a product of leadership knowledge and skill, the distributive approach is the interaction between people and their situations”. To this end, school principal’s should play the role of instructional leadership by exerting a conducive environment to facilitate shared leadership among followers to lead teaching and learning process, curriculum, assessment and teachers Continuous Professional Development in a collaborative way.

Bolden (2011:252) also puts the instructional leadership roles of principals via the distributive approach as “a holistic sense” rather than simply as the aggregation of individual contributions. This shows that a school principal acting his/her instructional leadership roles as a distributive approach helps to improve the implementation of teaching and learning activities, instruction, curriculum, assessment and teachers Continuous Professional Development programme that helps to raise student’s achievement through a holistic result. Bennett, Wise, Woods and Harvey (2003:252) emphasises that the distributive approach is not something done by an individual or few individual leaders in the school rather it should be a set of activities in which people interact, lead and share roles and responsibilities within the organisation. Additionally, as Spillane (2006:146) distributive approach is not seen as a “*heroic leader*” but one who co-ordinate the school activities by sharing leadership roles to followers dictated by their own interest and expertise.

Goksoy (2015:110) claims that a distributive approach is required since schools are too complex to be led by only a school principal and to accomplish complex tasks in the school. The role of the school principal should lies on the combining of leadership structures with leadership practices through the identification of targets, development of individuals, reconstructing the organisational structure and improving the teaching and learning process and the instructional programme. Additionally, he underlines that the roles of a school principal based on the theory of distributive approach as follows.

The distributed leadership addresses the entirety of human resources in organizations, especially the academic staff in educational organizations as leaders. It is fundamental to develop leadership potentials of human resources at schools and provide equal chances and statuses for the staff to realize the goals of the school (P. 110-111).

Menon (2013: 214) views the distributive approach in two aspects: the leaders plus aspect that focuses on the leading of school involves multiple individuals, and that is not restricted to a single school principal rather the outcome of the interaction of school leaders, followers and their situations. The second aspect of a “*holistic*” approach that refers to consciously existing and managed collaborative patterns involving some or all leadership sources in the school.

As the study conducted by Kilgore and Jones (2003: 43) indicates the school principal’s roles as an instructional leader based on the distributive approach disclosed that “it is the role of a school principal who occupies the position to bring teachers, leadership to life”. This will set the climate that encourages engaging the stakeholders to enter the circle of leadership to play their roles in order to improve students achievement in the learning of students.

Day et al., (2007:17) in their research findings concluded that the “substantial leadership distribution is very important to a school’s success improving student’s outcomes”. Spillane, Halverson and Diamond (2001:25) agree that the distributive approach is central to teaching and learning process in the school and leadership involves all members of the school community, not just the designated formal leaders.

From the above statement, the researcher views that school principals as instructional leaders give a great emphasis to improve teaching-learning activities and student’s achievement have to use a distributive approach especially to engage the major school stakeholders such as teachers, students and parents to actively participate in leadership roles and practices that directly need their involvement to improve learning.

Regarding the use of the distributive approach in instructional leadership, Bell et al. (2011) in Eagle Country Schools (2015:4), teachers can take leadership roles and practices to accomplish a number of assignments including “instructional coach, mentor, curriculum

designer, department head, grade-level chair, professional development co-ordinators, committee and club chair". Harrison and Killion (2007: 74-77) suggest the assignment of student leadership in the form of student representatives, club leaders, student council, co-operative learning leaders, committee and club leaders, assist homeroom teachers and in other various school activities. U.S. Department of Education (2007:2) also outlined that students benefited when their parents work together with schools and educators. Additionally, as the result of their study shows, schools succeed when engaging parents on different school leadership roles and practices as follows:

- Focusing on building trust, collaboration, and relationships among teachers, families and community members;
- Recognising, respect and address parent needs and interests;
- Embracing a philosophy of partnership where power and responsibilities are shared and provided with necessary supports.

Parent Leadership Network (2003:5) identify the areas of parent leadership can take involvement on various school leadership roles and practices such as committee leaders, school board members, task force leaders, public speakers, advisory board members, grant reviewers, performance evaluators, supervisors, school improvement programme members, etc.

Principals in using the distributive approach in instructional leadership, to distribute leadership roles and practices especially that relates to teaching-learning activities and students achievement, to strengthen the leadership involvement of teachers, students and parents are critical. Therefore, the school principal's instructional leadership roles and practices are vital on the major areas of curriculum, instruction and assessment. To actively involve teachers, students and parents on those instructional activities help to minimise the burden of the school principal. It also helps to use the knowledge, skill, expertise and experiences of people that in turn, play a great role in the improvement of student's achievement.

To sum up, the distributive leadership approach is to share leadership roles to stakeholders in the form of collective leadership by applying a team approach. Therefore, Gronn's

distributive leadership approach which is emphasised by Bolden (2011:257), as shown, to use a team approach based on stakeholder's knowledge, skill, expertise and experience help to improve the teaching-learning process as a whole and student's achievement in particular. To this end, the instructional leadership roles of a principal will be assessed through Gronn's distributive leadership approach to see to what extent principals distribute the instructional leadership roles among stakeholders and what systems they apply in distributing the roles.

3.5 SUMMARY

Efficient school leadership raises the performance of schools in improving the quality of education through a collaborative effort of stakeholders. Principals in effective schools play a pivotal role by exerting a positive school environment to increase the participation of all stakeholders in school leadership activities. Principal's role as an instructional leader is a major aspect of improving the school and student's achievement. Different scholars have designed an instructional leadership framework, such as Hallinger (2009) and Maryland's State Board of Education (2005). From these instructional leadership frameworks, Maryland's State Board of Education (2005) is selected for this study due to the detailed roles of a principal and convenient to a developing country's context such as Ethiopia. Therefore, the school principal's role as an instructional leader was critically assessed in relation to the framework. However, lack of knowledge and skill especially about the contemporary school leadership theories in the education system constitutes a great challenge for school principals in Ethiopia to address the overall objectives of education (Oulai et al., 2011:14).

The other aspect, which is given attention in this chapter, is instructional leadership via a distributive approach, which constitutes how leadership roles are distributed to staff and other stakeholders to accomplish activities collaboratively. Instructional leadership roles cannot be effective with the school principal alone but need the collaboration of stakeholders in a systematic way to achieve the intended objectives of the school. Moreover, principals should distribute leadership roles to stakeholders by analysing the context of their environment. Waterhouse and Moller (2009: 125) indicated that instructional leaders using a distributive approach has direct relevance to the school by creating a structure, which invites participation in developing the school. As a learning community, symbolising shared leadership in the day-to-day flow of activities, encouraging all members of the school for leading activities.

Additionally, drawing on the experience and expertise of the staff, students and parents' promote collaborative patterns of work and activity across subject, role and status. To use a distributed leadership approach to get stakeholder's knowledge, skill and expertise become essential. Therefore, the school principals as instructional leaders distributing roles and responsibilities to others should be based on systematic and planned ways.

The focus of chapter three is to indicate the role of a school principal's instructional leadership in leading curriculum, instruction and assessment with a distributive approach which is more relevant to school context and that can have a positive impact in improving student's achievement.

The researcher views the challenges encountered school principals in leading their schools need to get a possible solution from educational offices at different levels (Ministry of Education, Regional Education Bureaus, Zone Education Desks, District Education Offices, and Kebele Education Boards) in collaboration with all stakeholders in education to implement educational programmes for achieving the goal of education. On the other hand, school principals should develop their school leadership knowledge and required skills to be competent enough within the global context. Moreover, policymakers need to collect pertinent data on the challenges of school leadership, identify the existing problems that hinder the smooth implementation of educational programmes and to solve the problems to improve the outcome of the schools. Therefore, the instructional leadership theoretical framework of this study helps to assess how secondary school principals as instructional leaders share leadership roles to stakeholders and to identify the challenges and opportunities of principals as an instructional leader.

Next, the research design and methodology part will be presented in chapter four. This chapter specifically focuses on sample selection, data collection, and data processing, data analysing and ethical measures to be taken.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapter three presented the theoretical framework of the study. Maryland's instructional leadership framework is used to guide this study. The framework includes, among other things, the distributed leadership approach in the context of contemporary school leadership perspective with special reference to school principals' instructional leadership roles. Chapter three explained the review of related literature in detail on roles of principal's as instructional leaders via a distributive leadership approach. This chapter describes the research design and methodology part. It specifically focuses on sample selection, data collection, data processing, data analysing, trustworthiness, and ethical measures.

4.2 AIMS OF THE RESEARCH

This study aimed to identify the challenges and investigate the opportunities of school principals in using a distributive leadership approach in their instructional leadership for secondary school principals in Haramaya District of Ethiopia. The identification of the challenges and the investigation of the opportunities help to forward the possible solutions that enable principals to improve their instructional leadership practice for the improvement of student's achievement. The specific sub-aims of the current research were to:

- determine what the instructional leadership role of the principal entails in secondary schools of the Haramaya District;
- find out if and how principals can use a distributive approach to improve their instructional roles in these schools;
- find out how principals can get support from stakeholders to improve instructional leadership via a distributive approach in these schools;
- determine the major challenges of principals in practising instructional leadership via a distributive approach in these schools; and
- determine the opportunities for principals in practising instructional leadership via a distributive approach in these schools.

4.3 RESEARCH QUESTION AND SUB-QUESTIONS

Scholars and researchers conducted various studies to identify challenges encountered school principals in using the distributive approach in their instructional leadership roles. Among these, Naicker and Mestry (2013:6-10) identified that the autocratic style of principals, the hierarchical structure and non-participative decision-making are some of the challenges of distributing instructional leadership roles to stakeholders. According to Grenda (2011:182), the low participation of stakeholders and the lack of communication about the school vision, mission and goals are the major challenges in using a distributive approach. Moreover, as the result of the literature review in chapter three and the actual performance of the secondary school principals use of the distributive approach in secondary schools of Haramaya District, there is a discrepancy. The discrepancy is the gap between the theory of distributive approach and the actual practice of principal's in using a distributive approach in their instructional leadership. To this end, the principal's use of a distributive approach is challenged by various factors such as the principal's knowledge and skill of using a distributive approach, the low participation of stakeholders to take instructional leadership roles and responsibilities and other factors. The research questions were formulated based on Maryland's instructional leadership framework to guide the study. Therefore, to identify the challenges and the opportunities for principals in using distributive approach is the major research problem in this study.

The study tries to find an answer to the main research problem: What are the major challenges and opportunities for principals in practising instructional leadership via the distributive approach in secondary schools of Haramaya District of Ethiopia? Accordingly, the study tries to addresses the following basic sub-questions:

- What is the instructional leadership role of the principal in secondary schools of the Haramaya District?
- How do principals use a distributive approach to improve their instructional roles in these schools?
- How do principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools?

- What are the major challenges of principals in practising instructional leadership via a distributive approach in these schools?
- What are the opportunities for principals in practising instructional leadership via a distributive approach in these schools?

4.4 RESEARCH APPROACH AND PARADIGM FOR THE STUDY

4.4.1 Research approach

This study applies a qualitative research approach to collect data from participants in their setting. As Sherman and Webb (2005: 5) state, human behaviour is shaped in experience and interaction in the context. They also emphasised that “events cannot be understood adequately if isolated from their contexts”. To this end, the major reason to use a qualitative research approach in this study is to collect pertinent information about the principal’s use of a distributive approach in their workplace with their interaction among stakeholders. As Kothari (2004:5), a qualitative approach to research is concerned with the subjective judgment of attitudes, opinions, and behaviour. This emphasises that qualitative research helps to answer the whys and how’s of human behaviour, attitude, opinion and experiences that are difficult to obtain through more quantitatively oriented methods of data collection.

According to Denzin and Lincoln (2005:3), qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means qualitative researchers study things in their natural settings, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them.

In this study as a one-to-one interview and a focus group interview is used, it helps to get a detailed understanding of the issue under study. Additionally, the observations that will be held to observe the availability of instructional resources help to provide first-hand information to the study. Moreover, the semi-structured interview allows great flexibility to

increase the understanding of relevant issues in the study, furthermore, the study participants' when freely discuss with the researcher and with each other help to understand their interaction at a natural setting in their workplace.

Mariam (2009:13) asserts qualitative research is a type of research using methods such as participant observation or case studies, which result in a narrative, descriptive account of a setting or practice. Additionally, she also states that qualitative research approach examines a phenomenon within its real-life context. Data are collected on or about a single individual, group, or event in some cases, several cases or events may be studied. To this end, the case studied in this research is the principal's use of a distributive approach to improving their instructional leadership. This, in turn, helps to identify the challenges encountered by principals in sharing instructional leadership roles and practices to improve the instructional leadership practice to improve the quality of education and student's achievement. OECD (2009:14) states, the challenges facing schools as their complexity increases calls to redefine their leadership for a shared approach. Goksoy (2015: 110) also confirms that distributive leadership plays a great role if it is managed in the right way. To this end, to study how instructional leadership roles are distributed among stakeholders helps to identify the challenges objectively and to forward possible solutions to solve the problem.

Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours and social contexts of a particular population (Luttrell, 2010:5). Qualitative research focuses more on smaller samples rather than large samples. However, in-depth, rich information can result from a small sample. Yin (2011:7-8) discusses the five features of qualitative research, as follows:

- Studying the meaning of participants in the study's life under real-world conditions;
- Contributing insights to existing and emerging concepts that may help to explain human; social striving to use multiple sources of evidence rather than relying on a single source;
- Representing the views and perspectives of the participants in the study; and
- Covering the contextual conditions within which the participants in the study live.

The researcher views that a qualitative research approach gives more opportunities for participants to express their ideas, views, and opinions freely. Therefore, participants are

expected to express their views regarding the distribution of instructional leadership roles among stakeholders, the mechanism principal's use to distribute these roles, how stakeholders support the principal to strengthen his/her instructional leadership, the challenges and opportunities of the principals in using a distributive approach. Additionally, a qualitative research approach helps to capture the perspectives of the participants in the study. To this end, as a team approach is helpful to use the various characteristics of stakeholders such as knowledge, skill, expertise and experience, the study tries to understand the outlook of the participant towards a team approach. Moreover, qualitative research helps to understand contextual conditions such as the participant's social life, interaction with people, their organisational work accomplishments and environmental conditions within which they live. In this study, the researcher uses a focus-group interview to understand the interaction among stakeholders in the process of shared activities.

Furthermore, it helps to get in-depth information that assists in collecting, integrating and in presenting the data for the study. Therefore, in the semi-structured interview, the researcher tried to get in-depth information about the principal's use of a distributive approach to strengthening their instructional leadership practices. In addition, information was sought how teachers, students and parents support the principal to improve instructional leadership practices. Finally, data were also gathered on the challenges that hinder the proper use of a distributive approach and the opportunities of using a distributive approach to improve the principal's instructional leadership and student's achievement.

As the main focus of this study is to gain a deeper and clear understanding of principals' instructional leadership via a distributive approach, a qualitative research approach was used to give meaning through a data collected by a semi-structured interview and observation. As Goethals, Sorenson, and MacGregor (2004:1) state leadership scholars to answer questions and to give meaning for critical issues quantitative research approach is not sufficient rather need a qualitative research approach to give meaning for the problem under the study. They also emphasised the advantage of qualitative research on leadership studies as follows:

- Flexibility to follow unexpected ideas during the study and to explore processes;
- Sensitivity to contextual factors;
- Ability to study social meaning;

- Increase opportunities to develop empirically supported new ideas for in-depth exploration of leadership phenomenon and to provide adequate information for practitioners.

In this study, a qualitative research approach is used to investigate rich detail illustrations about using a distributive approach to improve principal's instructional leadership. Regarding the use of a distributive approach in improving the principal's instructional leadership, Goksoy (2010: 110) emphasises distributive leadership helps to use the human resources effectively and efficiently that in turn plays a pivotal role in improving the teaching and learning activities. To understand the issue better under the study a qualitative data collection tools, a face-to-face interview and observation were used to understand the phenomena that are difficult to capture quantitatively. The main phenomena that need to be addressed in this study are the principals' use of a distributive approach to improving the practice of instructional leadership and the challenges faced by principals in distributing leadership roles. Therefore, the study tries to get adequate information about the problem under the study and to give meaning from the day-to-day activities of the principal's in their natural setting.

Moreover, in the qualitative research approach, the study tries to investigate the challenges and opportunities of the principals' in using a distributive approach to improve their instructional leadership practices. Furthermore, the study tries to suggest possible solutions to properly distribute instructional leadership roles to stakeholders for the effectiveness of the school and improve student's achievement. Furthermore, the paradigm used in this study is presented in the next section.

4.4.2 Research paradigm

Various scholars have understood the term paradigm differently. Neuman (2000) and Creswell (2003) (in Thanh & Thanh, 2015:24) refer to the paradigm as "*epistemology or even research methodology*". As Creswell (2009:6) states, a paradigm is a worldview a basic set of belief that guides action and it is a general orientation about the world and nature of research.

This study used the interpretive paradigm as a worldview in the qualitative research in order to collect pertinent data to the issue under study and to interpret using the participant's voice

in their workplace context. As Thanh and Thanh (2015:24) states, the interpretive paradigm is often used in qualitative research. There is a tight connection between the interpretive paradigm and qualitative methodology. Tubey, Rotich and Bengat (2015: 225) assess qualitative researchers' use of interpretive paradigm as they see the world "constructed, interpreted and experienced by people in their interactions with each other and with the wider social system". This research uses an interpretive worldview in order to make meaning from the views of participants on the challenges and opportunities of principals in using a distributive leadership approach on instructional leadership in a naturalistic environment. As McQueen (2002:16) states, interpretive research paradigm views the world through '*the eyes of individuals*' and choose participants who have their interpretations of reality. Therefore, the researcher collects deeper insights into the context, uses induction to possess high validity and concerned with less generalisability in order to understand the research problem in its own unique context.

According to Scotland (2012:11), the interpretive epistemology is based on subjectivism real worldview phenomena. Regarding the same phenomena, different people may construct meaning in different ways. In the same way for Cohen, Manion, and Morrison (2007:22), an interpretive paradigm is usually inductive as the meaning is generated from the data. Therefore, researchers by employing interview, observation and/or focus-group discussion to collect data and make meanings from the participants' view explicit from the outset. As Firestone (1987:16) states, the reality is constructed through individual or collective definitions of reality. In conducting this research, the researcher attempts to understand the subjective reality from the qualitative research approach and focus on the view of the participant to make meaning as the main focus of qualitative research is describing and understanding rather than exploring or explain or predicting human behaviour. Therefore, in this study, the qualitative research approach helps to collect adequate information through interview and observation to understand the problem in detail and to make meaning from the participant's voice.

4.5 RESEARCH DESIGN

The research design is the plan and procedures for the study, providing the overall framework for collecting data. It outlines the detailed steps of the study and provides for systematic selection of respondents, preparing data collecting instruments, guidelines to systematic sampling techniques, sample size, data collection methods and data analysis methods (Marre, 2007:61, Creswell, 2009:116-118). According to Kothari (2004:31), a research design is “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”. He also put the activities included in the research design such as: what is the study about, why the study being made, where the study is carried out, and what type of data are required. He also further elaborated on what will be the sample design, what techniques of data collection will be used, how the data will be analysed, and in what style the report is prepared.

From Kothari’s definition and components of research design, one can understand that research design is an overall plan prepared to address the problem under the study. It also helps to know the tasks and procedures to be done from the time of title selection to the activity where the research report is prepared. Therefore, the blueprint of this study is a research design that shows the procedure of the study from start to finish. Yin (2008:26) defines research design as “a logical plan for getting from here to there, where there may be defined as the initial set of questions to be answered, and there is some set of conclusions about these questions”. A research design uses to structure a research setting, a sample selection, a data collection strategy, a data analysis procedure and a research report writing in order to answer the research question (Trochim, 2005: 135). To this end, the research design used in this study presents the overall procedure of the study logically from the formulation of the research problem to the analysis and report writing stages to conduct the study in a way that produces the intended result based on the aim and objective of the study. For Creswell (2009:5), the research design is “a plan or proposal to conduct research that is based on philosophy, strategy and specific methods”. A research design is needed to run the study smoothly and to get the needed information with minimal effort, time and money.

The researcher tried to indicate the research design used in this study in a detailed and clear way by setting the aim of the study and the reason why the study is conducted. Additionally,

about the study area, the type of data required, how samples are selected and the criteria used to select participants were explained. Lastly, the data collection tools, the methods used to analyse the collected data, how the research report is prepared, and the ethical consideration applied in this research were elaborated.

In this research, a qualitative case study research design is used to collect pertinent data on the principal's use of distributive leadership approach that contributes for the improvement of the field of educational leadership in general and school leadership in particular. It helps by providing the necessary information to improve the principal's instructional leadership. As schools need an effective principal to lead the instructional activities in successful ways and to achieve the objective of education, a distributive approach plays a great role by strengthening the collaboration of stakeholders for a shared activity.

As Starman (2013:32) states a case study research design is a comprehensive description and analysis of individuals or groups, variables, structures, forms and order of interaction between the participants in the situation or in order to assess the performance of work or progress in development. He also adds that a case study helps to collect progressive data in social sciences and education to get in-depth information towards the communication of workers to accomplish common tasks and to achieve a shared objective. Sagadin (1991) (in Starman 2013: 30) asserts when to use a qualitative case study research design as follows:

Case study is used when we analyse and describe, for example, each person individually (his or her activity, special needs, life situation, life history), a group of people (a school department, a group of students with special needs, teaching staff, etc.) individual institutions or a problem, process, phenomenon or event in a particular institutions etc. in detail.

From the above statement, the researcher views that a case study research design helps to study cases of individuals or groups in detail to get adequate data regarding the issue. Therefore, in this study, Haramaya District secondary school principals' were studied in detail on the challenges and opportunities of using a distributive approach to improve the instructional leadership. To this end, the study employs a qualitative case study research design to get adequate information for the problem under study and to forward the possible

solution to use a distributive leadership approach to improve their instructional leadership practices effectively.

To this end, the five secondary school principals were asked in the form of a one- to- one face-to-face interview to investigate how they are performing their instructional leadership roles through a distributive approach in their schools. Additionally, to get more information and for a triangulation purpose, vice-principals, school-based internal supervisors, unit leaders, Parent Student Teacher Association (PTSA) teacher representatives and Haramaya District education office experts were interviewed using a focus-group interview on the instructional leadership practices of the principals via a distributive approach. Moreover, the information gained from the participants were analysed using a thematic analysis approach to assess the overall principal's use of instructional leadership via a distributive approach in the secondary school of Haramaya District.

According to Gamesman (1988) (in Mayer, 2001: 329-352), a case study research design has the advantage to see things in a holistic view. He also says, "The detailed observations entailed in the case study enable us to study many different aspects, examine them in relation to each other, and view the process within its total environment". In the same way, Starman (2013:29) puts the importance of a qualitative case study research design as largely used in social science studies and found "to be especially valuable in practice-oriented fields" such as education, management, administration and social work that helps to study an individual or a group behaviour.

A qualitative case study is an investigation of an individual or groups that help to get in-depth information within its real-life context (Yin, 2009:18). Simons define a qualitative case study as "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a real-life context" (Simons 2009:21). Therefore, a qualitative case study relies on the collection of data from participants using interviews, observations and document analysis to obtain in-depth information to study in their natural context.

Gillham (2000:2) states the advantage of a case study as follows:

A case study method that helps to carry out an examination where other methods such as experiments are either not practicable or not ethically justifiable, to investigate a situation where a little is known about what is going on there, to explore complexities those are beyond the scope of more 'controlled' approaches and to 'get under the skin' of a group or organization to find out what really happens.

The primary purpose of a case study is to understand something unique to the cases. Therefore, in this research, a case study is used to get in-depth information about the interaction of school principals and stakeholders in a distributive approach to improve the instructional leadership of the principal. School activities are complex as various stakeholders are participating in the process to realise the objective of education in general and the objective of the school in particular. It helps to provide an in-depth holistic explanation of the interaction between the principal and the various school stakeholders in shared leadership practices to improve the quality of education and student's achievement. In this study, participants are selected using a purposive sampling technique that can provide adequate information on the use of a principal's distributive approach in the improvement of instructional leadership practices.

Additionally, as different ideas can emerge from participants, it helps to conceptual refinement that can be difficult in quantitative research. Moreover, it helps to organise unexpected variables and complex interaction effects, which can be created among participants. Furthermore, in this study, it serves as a good source of ideas, about the interaction between the principal and stakeholders, good opportunity to get in-depth information as participants are selected who have a better knowledge regarding the issue under study, better opportunity to gain innovative practice, better alternative to challenge theoretical assumptions and to uncover the voice of participants.

Zainal (2007:1) emphasises a case study research design allows the exploration and understanding of complete issues. Bassey (1999: 3) also asserts a case study research design gives new insights as a tool of educational research to “*develop [an] educational theory*

which illuminates policy and enhances practice". Nath (2005:399) also confirms that a case study research design helps to inform educational professionals in schools and policymakers on various issues in education through intensive qualitative descriptions. Therefore, in this study, the interaction of principals and stakeholders in using a distributive approach is explored in detail to understand the practice. As a case study, design is a tool in many social science researches and more prominent with issues in education, in this study the main issue is to solve the problems that encountered principals in using a distributive approach that in turn contributes to the improvement of instructional leadership practices. Yin (1984) (in Zainal, 2007:3) describes the category of a case study as exploratory, descriptive, explanatory and evaluative. This study uses an interpretive case study as it aims to interpret the data by developing conceptual categories, assumptions made by school principals in performing the instructional leadership roles via a distributive leadership approach. Therefore, in the interpretive category of a case study design, the researcher tries to interpret the data gained from principals in a natural setting.

To summarise, in this study, a qualitative case study research design was used by selecting key informants that have better knowledge and skill for the problem under study. The selection of participants using a purposive sampling technique and proper criteria to obtain the needed participant helps to get adequate data with minimal effort and money. Therefore, this study tries to identify the major challenges of the principals in using the distributive approach and forwarding a possible solution to solve the problem. Moreover, to show the gap and to indicate strategies for improvement contributes for the field of educational leadership, as it can be an input for researchers and policymakers to design a sound distributive approach based on the context and the environment. Furthermore, as a case study research design uses a qualitative approach to collect data from participants, the research approach used in this study is discussed in the next section.

4.6 POPULATION AND SAMPLE FOR THE STUDY

A population is a group of elements or cases that can be individuals, objects or events that conform to specific criteria and to which we intend to generalise the results of research (McMillan & Schumacher, 2001:169). According to Babbie and Mouton (2004: 173), a population is defined as "the theoretically specified aggregation of study elements". The

population of the study included secondary schools in East Hararge Zone of Haramaya District of Ethiopia. The target/study populations for this study are school principals, vice-principals, unit leaders, inbuilt school supervisors, Parent Teacher Student Association (PTSA) teacher representatives and Haramaya District Education Office head, supervisors, secondary school experts and district education office property and administration core process owner.

For this study, samples were selected using purposive and availability sampling techniques. As Patton (2002: 230) states, the logic and power of purposive sampling lie in selecting information-rich cases for the study in depth. Information rich-cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry. Therefore, studying information-rich cases yields insights and in-depth understanding rather than empirical generalisation.

The problem area within which the research takes place was Haramaya District found in East Hararge Zone of Oromia Regional State, Ethiopia. East Hararge Zone has 19 districts and 47 secondary schools. Haramaya District is selected for the study as it has five secondary schools where the other districts have one or two secondary schools only. The number of students enrolled in Haramaya District secondary schools is too large compared to the other districts found in East Hararge Zone. Moreover, the former researches conducted in the district show its instructional leadership activity is low. Furthermore, the researcher's experience in the area as a teacher and principal initiated to get detailed information on the issue and to forward possible solutions for the problem under study.

All the five secondary schools found in Haramaya District were taken for the study to get in-depth information in the district. Regarding the use of availability sampling technique Gray, Williamson, Karp and Dalphin (2007:103) assert that availability sampling is a sampling technique used when we want to include all the population as a study participant due to their small number, manageability and when the interest varies depending on the purpose of the study. Therefore, all the five secondary school principals found in the five secondary schools of Haramaya District and the Haramaya District Education Office head were selected using the availability sampling technique to involve all of them to the study, as they are essential to the study.

Regarding school management members and Haramaya District Education Office experts, there were nine district experts and 35 secondary school management team members. The researcher selected five Haramaya District Education Office experts and 25 secondary school management team members using a purposive sampling technique in terms of their rich experiences and position based on the criteria set to select participants.

Tongco (2007:147) also asserts that purposive sampling as a tool for informant selection is “a type of non-probability sampling that is most effective when one needs to study a certain issue in detail”. Therefore, the researcher used a purposive sampling technique to select informants for a reason:

- Populations of this study are the educational stakeholders found in the district one who has a direct relationship to teaching and learning activities and leadership.
- The size of the educational stakeholders is also optimum, taking into account that the characteristics of the population are similar.

It is expected that adequate information to the study is required from school principals, school management members and Haramaya District Education Office experts as they are actively involved in day-to-day teaching-learning and leading activities. To this end, the research informants are selected using criteria based on:

- Their rich knowledge and experience about school principals’ instructional leadership roles and challenges.
- Their direct participation in school instructional leadership activities.
- Playing a specific role in providing support to school principals.
- Availability and willingness to participate in the study.
- The ability to communicate expressively and reflectively.
- Their involvement in school leadership activities.

Based on the above criteria, participants for the study were selected from the larger population as they meet the same criteria. Therefore, five secondary school principals found in Haramaya District, 25 secondary school management members from the five secondary schools and five

Haramaya District Education Office experts, a total of 35 (n=35) individuals were participants of this study. Based on the selection of participants, the research instruments used to collect data were presented in the next section.

4.7 RESEARCH INSTRUMENTS

4.7.1 Semi-structured Interviews

Interviews are “interchange of views between two persons conversing about a theme of mutual interest” (Kvale & Brinkmann, 2009:2). As Maree (2007: 67-68), the interview is the most common data collection method used in qualitative research that helps in understanding the world, individuals, families, institutions and societies. Kothari (2004: 98-100) asserts the advantages and disadvantages of interview methods. According to Kothari, the main advantages of an interview are:

- **More information in-depth can be obtained:** With a little influence from the interviewer, participants can talk in detail about the issue. Additionally, by recognising important information and by probing for more detail, the interviewer can get in-depth information to the problem under study.
- **The interviewer can overcome problems that arise on the process of interviewing:** By preparing a ground-rule on how to respond for the questions, by probing the answers, controlling the point of the discussion and by asking more questions for some important issues the interviewer can overcome the problems encountered during the interview.
- **There is greater flexibility under the interview method:** It gives a chance for the interviewer and the interviewee to discuss the issues freely, by asking additional questions such as: Would you give an example? Can you elaborate on this? Would you explain that further? Is there anything else?
- **Additional information can be available when needed through their movements:** The interviewer also gets information from facial expressions, gestures, and the tone of voices and other movements of participants.

- **Personal interviews can be fixed at different times and places as needed:** The interview can be scheduled based on the convenience of individuals to conduct the interview.
- **Samples can be controlled easily:** As the number of samples is not as large as quantitative research, the researcher can easily control it.
- **The language can be adjusted easily according to the level of the interviewee:** In the in-depth interviews, information is needed, and this can be gained when the participants involved in the discussion. Therefore, the language can be easily adjusted based on the interviewee's level and skill.
- **The interviewer can collect more information about the interviewee:** In the quantitative study, the researcher's chance to get the respondent is low. However, in the qualitative research using the interview, the interviewer discusses with the interviewee in face-to-face or other means, and even he/she needs to understand the history of the interviewee to know the experience and knowledge that he/she has regarding the issue under study.

However, there are also some disadvantages to an interview method. Some of the weaknesses given by Kothari are:

- **It is a very expensive method:** Frequently to meet with the interviewee, conducting the interview, transcription, analysis, language editing, which makes interview very expensive.
- **It is time-consuming:** Data collection, transcription, analysis, interpretation of all activities takes more time to complete.
- **There may be the interviewer's bias:** as qualitative research needs to give meaning based on the participant's voice, sometimes the interpretation and the way the researcher gives meaning to the issue create biases on the study.
- **Maybe some people like executives and officials are not available:** Based on the type of the problem, sometimes officials do not give the real response to the issue. However, the competency of the researcher to triangulate using multi-data collection methods can minimise the risk.
- **It may have systematic errors:** The researcher should be competent in sample selection, preparation of interview question items, using data recording materials,

transcription, data analysis and interpretation, otherwise the systematic error can be created that makes the study invaluable.

As there are different types of interviews, the researcher uses a semi-structured interview to make it flexible and to get adequate information from participants. In conducting an interview, the researcher needs to prepare questions that can be answered clearly, adjusting programmes ahead, and plan for time and money, to know the educational level and experience of interviewees and to study the techniques used to motivate interviewees at the process of interviewing. According to Opdenakker (2006:3), “a face-to-face interview is more advantageous to search out adequate information from participants through voice, body language and intonation”. Similarly, Fairfax County (2012:2) illustrates the advantages of a face-to-face interview as “high response rates, easier to motivate participants, can clarify questions, can use longer and more complex questions can be administered”. For Mare (2007: 87), a semi-structured interview is “commonly used type of research methods to corroborate data gained from other sources. Based on the semi-structured interview, the study tries to collect pertinent data from participants”.

From the different types of interview, a one- to- one semi-structured interview and a focus-group semi-structured interview, the researcher prepared a face-to-face semi-structured one-to-one verbal interaction with Haramaya District secondary school principals to get in-depth information about their instructional leadership via a distributive approach. In addition, a focus group interview was held in each secondary school for school management members and Haramaya Education Office experts. A focus-group semi-structured interview is used to triangulate the data collected and to scrutinise shared understanding and views from specific people typically from four to six (Creswell, 2012:118). Yin (2011:140) agrees the small number of a focus-group interview such as two to three or a moderate size seven to ten have the advantage to manage the interview and to control the participation of each individual. Therefore, in this research, a face-to-face semi-structured focus-group interview is held with vice principals, unit leaders, in-built school supervisors, and PTSA teacher representatives.

Additionally, head of Haramaya District Education Office; supervisor, secondary school expert, and administration and property core process owner participated in the face-to-face semi-structured focus-group interview. The semi-structured focus-group interview held with

Haramaya District secondary schools and the district education office experts helps to get in-depth information on the challenges and opportunities of school principal's instructional leadership in using a distributive leadership approach. The semi-structured face-to-face focus group interview was conducted in each school and the Haramaya District Education Office has five participants in each group and accounts six groups at all. The convenient time for the interview was arranged based on the interest of the participants. In addition to the one-to-one interview and a focus group interview, to get first-hand information, observation methods were used and presented in the next section.

4.7.2 Observation

In this study, the researcher used an observation method to observe the availability of instructional resources in each secondary school. As Cohen et al. (2007: 398) state, the observation method helps the researcher to get 'live *data*' from the natural setting and allow the investigator to look directly as a first-hand account. Merriam (2009:117) identifies two distinctive features in which observation differs from interviews; firstly, observation takes place in the setting where the phenomenon naturally occurs, and secondly, it represents first-hand information about the issues under study. Creswell (2012:213) defines an observation method as "the process of gathering open-ended, first-hand information by observing people and places at a research site". He also put the procedure of an observation method as follows:

- **Select the site to be observed:** the site that is observed should be planned ahead that helps to prepare a plan for the proper implementation of an observation.
- **Get a general sense of the site:** First, to understand the whole sense of the site, which is observed, helps to gain the sense of the whole image of the place.
- **Identify what you observe:** This is a plan or a checklist prepared by an observer what are included in the observation that gives pertinent data for the study.
- **Determine your roles as an observer:** as there are different types of observation, the researcher needs to determine his/her roles, whether it is a participant-observer or non-participant observer.
- **Design some means of recording:** The observer needs to determine the type of data recording tools such as video recording, photograph, or field notes.

In this study, the researcher used the observation data collection tool to get first-hand information without the interference of others. Therefore, the researcher planned the site for observation, the five secondary schools found in Haramaya District. The general non-participant observation was held to understand about the whole image of the secondary schools and then prepared a checklist for the sites to be observed and use a field note to record the observation in which a critical data are needed.

Kothari (2004:96) explains the importance of the observation method as most commonly used in Social Science studies. He also puts the researcher instead of asking the participant he/she can look the event as an advantage of subjective bias is eliminated, it can be done accurately, and the information obtained under the method of observation is currently happening. Therefore, the researcher uses a non-participant observation to check whether instructional resources are adequate or not to run the instructional activities smoothly. To this end, the researcher observed; libraries, laboratories, pedagogical centres, classrooms, computer labs, and offices to understand whether the availability of instructional resources have an impact on the distributive approach or not. However, there are limitations such as the observation method is expensive, limited information may be gained, and sometimes unforeseen factors may interfere. The researcher to minimise the mentioned problems prepared a checklist to control the event. The researcher to control the events that can occur during the observation, first observe the schools in their entity and then prepared an observation protocol: that includes a chronology of events, detailed portrait of the events, description of the activities and reflection about the events. Then, the observation used a record based on the checklist prepared as field notes.

Regarding the observation of data collection, the analysis and interpretation phases are interrelated. Therefore, the researcher begins the analysis by transcribing the field notes from the observation data. The data and searching for similar phrases and words begin with the coding of the data. The analysis was continuous with the application of keywords (Codes) at the side margin of the transcribed data. As Gillham (2000:46), observation in a case study seen as a part of the data collection technique. He also says “observation is a better data collecting tool for the reason that it is not what people have written on the topic (what they intend to do, or should do). It is not what they say they do. It is what they actually do”.

To this end, the researcher used observation method as a supplement to the interview and used to see the support provided to schools to fulfil the necessary materials that help to facilitate the teaching and learning process. Therefore, based on the above qualitative data analysis, the researcher tried to analyse and comprehensively present the research report. The data analysis and data presentation are presented in the next section.

4.8. DATA COLLECTION PROCESS

Data collection is the process of gathering and measuring data, information or any variables of interest in a standardised and established manner. In this study, data were collected from secondary schools, school principals, district education office head and experts and school management team members using a one-to-one face-to-face and focus group semi-structured interviews and observation.

The researcher, after secured permission to collect data from Unisa research ethical approval committee and Haramaya District Education Office, formally start working with secondary schools found in Haramaya District. The researcher frequently visited the secondary schools before starting to collect data to understand the situation of the school and the participants. Then the researcher selected the participants based on the criteria set for getting in-depth information for the problem under study.

After providing the general purpose of the study for the research participants, the researcher facilitated five interview sessions on the five secondary schools based on the choice of the participants. The interview with the school principals and focus group interview for school management team members were held at the principals' office and libraries, respectively. The focus group interview conducted at Haramaya Education Office was held in the office of the head. The researcher during the interview session introduced his name and the data collector who observed the group dynamics and noted the context of the discussion.

To create a relaxed environment, the researcher briefed about the purpose and confidential nature of the study to the participants. Then, the participants were allowed to read the informed consent and confidentiality forms and agree by signing to participate. The seating arrangement was in a circle to have an equal view one to the other. The total number of

participants was 35, and the duration of each session was at an average from 45-90 minutes. The interviews were held from October to December 2018.

Regarding observation, the check-list was prepared to identify the places to be observed. The school principals supported the researcher to observe libraries, laboratories, classrooms, offices, pedagogical centres, ICT rooms, playgrounds and infrastructure in the schools by facilitating conditions to get support from concerned individuals in the school.

Finally, after data is collected from different sources, the data analysis methods were employed to understand the problem under study.

4.9 METHODS OF DATA ANALYSIS AND DATA PRESENTATION

The technique of data analysis used in this study was qualitative. Qualitative data analysis is “an ongoing and interactive process, implying that data collection, processing, analysis and reporting are intertwined, and not merely a number of successful steps” (Nieuwenhuis, 2010:100). However, to accomplish tasks in a planned way to use a flexible step has a great value. Therefore, this study used a certain step to do things in a programmed way. Quantitative data analysis usually was done after the data collection is completed while the qualitative data analysis is progressive, continually refining and recognising in light of the emerging results (Dawson, 2002:111). Based on the characteristics of qualitative research, the researcher analyses the data after each data are collected for maximising the remembrance of the incident.

Additionally, the theoretical framework of the study (Maryland’s instructional leadership framework) was considered and given attention to investigate how each instructional leadership roles of principals were practised in secondary schools of Haramaya.

Additionally, the framework was given great attention in the development of data collection tools and analysis of the data. The detail of the steps used in analysing the qualitative data in this research is shown in figure 4.1 hereunder. Research is a planned activity that uses different steps to accomplish the intended goal to solve the problem. For Creswell (2009:184), qualitative data analysis is the range of processes and procedures to move from the collected

data into some forms of explanation, understanding and interpretation of the people and situations under investigation.

As Yin (2011: 176), qualitative data analysis starts by compiling the data collected using different data collection tools like interviews, observations and document analysis. He put the phases of qualitative data analysis as compiling the data in some order, breaking down into codes, reassembling the codes by arrays, creating a new narrative (interpreting) and finally, concluding by giving meaning as the participants' voice. As qualitative data analysis is the process of making sense out of a deeper understanding of the data to presenting and making an interpretation of the larger meaning of the data, a thematic analysis approach was used based on the aim of the study. Therefore, the researcher uses the steps from the specific to the larger as the figure suggests below.

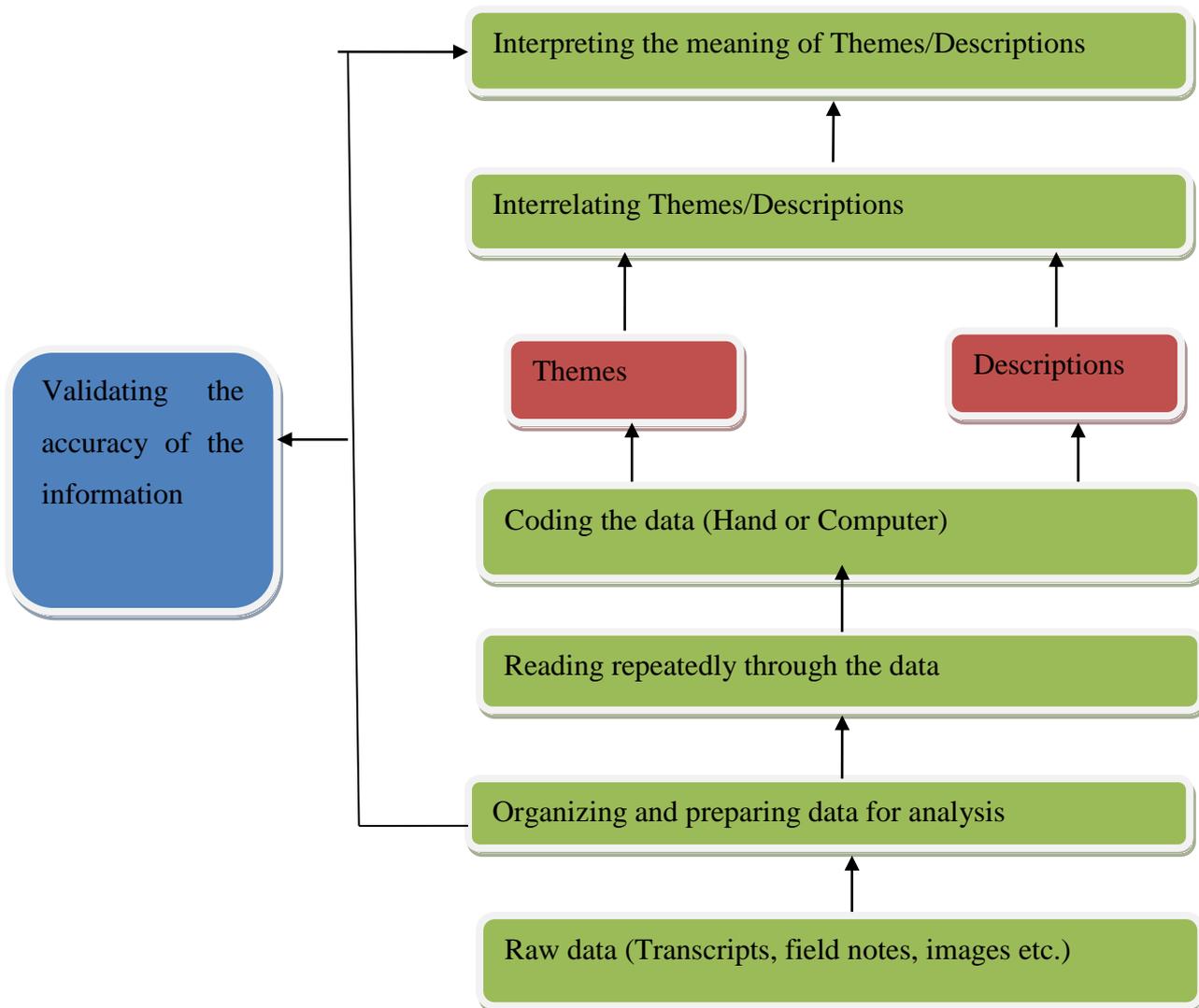


Figure 4.1 Steps of qualitative data analysis (Creswell, 2009:185)

Based on the above figure, the researcher used the steps of data analysis, as mentioned above. First, the collection of data from school principals on the one-to-one interview and a focus-group interview with school management members and observation on schools were held. Then, the data collected were transcribed. The data collected from the participants were organised for analysis. The researcher repeatedly reads and re-reads to familiarise with the data and the open codes were prepared, then to find out similar codes among the data axial codes were obtained after similar codes were identified, categorised and themes were identified for analysis and descriptions. Finally, the themes were interpreted and given meanings based on the participant's voice.

In conclusion, the data collected using the semi-structured interviews in this study were analysed using thematic analysis. The reason for using this method is due to a thematic analysis most of the time used in identifying, analysis and reporting themes within the data. *Deconstruction*: reading and rereading interview transcripts breaking down of data into component parts in order to down data into categories and codes that describe the content. Regarding the breaking down of data into components Gray, Williamson, Karp and Dalphins (2007:154), emphasise that to understand the insight of the participant and to breakdown into similar codes and themes, the interviewer should read the data repeatedly. In the same way, Braun and Clarke (2006:87-88) state that familiarising with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the final report was considered in the process of thematic analysis. As qualitative research should be based on reality, honesty, and reliability to meet its objective, the study gives great attention to its trustworthiness. Therefore, the trustworthiness and rigour of the study were presented in the next section in detail.

4.10 TRUSTWORTHINESS AND RIGOUR OF THE STUDY

4.10.1 Introduction

As validity and reliability check are essential to improve the quality of quantitative research, trustworthiness is essential to improve the quality of qualitative research. Because qualitative research entails, the researcher takes an active role in the collection and interpretation of others' meaning-making, to be credible. As Gunawan (2015:11) states, qualitative researchers must be making the study good and trustworthy by applying the following mechanisms.

- Selecting the appropriate instrument to collect data;
- Using an appropriate sample;
- Ensuring the stability of the instrument;
- Catching appropriate data;
- Triangulation;
- Peer checking; and
- Detailed transcription.

From the above lists that help to maximise the validity and trustworthiness of the qualitative research, the researcher puts into practice by preparing the interview question items based on the research problem. To get adequate information, purposive sampling was employed by formulating criteria to get information-rich participants. Additionally, the interview questions and the observation checklist were checked with experts based on the research problems. Moreover, checking the transcription and the analysis with colleagues, and transcribing the collected data by providing attention for all what happened during the interview including; facial expressions, gestures and tone of voices were given great attention. Additionally, care should be taken at the stage of data analysis such as: avoiding subjective interpretation, reducing the halo effect, avoiding poor coding of data, avoiding making inferences and generalisation beyond the capability of data and avoiding selective use of data (Cohen, Manion & Morrison 2007: 145).

As Shenton (2004:63), the trustworthiness of qualitative research should be considered by four criteria employed by the positivist approach such as credibility, transferability, dependability and conformability. These criteria will be discussed as follows.

4.10.2 Credibility

Credibility is one of the methods used to establish trustworthiness by examining the data, data analysis, and conclusions to see whether or not the study is correct and accurate. It is an evaluation of the research findings represent a “*credible*” conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985:63). As credibility is one of the key criteria in conducting a qualitative research study, it is the most important factor in establishing trustworthiness. It includes the adoption of research methods in the data gathering and data analysis sessions. It also emphasises the development of an early familiarity with the culture of the participating organisation before the first data collection dialogue takes place.

Based on the above idea, the researcher tries to prepare the data collection tool properly, to visit the secondary schools and offices to study their cultures and to conduct the interview when the participants are ready. Moreover, to secure the trustworthiness of the research triangulation is available and the researcher will use the observation to obtain the details of

the participants and to engage a wide range of informants to get adequate and real information about the problem under study. As Onwuegbuzie and Leech (2007:239) state, triangulation involves the use of multiple and different methods to obtain a valuable and substantiate the evidence gained from the participants.

Therefore, the researcher used interview and observation data collection tools to get data from principals, school management members and Haramaya District Education Office experts that help to triangulate the data obtained from participants. Additionally, to ensure honesty in informants, for each person who is approached, should be given opportunities to refuse at any data collection session and involve only those who are genuinely willing to take part and prepared to offer data freely.

The researcher used a prolonged engagement to learn the culture and the custom of the participants and build trust. Additionally, to triangulate the data, observation was employed. In this study, the use of observation for triangulation purpose includes the availability of instructional resources such as in libraries, laboratories, classrooms, computer rooms and offices to check how principals are challenged to share instructional leadership roles and activities among stakeholders. Moreover, peer scrutiny of the research procedure was consulted from colleagues, peers and academics at the time of the study.

Checking relating to the accuracy of the data was taking place at the beginning and end of the data collection session for member checks, to see whether the participants consider that their words match with what was actually intended. The thick description of the phenomenon under scrutiny is also added to understand the context surrounding the area of investigation to be made. Finally, the investigations of the previous research findings to assure the degree to which the study results are congruent with those of past studies were checked. Additionally, a member check was employed to correct misinterpretation and minimise biases by discussing with informants as principals and supervisors to check the accuracy of statements. Anney (2015:277) emphasised that a member check is a process of showing the transcription and analysis of data to check by the participants if it is their voice or not. Therefore, in this research, after the data is transcribed and the analysis is made, the version is given to the participants to make the needed corrections and to reduce the researcher's bias.

4.10.3 Transferability

Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. The researcher evaluates the extent to which the conclusions drawn are transferable to other times, settings, situations and people. Therefore, the researcher made explicit the patterns of cultural and social relationships and put them in context. According to Bitsch (2005:85), the qualitative research “facilitates the transferability judgments by a potential user through ‘thick description’ and purposive sampling”. This indicates that when the researcher gives a detailed description of the inquiry and when participants are selected using a purposive sampling technique, it facilitates the transferability of the inquiry. In terms of the thick description, Li (2004: 305) asserts, a thick description enables the judgments about how well the study context fits other contexts.

The researcher elucidates the research process in detail, starting from the data collection to the writing of the final research report put in detail for other researchers to replicate the study with a similar condition and process. The other method is to select informants using purposive sampling and to show clearly the criteria used to select who can give pertinent and adequate information for the problem under study.

4.10.4 Dependability

Dependability is a method used to show the consistency of the findings. Based on this, the researcher tries to look into the data, findings, interpretations and recommendations whether the study is supported by data and is trustworthy. The researcher also makes external audits by evaluating the accuracy and evaluate whether or not the data support the interpretations and conclusions. As Bitsch (2005:86) dependability is “the stability of findings over time”. It involves participants evaluating the findings, interpretations, and recommendations are made based on the data. Therefore, the researcher needs to establish dependability using an audit trial and triangulation. Morrow (2005: 250-260) emphasises peer researcher, student advisors, or colleagues can examine the findings and the recommendations as they are based on the data.

The researcher provides the findings of the study and the recommendations made to colleagues and in the department to examine and to give feedback to confirm whether it is based on the collected data or not. Additionally, the feedback provided from colleagues was incorporated, and the observation data provided the natural approach to check the data and control biases and to establish a valid proposition to the study.

4.10.5 Conformability

Conformability in qualitative research is to ensure the findings of the study are confirmed by others (Shenton, 2004: 72). Conformability is a method used to establish trustworthiness. It includes an audit trail that includes raw data: such as electronically recorded materials, written field notes, documents and records. This method is used for another researcher to be able to verify the study when presented with the same data. Conformability is achieved when findings of a study reflect from the participants of the study, and the data speaks for itself and not based on biases and assumptions of the researcher. Therefore, the researcher audits the data and also gives collected data to the participants to check it is their response or not.

The researcher, to ensure conformability, used a ‘reflective journal’ as a document by keeping all tentative interpretation, plan of data collection, field notes, personal reflections in relation to the study. The data collected by observation also helps to triangulate and check the required information. Therefore, to keep all the necessary documents regarding the study and to check by reviewing when necessary helps to ensure the findings are confirmed by others. Moreover, informants participate in providing data for the research needs to be protected from any harm and given great attention to respecting their rights. To this end, the ethical consideration used in this study is presented in detail in the next section.

4.11 ETHICAL CONSIDERATION

Research ethics is the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects, in particular, active acceptance of subjects’ right to privacy, confidentiality, and informed consent (Andrew & Mark, 2010:66). Closely related to the notion of voluntary participation is the requirement of **informed consent**. Essentially, this means that prospective research

participants must be fully informed about the procedures and risks involved in research and must give their consent to participate.

In this study, ethical consideration is viewed as standards to evaluate the conduct of the researcher in order to ensure acceptable rules and conduct; the following measures were taken:

- First, permission is granted from the Unisa research ethics approval committee.
- Permission is granted from Haramaya University, Vice president for Academic Affairs to conduct the research in Haramaya District secondary schools.
- The researcher asked permission from Haramaya District Education Office to conduct the research in secondary schools.
- After the permission was granted from Haramaya Education Office, secondary schools were asked to conduct the study in their secondary schools.
- The participants were asked to provide information for the problem under study and to sign an agreement to show their consensus to participate in the study.
- Finally, as participation is voluntary, participants' were informed that no compensation was available. Additionally, the researcher informed them anyone could withdraw from the participation at any stage of data collection.

Ethical standards also require that researchers not put participants in a situation where they might be at **risk of harm** because of their participation. As Creswell (2009:90) states, "to protect participants from harm, the researcher should get the ethical approval from Universities and Colleges." To this end, the researcher tried to get the ethics approval from Unisa, Haramaya University, Haramaya District Education Office, secondary schools, and research participants by clearly clarifying the aim and objectives of the research. The benefit of the research for the improvement of education, and the importance of their participation in providing information that helps to get reliable data that in turn, helps to find a possible solution to the problem.

As Gay and Airasian (2000:94) state, ethics is concerned with what is right and wrong in conducting research. McMillan and Schumacher (2001:196) list ten ethical principles that should be emphasised while conducting research. These are to:

- maintain the ethical standards where the study takes place;
- inform the study participants about the aim of the research;
- be honest to study participants;
- ensure the research participants are protected from any harms;
- obtain informed consent;
- minimise misinterpretation;
- potential benefit is withheld if the potential harm is high;
- Subjects should be provided with the research results in which they participate.

Based on the above list of the ethical principles, the researcher applied in the study by providing great attention in conducting the research. Moreover, the respondents participated in the research were informed about the research to understand and to give responses in the right way. Furthermore, to respect the autonomy of the participants and to protect them from any harm were the responsibility of the researcher.

Hammersley and Traianou (2013:2-3) put five common principles of ethics in educational research. These commonly recognised ethical principles are:

- Minimising harm;
- Respecting autonomy;
- Protecting privacy;
- Offering reciprocity; and
- Treating people equitably.

The principles mentioned above of ethics are crucial and considered to protect the participants from any harm. Regarding the respect of privacy, as any individual participating in the study expects the privacy is guaranteed, in many ways, in writing or other means no identifying information of the individual is revealed. Moreover, the autonomy of each participant is

respected, first by asking their permission and assign consent and informing them, and they can withdraw at any stage of data collection. In addition, in terms of the benefit of the study for the improvement of instructional leadership practice and student's achievement were informed ahead and all participants regardless of gender, age, language and religion treated equally and fairly.

4.12 SUMMARY

The purpose of this chapter was to discuss the research design and methodology of the study. It included the research design, the research approach the paradigm of the study, population and sampling techniques, data collection and analysis methods used in the study. As ethics is given great consideration in conducting research, ethical issues were discussed in detail on the safety of participants, privacy and anonymity of participants, research confidentiality, and informed consent to the participation of informants.

This research used a case study research design to assess the challenges and opportunities of principals via a distributive approach in five secondary schools of Haramaya District of Ethiopia. The researcher used a purposive and availability sampling technique to select informants based on criteria as adequate information is available to make meaning from the views of participants. Therefore, the participants included in this study were secondary school principals, supervisors, vice principals, unit leaders, PTSA teacher representatives, and Haramaya District Education Office experts. The school principals and the Haramaya District Education Office head are selected using availability sampling as the result of their small number and manageability while the other participants were selected using a purposive sampling technique. The informants were expected to provide the necessary information, as they were involved in day-to-day activities of the teaching and learning process.

Additionally, the study collected data using a one-to-one interview with five secondary school principals and a focus group interview with participants selected from schools and Haramaya District Education Office officials. The focus-group interview was held in the five secondary schools and one with Haramaya District Education Office experts. In each group, there were five participants, and a total of 30 participants 'were taking part in the focus-group interview. Moreover, an observation data collection tool was used to get first-hand and additional

information to triangulate the data for accuracy. Furthermore, the data collected were analysed using a thematic approach by forming common themes and patterns to forward possible solutions for the problem under study.

In the next chapter, the analysis, discussion and interpretation of the collected data will be presented. Therefore, the focus of the next chapter includes the analysis, discussion and interpretation of the one-to-one interview data collected from principals, the focus-group-interview collected from school management members and Haramaya District Education Office experts and the observation data collected from the five secondary schools.

CHAPTER FIVE: PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

5.1 INTRODUCTION

This chapter focuses on the presentation and analysis of the collected data. The study seeks to investigate the challenges and opportunities of secondary school principals in using a distributive leadership approach in their instructional leadership of Haramaya District. This study used a case study research design and a qualitative research approach to get an in-depth understanding of the phenomenon of principals' use of a distributive approach in their instructional leadership. Therefore, a semi-structured one-to-one interview for principals and a focus-group interview for school management members and Haramaya District Education Office experts' were conducted. Additionally, the observation was used to get a first-hand 'live data' from the natural setting. This chapter attempts to answer the main research question with its' relevant sub-questions, namely: What are the major challenges and opportunities for principals in practising instructional leadership via distributive approach in secondary schools of Haramaya District?

In order to answer the research question, the chapter is divided into six parts. The first part deals with the coding and profiles of research participants and the schools. The second part deals with the data presentation, analysis and discussion of school principals' one-to-one interview. The third part deals with the data presentation, analysis and discussion of the focus group interview of school-based management members. The fourth part is about data presentation, analysis and discussion of data collected from Haramaya District Education Office experts. The fifth part deals with the presentation, analysis and discussion of data collected from observation and the sixth part deals with the summary of the chapter.

In the presentation, analysis and discussion part, the participant's voices are being presented as they said it. Since the main objective with the study is to determine the challenges and opportunities of principals in practising instructional leadership via distributive approach in the

five secondary schools of Haramaya District to get adequate information for the questions, the voice of all study participants was included in the study.

The research instruments used to collect data, the semi-structured one-to-one interview, focus-group interviews and the observation method were used to find answers to the main research question posed in chapter one, section 1.2. “What are the major challenges and opportunities for principals in practising instructional leadership via a distributive approach in secondary schools of Haramaya District?” and its sub-questions. Therefore, the data presentation and analysis part emphasises the sub-research questions:

- What is the instructional leadership role of the principal in secondary schools of the Haramaya District?
- How do principals use a distributive approach to improve their instructional roles in these schools?
- How do principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools?
- What are the major challenges of principals in practising instructional leadership via a distributive approach in these schools?
- What are the opportunities for principals in practising instructional leadership via a distributive approach in these schools?

5.2 CODING AND BIOGRAPHICAL PROFILES OF RESEARCH PARTICIPANTS AND SCHOOLS

In this study, ethical consideration was given great attention. Therefore, codes were given for the study participants to maintain the confidentiality of the collected data and to secure the privacy of the participants. Additionally, for ethical purpose and the agreement made with participants to not call them by their names and not give a clue about their identity so the coding is used and the results of the study are reported in an aggregate form. Therefore, this section depicts the coding and the characteristics of the schools and study participants.

The sampled schools have different levels, and the study participants' educational level, qualification experiences and leadership positions are different. Therefore, for ethical reasons, the following codes were used and depicted as follows:

Table 5.1: Summary of codes of schools and study participants

No.	Participants	Codes used	Total
1.	School Principals	SP1, SP2, SP3, SP4, SP5	5
2.	School Management Members	SMM1, SMM2, SMM3,.....SMM25	25
3.	Haramaya District Education Office experts	HDE1, HDE2, HDE3, HDE4, HDE5	5
Total			35

5.3 SUMMARY OF INTERVIEW RESULTS AND DISCUSSIONS

In this section, the data collected from the five principals in using a one-to-one interview were firstly summarised based on the research sub-questions. Consequently, the data collected from the 25 School Management Team members and the five Haramaya District Education Office experts, using focus-group interviews, were analysed and discussed. These discussions were based on identified themes that emerged during the focus group interviews and the literature, as discussed earlier in chapters 2 and 3 on the use of instructional leadership via a distributive approach.

5.3.1 Individual interviews: Discussion and interpretation of responses from the school principals (SP1, SP2, SP3, SP4, SP5)

5.3.1.1 Research sub-question 1: What is the instructional leadership role of the school principal in secondary schools of Haramaya District?

SP1's response to the first question is that the major role of a principal is to lead the teaching and learning process in school and to work with others to achieve the goal of the school. He emphasised the instructional leadership role of the principal by saying:

As an instructional school principal, I am working with my staff and other stakeholders to improve student's achievement. Therefore, in my school the instructional leadership roles as indicated on the ministry of education, standards of school principal's instructional leadership roles, I am focusing on leading classroom teaching and learning activities such as: offering subjects to teachers, fulfilling classroom materials, supervising classroom teaching-learning activities, providing feedback to teachers, leading continuous professional development program, leading continuous assessment, evaluate the performance of teachers, formulating; a school vision, mission and goals, and to facilitate conditions for the collaborative activity of school stakeholders to take parts on the instructional leadership practices.

Additionally, he responded that the school curriculum is evaluated by the respective departments and feedback is sent to the district education office as a report. The use of computers and work in laboratories are the other given attention to student's learning. SP1 also added that:

I always support teachers in individual and in groups to improve their capacity through working together and sharing experiences among the staff. Additionally, to solve problems encountered teachers in their teaching and learning process and the facilitation of classroom materials, updating library and laboratory instructional

materials, monitoring plasma television dissemination and to create safe teaching and learning environment are among the roles of instructional leadership to smoothly run the instructional activities.

SP2's response to the first question is that to lead the teaching and learning process; especially the day-to-day classroom activities are the major roles of a principal as instructional leadership. Additionally, such as instructional leadership roles; supporting teachers to build their capacity through CPD, and aligning vision and mission of the school with instruction was the major one. Moreover, evaluating the performance of teachers, textbook evaluation, monitoring the continuous assessment of students, and working with stakeholders are the major roles of a principal. He also said:

In my school, to improve student's achievement and to satisfy the needs of students learning, to fulfil instructional materials for; classrooms, libraries, laboratories, and computer labs, are tasks that I give more attention. In addition, to support students by preparing a tutorial program and to facilitate students' collaborative activities are given a great attention.

SP3's response to the question as revealed, principals as instructional leaders works on vision formation, facilitation of teaching and learning activities by working with stakeholders. In addition to this, evaluating teachers' performance, curriculum development through textbook evaluation and facilitation of instructional materials and leading continuous assessment of students were the main activities. Moreover, facilitation of experience through sharing activities is the major roles of principal as instructional leaders. SP3 also responded that:

Principals as instructional leaders should focus on teaching and learning process of the school to improve student's achievement and the whole performance of the school. To facilitate conditions to smoothly run the day-to-day classroom teaching and learning activities by working with teachers, students and parents help to

realise the instructional activities in a collaborative ways. Therefore, to build the capacity of teachers through CPD activities and to strengthening the culture of supporting each other through co-operative learning are activities that needs attention.

Stakeholders such as the school management team members, teacher and parent representatives, department heads, subject team leaders and the student council prepare a plan for the improvement of student's achievement. In order to achieve the plan, all stakeholders share instructional leadership roles among and have a scheduled fixed meeting day through which they are discussing the planned activities, encountered challenges and possible solutions. SP3 also said that:

In my school, the performance evaluation committee, which is formed from the management team and in-built school supervisor supervise the classroom teaching and learning activities and provide feedback to teachers. They also discuss with district supervisor on the issues regarding classroom activities. On the other hand, I am working with stakeholders to mobilise instructional resources to facilitate conditions for improving the teaching and learning activities. To this end, last year we have got some reference materials on science subjects, and it helps us to minimise the problem that we have on reference materials. The other major task that needed from a principal is to create a safe school for student's learning. In this year there are a problem of peace and security and schools are closed for a week and parents afraid to send their children to school. I am working with the school PTSA committee and discuss with people to send their children to school, and all teachers are working hard by providing tutorial and make-up classes to compensate for the wasted time.

SP4's response to the first question is that school principals have various roles when they are acting as instructional leaders. From these roles such as: working on instruction curriculum development and leading continuous assessment is the major once. As teachers are the major

actors in the teaching and learning process to build the capacity of teachers through the CPD programme is the other major role expected from principals. To evaluate the performance of teachers, fulfilling instructional materials in; classrooms, offices, laboratory, library, computer labs and staff-rooms are also among the roles of a principal. Evaluating textbooks and providing feedback for improvement, follow up classroom teaching and learning activities formulating a vision and align with instruction, supporting students in working together and evaluating students achievement through data-driven systems are the roles of the instructional leader.

The major roles of a principal that needs great attention to accomplish, according to SP4, are:

Leading the day-to-day classroom teaching and learning activities and to support teachers to improve their capacity in using a student-centred approach, fulfilling the needed instructional materials and mobilising stakeholders to participate in student's learning. Additionally, to formulate a vision and to work in realising the vision and to support teachers and students in individual and teams base are essential. Moreover, to create a school culture that motivates people to engage on mutual benefit and follow up the committees, clubs, and teams to check how they are working and what support they need are the major tasks. Furthermore, a principal should work hard with all stakeholders and give a great emphasis to improve student's achievement.

SP5's response to the first question is to lead the instructional activities of the school and to improve student's achievement is the major role of a principal. He said:

In my school as an instructional principal, my main focus is on building the capacity of teachers to support students learning and to formulate vision and mission by aligning to the teaching and learning process. Evaluating the performance of teachers compared with the standard, leading CPD programme,

supporting departments to collaboratively participate on curriculum development and text-book evaluation, facilitate experience sharing activities, arrange a tutorial programme for students and creating and strengthening a school culture for collaborative activity are the major roles that are given a great attention.

The other aspect responded by SP5 is about the focus of principals as leaders to improve the instructional leadership practices and students achievement as follows.

Principals as instructional leaders should focus on instructional activities, especially to improve student's achievement. In Ethiopian Ministry of Education document of school principal's leadership roles, as indicated, I am working on various activities such as supporting teachers and students to build their capacity to employ active learning methods, monitoring student's achievement to identify the problems and to discuss with teachers and parents on improving students achievement. Generally, as a principal, I am working with teachers' students and parents and the community to improve the instructional leadership practices in a collaborative way.

The researcher, when analysing the responses of principals on the role of instructional leadership, most of the principals were focusing on the major roles of the school principal as instructional leaders on curriculum, instruction and assessment. As Morzano and Waters (2010) (in Lunenburg, 2010:1), principals as instructional leaders focus on learning, encouraging collaboration, aligning curriculum, instruction and assessment to improve student's achievement. Maryland's instructional leadership framework (2005:12), which was selected as a theoretical framework for this study states there are eight major roles of a principal as an instructional leader, and most of them are practised by the principals in the study schools. Therefore, the study area principals know the instructional leadership roles of a principal. However, the instructional leadership roles of a principal, such as strengthening school culture and creating a favourable environment to learning are not well done. Additionally, as the data collected from principals revealed, principals engage in a vision

formation. However, the vision, mission and goal of the school were not well communicated to school stakeholders.

One of the principal's roles is to formulate a school vision and mission with an alignment of instruction. A successful principal must have a clear vision to realise school objectives. As Leithwood and Riehl (2003:66), the development and communication of a clear vision plays a great role in strengthening a collaborative activity. Therefore, vision and mission should be formulated and aligned with instruction, curriculum and assessment to improve student's achievement. Additionally, the vision and the mission should be communicated to stakeholders to involve them in various instructional leadership roles.

Continuous Professional Development (CPD) of teachers promotes school culture and support teachers to improve their knowledge, skill and capacity to support student's learning. CPD has a positive effect of building the capacity of teachers, improving their professional competence, creativity and innovation (Blasé & Blasé, 2012:136). However, the low attention given by teachers for CPD, resource constraints, turnover of CPD leaders and the perception of teachers towards the programme lowers its proper implementation.

The other instructional leadership roles of a principal implemented in all schools are the evaluation of teachers through purposeful observation. Classroom teaching and learning activities need to be evaluated based on the performance of teachers based continuously to provide constructive feedback to improve. It also helps to support teachers to use an active learning method that participates in their own learning. Additionally, principals' use of technology to support students' learning through computer usage, to fulfil instructional materials and equipment in classroom and laboratories also help students to practically put in to practice by doing. However, as the data collected from the observation shows the resources in computer labs, laboratories, libraries and classroom are not adequate and up to date to support students learning.

Principals' response shows the CPD programme is implemented in all schools. However, teachers' participation in the programme is very weak, and their needs and interest are not well addressed. Simply the school implements the CPD programme as a routine activity rather than a planned activity. The inability of the school principal to identify the CPD needs of teachers and the school needs and not able to solve the conflicting interest of teachers and school results in poor CPD implementation.

Generally, from principals' response to the instructional leadership roles of principals, there are different guidelines and documents from the Ethiopian Ministry of Education that helps to understand the responsibilities expected of them. However, to implement the roles as planned is difficult as instructional resources are not adequate to run the teaching and learning activities as needed. For secondary schools, the resources needed in classrooms, offices, libraries and laboratories are standardised, and the details are documented by the Ethiopian Ministry of Education. It is also difficult to get the needed instructional resources by their own for schools. To this end, the lack of materials plays a negative role in the implementation of instructional leadership roles to improve the performance of the school and student's achievement.

5.3.1.2 Research sub-question 2: How do principals use a distributive approach to improve their instructional roles in their schools?

Principal SP1's response to the second question is that instructional leadership roles distributed to stakeholders' are: leading CPD, leading co-operative learning, evaluating teachers performance, evaluating curriculum and providing feedback, leading continuous assessment of students learning, leading clubs, committees and teams such as PTSA, School Improvement Plan (SIP), evaluation of exams, and other related instructional activities. He also responded that these instructional leadership roles are distributed to teachers, students, parents and the community around the school. These stakeholders share the roles to accomplish the tasks collaboratively. SP1 also said that in terms of the mechanisms employed to distribute the instructional leadership roles as follows:

In my school, the instructional leadership roles are distributed to teachers mostly based on their general meetings of the staff to select who can take the

roles. The other mechanism used to share the instructional leadership roles is considering the knowledge, skill and experience of the individual by the management team. Negotiation with individuals to take the leading role is also the other strategy to share the roles.

According to the principals' response about the other mechanisms employed to distribute instructional leadership roles among stakeholders, includes the selection of individuals using criteria such as: considering their qualification, training offered on certain issues such as: computer training, laboratory technicians, pedagogical centre representative, CPD co-ordinator, and record officers. The other mechanism to share leadership role is such as the MoE guideline to involve different stakeholder representatives in a committee like PSTA teacher, student and parent representatives. Additionally, the interest and voluntarily engagement of the individual gives an opportunity to share leadership roles. Moreover, the field of the individual as a subject specialist tends to lead clubs such as language, mathematics, science, and to contribute to students' achievement.

In terms of the benefit of using a distributive approach in instructional leadership as responded, it helps to get adequate time to evaluate and providing feedback for improvement and strengthening a collaborative activity among stakeholders to achieve common goals and to contribute to improving the quality of education and students achievement. Additionally, it helps to improve the instructional leadership practice of the principal and to increase the motivation of stakeholders through participatory decision-making. Moreover, it helps to hear the voice of stakeholders to understand their needs and interests they have and to use the diverse knowledge, skill, expertise and experience of stakeholders. Finally, a principal said:

Different stakeholders in my school are shared instructional leadership roles and activities based on different mechanisms. I have got adequate time to read materials to improve my leadership practices and how they operate in different environments and context. The other benefit is minimising my work burden and providing the necessary support for individuals and groups. The major benefit lies in the accomplishment of activities through using the various capacities of stakeholders helps to accomplish tasks within the given time with high quality. It

also helps to improve my instructional leadership capacity and to get competent future leaders for schools. Finally, it benefits students by improving their achievement.

SP2's response to the second question is that the instructional leadership roles such as: leading CPD, supervising classroom teaching, leading continuous assessment, preparation and evaluation of exams, are distributed to stakeholders to work in a collaborative way. SP2 also said that:

The instructional leadership role of the school is shared among individuals and teams based on the knowledge and skill of teachers, students and parents based on; school guidelines that assist in assigning individuals to be leaders. Additionally, the training offered by individuals, their qualification and experiences are considered. It enhances the instructional leadership practice of the principal by allowing adequate time for classroom supervision and support of individuals and teams.

SP3's response for the second question is that stakeholders such as teachers, students, and parents are shared instructional leadership roles and other activities based on school guidelines, their experiences, and skill of leading the school management team's assignment and when they are volunteers, the individual takes the responsibility. Most of the time leaders are selected based on discussions such as department heads and other committees. The other mechanism employed to assign leaders is based on special training offered by individuals in relation to the tasks to be done and sometimes with a spontaneous collaboration in the form of ad hoc committees, simply some individuals are assigned for a particular task.

SP3 also emphasised on the benefits he got from using a distributive approach to his instructional leadership improvement as follows.

The distribution of instructional leadership roles to individuals and teams had a positive impact on my instructional leadership practices to achieve the objectives as planned. In my school, mostly, we use a team approach to strengthen the culture of people to work together to achieve common objectives. As a principal

with the school management team, we plan for distributing instructional leadership roles to teachers, students and parents for which they can do it better. Stakeholders therefore, shared leadership roles and other instructional duties based on their knowledge and skill to perform the activity, their willingness to take the responsibilities and the decision of the management team on some committee and club activities.

According to Spillane (2005:3), a network of leaders is important to accomplish various activities of instructional leadership and to chive the common objectives of the school. This implies that teachers, students, parents and NGOs should distribute instructional leadership roles and work together as a team approach.

SP4's response for the second question is that instructional leadership roles and activities such as improving classroom teaching and learning process, evaluating curriculum, preparing teaching aids, supervising classroom teaching and learning activities, leading CPD, leading continuous assessment, preparing and evaluating of exams, and leading co-operative learning activities are shared among stakeholders. These instructional leadership roles are shared among stakeholders based on different strategies such as: considering their knowledge, skill, and experience, school policies and principles, selection of leaders through meetings, the assignment of individuals by the school management team, and by the willingness of the individuals to take the leading responsibility. SP4 also said that:

The active involvement of stakeholders on sharing instructional leadership roles and other instructional activities benefitted me to improve the instructional leadership practices in my school and to improve student's achievement as planned. The distribution of instructional leadership roles among stakeholders supported me to use the varied human resources of the school to use effectively and efficiently their knowledge, skill, expertise and experiences accumulated in their life that in turn have a positive effect of improving the quality of education and students achievement. Moreover, as multiple individuals participated in leadership, it gives a chance for creativity and innovation to improve the instructional activities.

SP5's response to the second question is that instructional leadership roles are shared among stakeholders to realise the common objectives of the school. As teaching and learning activities are the responsibility of multiple leaders and actors, teachers, students and parents are involved in improving students' achievement in collaboration. Instructional leadership roles such as managing classroom activities, department activities, supervising and providing feedback to teachers, developing and evaluating exams, leading continuous assessment of students results, using active learning methods, are distributed to stakeholders to lead individually and in teams.

The distribution of instructional leadership roles is distributed among members using strategies such as discussion with teachers, students and parents, referring school guidelines and principles, considering knowledge, expertise, experiences, and willingness of the individuals are among the major ones. Sometimes, the school management team of the school (principal, vice-principals, and administrators) assigns some individuals based on merit. SP5 also responded that on the importance of a distributive leadership to improve the instructional leadership in his school as follows.

When I started working as a principal in this school, I tried to accomplish the instructional leadership roles in my own effort, and the outcome was less as it is difficult to accomplish all tasks alone. After developing my experience, I really [laughed] understand that sharing leadership roles and other activities help to accomplish tasks in a coherent way that, in turn, helps for school improvement. Therefore, now, I am sharing the leadership roles among students, teachers and parents and the outcome of collaborative activity is positive. I have enough time to supervise individuals and teams to identify problems, to hear stakeholders' voices and to make a sound decision through the active participation of stakeholders.

As Maryland's Instructional Leadership Framework (2005: 12) says, there are instructional leadership roles of principals to be done for the improvement of student's achievement. The roles that are discussed in detail in chapter two, such as the development of school vision, creating a school culture, monitoring the alignments of the curriculum with instruction and assessment should be given attention. Additionally, observation and evaluation of teachers, monitoring classroom instruction, the use of technology, leading CPD, and engage

stakeholders in a shared responsibility are the major roles that should be distributed among stakeholders. As the interview data collected from school principals revealed, some of the instructional leadership roles such as formulating and communicating the school vision and research-based CPD are not well practised through all the sampled secondary schools.

In terms of formulating the school vision and communicating to all stakeholders is the first and the major activity to be done for the improvement of instructional leadership and student's achievement. All stakeholders should share a common understanding about the vision, mission and goals to contribute based on the predetermined goals of the school. As Hallinger (2005:6) emphasises, a school principal as a leader of the school should focus on the vision of the school and communicate to stakeholders to have a shared vision of the school. The vision and mission of the school should be clear, written down and visible around the school. It also needs to be focused on academic development, appropriate to the needs of the particular school and accepted by the stakeholders throughout the school.

From the above statement, it is possible to understand that principals should give great attention for the vision and mission of the school as it is a guideline to reach to a certain place at a certain time. People in school who are responsible for accomplishing instructional activities should have a common understanding and commitment to realise the vision. Not to have a shared vision is the same as working without focus and direction. Therefore, as the data revealed, the performance of principals in sharing school vision to stakeholders is weak, that shows they missed the major activity and instructional leadership roles that should be given great priority.

The other instructional leadership roles of principals that are not well addressed are the use of research-based CPD and the proper use of technology in the school. Research-based CPD implementation helps to identify the major problems and to give solutions to the problems. Additionally, it helps to identify the needs and interests of users to make the program effective and efficient. However, the research is not conducted as well in schools due to the knowledge gap of the principals to give attention to its benefit and the problem of conducting research in the school context. Moreover, the problem of budget constraint and lack of equipment such as computers and other instructional materials have an adverse effect of running the activity.

A school principal requires knowledge and skill to bring the staff, students and parents to maintain the school effectiveness. As Mayrowetz (2008: 424), principal's use of the distributive approach to sharing instructional leadership roles to stakeholder's benefits principals to accomplish an instructional activity collaboratively that in turn helps to improve student's achievement. It also promotes the notion of engaging multiple people on leadership to build the capacity of stakeholders as one learns from the other.

Generally, from the data gained from the principals as revealed, most of the instructional leadership roles are distributed among stakeholders, and principals are benefitted from the distribution of instructional leadership roles and activities shared among stakeholders as many activities are accomplished through collaborative action. They also emphasised that stakeholders build their capacity from experience sharing and learning from the diverse knowledge, skill, expertise and experience of others that help to improve their future carrier. Moreover, school principals assert that their instructional leadership capacity and students achievement are improved from time to time as a result of the distribution of leadership among stakeholders.

Copland (2003:376) puts a distributive leadership as a shared activity among stakeholders that do not rely on a single knowledge and skill of a principal but relies on administrators, teachers, students, community, governmental and non-governmental organisation and other educational authorities at different levels aggregated activity. Therefore, a school principal in the study area has recognised the benefit of a distributive leadership approach as a collective activity than a single person's activity to realise the common objectives of the school. However, the skill gap of the principal in such as vision formulation and communication and the research-based CPD activity with the problem of how to distribute to stakeholders have a negative impact on the overall accomplishments of the instructional leadership practices.

5.3.1.3 Research sub-question 3: How do principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools?

SP1's response to the third question as revealed, principals' get support from stakeholders that help them to improve their instructional leadership practices. Effective principals engage

stakeholders in different instructional leadership roles and activities to accomplish tasks collaboratively. He also said:

In my school stakeholders such as teachers, students and parents share different instructional leadership roles based on their knowledge, skill, expertise, experience, the guidelines and principles of the school. Therefore, teachers distribute instructional leadership roles and instructional activities such as; leading CPD, continuous assessment, leading pedagogical centres, supervising and evaluating classroom teaching and learning activities, evaluating curriculum, leading clubs and committees as individuals and teams approach. Students; leading clubs, co-operative learning teams, and participation in PTSA Parents; in managing students learning, supporting students tutorial programs, study programs, monitoring student's working assignments and homework, participation on different committees such as PTSA and other related activities.

As quoted above, SP1 emphasised that the techniques used in his school how stakeholders support him to strengthen his instructional leadership practice. Teachers, students and parents share various instructional leadership roles and activities to accomplish tasks collaboratively. As ASCD (2015:5) states the activities in schools are more complex than ever and cannot be effective without the collaboration of stakeholders on school affairs.

SP2's response to the third question is that principals were benefitted from sharing instructional leadership roles to stakeholders to improve their instructional leadership practices. According to his response, the community educational authorities at different levels play a great role by sharing various instructional leadership activities to improve student's achievement. SP2 said that:

In my school [laughing] for surprising a lot of activities are done through the active involvement of teachers, students and parents in leading committees and clubs in formal and informal ways really that supported me to improve my instructional leadership roles and practices. Teachers, students, parents and the nearby community participate in various leadership activities to support students

learning. However, as they are voluntary to participate on various activities of instructional leadership roles and practices, it is difficult to get parents as required due to their own problems of life to come to school when they are called.

SP3's response for the third question as revealed, teachers, students and parents with other outside stakeholders such as governmental and NGOs participate on various instructional leadership activities in the school and contribute their part by leading individuals and teams. SP3 said that:

In my school behind the leading of teaching and learning activities of the school, the communities help orphan students by providing food services and fulfil instructional materials in order to support poor students learning. This activity is done by forming a collective committee of teachers, community members and NGOs. Additionally, to fulfil instructional materials; as providing reference books, chairs, tables, renewing the classrooms, also held by a committee formed by the school to smoothly run the teaching and learning process.

As the data collected from SP4's on the third question revealed, stakeholders inside and outside of the school participate on leading different committees, clubs and social groupings that plays a pivotal role in supporting student's learning. SP4 confirmed that:

When teachers, students, parents and the surrounding community share instructional leadership roles and activities in the school, the school administration team and teachers become motivated as they got support from others and realise they are not alone but with their supporters. Especially, I have got adequate time to monitor the various committees and classroom teaching and learning process in order to provide the necessary support to improvement.

SP4 also pointed out that sharing of instructional leadership roles to others plays a great role to improve the instructional leadership practice of principals. The involvement of stakeholders in an individual and a team approach to accomplish tasks coherently enables the school principal to respect the shared decisions among stakeholders and to plan for the

capacity building of the stakeholders to get more out of them. It is also possible to provide better service to clients as various activities can be done with the support of all stakeholders.

SP5's response to the third question is that using a distributive approach to share instructional leadership roles to stakeholder's benefits school principals to improve their instructional leadership practices. Like many activities such as improving the classroom teaching and learning process, evaluate and supervising the performance of teachers, preparing and evaluating exams, leading CPD, curriculum development and leading continuous assessment activities by teachers, student and parents through an individual and a team approach are the major activities. SP5 also said that:

In my school, stakeholders are working by sharing leadership roles related to instruction and our school is proud of collaborative activity. Even, stakeholders participate in the various instructional leadership activities, the interest, motivation and collaboration of some teachers and parents are an example to others as they are working without hesitation to support the students learning.

Generally, the response of the principals as revealed sharing instructional leadership roles and activities to teachers, students, parents, the community and governmental and NGOs benefits school principals and the school to improve the practice of instructional leadership and the services provided to clients. Regarding this Keppel, Dwyer, Lyon and Childs (cited in Nikolas (2015: 46) assert distributive leadership approach focuses on the distribution of leadership roles irrespective of position within the organisation.

The above statement as shows to share instructional leadership roles to stakeholders benefit the whole school and strengthen the collaboration of colleagues by increasing group cohesion and deducing the horizontal models of leadership that mostly focused on the role of formally designated leaders. OECD (2009: 15) confirms that school principals should focus on monitoring and evaluating of teachers performance, conducting and arranging for mentors and coaches; planning teachers CPD and supporting classroom teaching and learning process by strengthening teamwork and collaborative activity through using a distributive leadership approach to make a sound decision to realise the improvement of

student's achievement. Therefore, the attempt made by school principals to engage the human resources of the school on shared activities is better practised to improve their instructional leadership practices and student's achievement.

5.3.1.4 Research sub-question 4: What are the major challenges of principals in practising instructional leadership via a distributive approach in these schools?

SP1's response to the fourth question as revealed principals has various challenges in using a distributive approach in practising their instructional leadership practices. Among these, the lack of knowledge and skill of principals in understanding the recent theories of school leadership and approaches are one of the critical challenges to put instructional leadership to practices practical. The perception of stakeholders: teachers, students, parents and the community on sharing leadership roles among stakeholders is negative as they think leadership roles should be shared among the designated school leaders alone. Additionally, the lack of instructional materials, equipment and classroom facilities also inhibit the proper distribution of leadership among stakeholders that in turn, have an adverse impact on the quality of education and students achievement. Moreover, the teacher's low motivation and collaboration to lead CPD and their perceptions as additional burden make the capacity building of teachers not effective.

Furthermore, the low support of educational leaders especially at the district level and the lack of skilled human power to take the responsibility of leadership especially for ICT, laboratory and CPD have a negative impact in the distribution of instructional leadership roles and activities as planned. SP1 also said that:

In my school, challenges such as unwillingness to take responsibilities have seen among teachers. Some teachers are engaged in various instructional leadership roles, while the other teachers are idle. This, in turn, makes a burden on a few teachers that makes imbalance the distribution. The other critical problem is the assignment of principals from district administration to accomplish different activities that are not related to education. Sometimes principals stay on other duties for a week or more than a week apart from the school in which they cannot be able to monitor and follow the instructional activities.

According to the response of SP1, on the challenges of principals in using a distributive approach in their instructional leadership, the main challenges posed were the unwillingness of stakeholders to take responsibilities, the imbalance distribution and the assignment of principals on different tasks that are not related to education. Other principals posed these challenges repeatedly. Therefore, this shows how the challenges are critical that inhibits the proper distribution of instructional leadership roles and activities to stakeholders. Regarding this (Abdulrasheed & Bello, 2015:2) emphasised that principals are challenged with the low commitment of stakeholders to distribute instructional leadership roles and activities, and they are engaged most of the time on daily routines.

SP2's response to the fourth question as shows, school principals in accomplishing instructional leadership roles and activities they face different problems. According to his response, one of the challenges is the low awareness of stakeholders in terms of leadership distribution and the perception of stakeholders as all duties of school leadership is the responsibility of school leaders. The disciplinary problem of some teachers and students also play its own negative role by making others not to take leadership roles and responsibilities. Low commitment, willingness, interest and motivation of stakeholders to take leadership responsibilities are also challenges faced by principals in using distributive leadership approach in their instructional leadership. The lack of human power to lead different leadership activities, the lack of capacity building training for principals and students, and the lack of instructional materials and classroom facilities with inadequate offices and facilities also have the distribution of leadership challenges. SP2 also said that:

The other critical problem that makes me not to distribute instructional leadership roles and other instructional activities are the low motivation of teachers to take responsibilities and the lack of instructional materials such as budget problem and inadequate offices for a club and committee works. Especially, the low awareness of parents to be involved in instructional leadership activities has a negative effect on improving student's achievement.

As the response of SP3's for the fourth question revealed, one of the major problems encountered by school principals in using a distributive approach in their instructional leadership is the perception of stakeholders to see all school leadership activities were done

by school leaders alone. The other problem is the lack of training in school leadership for school leaders and teachers. Moreover, the teacher's unwillingness to take leadership responsibilities and low motivation of teachers are the other problems. Furthermore, the lack of instructional materials and the low support of district educational supervisors in supporting principals and teachers on instruction are the major problems to distribute leadership activities among stakeholders.

The response of SP4 for the fourth question as revealed, various challenges negatively contribute to the distribution of instructional leadership roles among stakeholders. SP4 said that:

In my school the major challenges that inhibit the proper distribution of instructional leadership roles are: the low motivation of teachers to take leadership responsibilities on leading CPD, leading pedagogical centres, continuous assessment and evaluating exams and departmental activities. Additionally, low commitments to lead co-operative learning and to participate in committees such as PTSA are the other once. Moreover, the lack of instructional materials, office facilities and the low support of district education office supervisors for principals and teachers on instructional leadership activities are the other challenges.

SP5's response to the fourth question is that the instructional leadership role of a principal is very important to bring a significant positive effect on students' achievement. However, the low motivation of stakeholders to take instructional leadership responsibilities and lack of knowledge and skill of principals on recent school leadership theories is the challenges. The lack of instructional resources and the assignment of a principal on different tasks out of school duties are also the other challenges. Moreover, the low support of educational authorities at district and zone levels has an adverse impact on addressing the instructional leadership roles of a principal to use distributive leadership approach. SP5 added that:

In the case of our school, the major challenges are resource problems such as: instructional materials, equipment, classroom resources, and not having offices and office furniture to address committee works. Additionally, the low

participation of stakeholders to take instructional leadership responsibilities and the lack of training for principals and teachers on recent school leadership theories are among the major challenges.

The data collected from principals regarding the major challenges encountered by principals as shows, in using distributive leadership in their instructional leadership practices are various and have a negative impact on the improvement of principal's instructional leadership practices. As Mestry and Naicker (2013: 4) state, distributive leadership approach extends its boundaries of leadership giving rise to teacher leadership, and teachers play instructional leadership roles individually and in to undertake the day-to-day teaching and learning activities as a "*co-producers of leadership*" to improve student's achievement.

From the above statement, it is possible to understand that teachers play a pivotal role in instructional leadership activities to improve students' achievement. However, from the response of principals, the commitment and motivation of teachers to take instructional leadership responsibilities are low that in turn has a negative impact on students' achievement. Additionally, principals are faced other challenges such as lack of instructional resources and physical facilities in classrooms and staffrooms that decrease the motivation of teachers to work in collaboration with their colleagues; the observation data also confirm the lack of offices to committee and club activities.

The other challenges in using a distributive leadership approach are the limited support provided to stakeholders for principals on school leadership activities from the district education office. The knowledge and skill gap of principals on how to use the distributive approach in their instructional leadership practices is one of the major challenges. There should be a training and development programme planned for building the capacity of principals to lead their school effectively and efficiently. However, as the response of the principal revealed, the attention given to the training of principals on capacity building activities are low.

In summary, the data collected from principals on the challenges of using the distributive approach in their instructional leadership were various. Among these, the low participation of stakeholders to take instructional leadership responsibilities and the lack of knowledge and

skill in terms of instructional leadership roles and a distributive approach are the major. Moreover, teacher's low motivation and collaboration to lead CPD, principal's additional assignment of tasks other than school duties, the lack of skilled human power to take leadership responsibilities, and the lack of instructional resources are the other challenges.

5.3.1.5 Research sub-question 5: What are the opportunities for principals in practising instructional leadership via the distributive approach in these schools?

SP1's response to the fifth question revealed that various opportunities for principals in using distributive leadership approach in practising their instructional leadership. According to his response, as leadership is dispersed in the school among people, schools effectiveness and student's achievement improved, the principals instructional leadership capacity improved, helps to produce competent leaders for schools, improve the career development of teachers and principals, develop the culture of collaborative activity, and increases the level of customers' satisfaction by providing the necessary service for clients.

SP2's response to the fifth question is that the distribution of instructional leadership roles to stakeholders has many opportunities such as improvement of student's achievement through collaborative activity, improvement of the school in all areas, enhancement of principals', students, parents, and teacher's leadership capacity, helps to get competent school principals and acknowledgement of principals as professionals in the society. SP2 said that:

In my school context, various tasks of instructional leadership are done by stakeholders, and we have seen changes in the improvement of student's achievement. The supports given from the society in terms of instructional materials are increasing from time to time. Therefore, these are opportunities that we have got as a result of sharing instructional leadership roles and activities among stakeholders.

As the above response of SP2, there are various opportunities to distribute instructional leadership roles to stakeholders. The major points raised by S2 were the changes in student's achievement and the mobilisation of instructional resources. As Nobel (2014:42) states, a

distributive approach that principal's use helps to share tasks among stakeholders and improve student's achievement by engaging teachers and students to work collaboratively for success.

SP3's response for the fifth question as revealed, practising distributive leadership to share instructional leadership among stakeholders have an opportunity of improving the morale and motivation of teachers, students and parents to contribute more for the development of their school. It also has an opportunity of getting competent professional leaders for future schools. Additionally, it helps as an input for professionals, researchers, and policymakers to develop theories that help to improve school leadership in general and instructional leadership in particular. The other opportunity responded by principal SP3 is that it develops the innovation and creativity of principals and teachers to improve the practice of instructional leadership according to the school's context. Moreover, it helps the school to get competent school leaders among teachers by developing their leadership capacity as the growing demand of the 21st-century schools. SP3 also said that:

When people work together in a collaborative way, the competency of the principal's instructional leadership capacity improved, people satisfied with their students' success and they acknowledge the profession. The school leadership [laughed] will become an attractive profession when schools become effective, and the expectation of parents met. The mobilisation of instructional resources from stakeholders will be improved as the society's perception becomes positive to undertake leadership.

SP4's response to the fifth question is that school principals as the leader of the school when to distribute instructional leadership roles and other activities to stakeholders, the effectiveness of the school is improved. Additionally, the job of principal ship become attractive and acknowledged as a profession. Moreover, it serves as an input for scholars, researchers and policymakers to study school leadership intensively. Furthermore, it helps to mobilise the necessary instructional resources to improve student's learning.

The response of SP5 for the fifth question as revealed, school principals when distributing instructional leadership roles to stakeholders the principal and the community benefitted

from the practice. As instructional leadership of a principal are various and cannot be accomplished by a single principal or few school leaders, it creates a better opportunity to get the support from stakeholders through a collaborative activity. It also helps to accomplish the various leadership roles by using diverse knowledge, skill, expertise and experience to improve student's achievement. Additionally, it creates the opportunity of voices of stakeholders to be heard and facilitate a participatory decision-making process to contribute to improving the quality of education and student's achievement. SP5 said that:

From the opportunities such as: the creation of effective schools, improvement of student's achievement, minimising the burden of work from the principal and building the culture of collaborative activity among stakeholder's, are the major ones. Improving the teaching profession, acknowledgement of distributive leadership approach in instructional leadership, serve as an input for policymakers are the other ones.

Generally, from the response of the principals, the researcher viewed that the opportunities of principals in using a distributive leadership approach in their instructional leadership facilitates the creation of effective schools. It also improves student's achievement, makes school leadership an attractive profession and enhances the instructional leadership capacity of principals and teachers. Moreover, it improves a collaborative activity among stakeholders, produces competent leaders for future use, and increases the satisfaction of customers. Furthermore, it helps to hear voices of stakeholders, enhances the participatory decision-making process for school improvement and resources are mobilised to run the teaching and learning process effectively.

In relation to the opportunities of principal's use of a distributive leadership approach in their instructional leadership, Blank, Jacobson and Melville (2012: 2) asserts that distribution of instructional leadership roles to stakeholders has an opportunity of involving stakeholders to share a common vision. It also helps to establish a collaborative structure, reach to a sound decision, create and empower the school to achieve common objectives, and to get support in terms of finance, materials, equipment, from the potential stakeholders as needed.

From the above statement and the response of principals, the researcher confirms that distributing instructional leadership roles to stakeholders has a great opportunity to improve the capacity of the principal for effective instructional leader and to build the capacity of teachers, students, and parents to support the principal in his/her practice of instructional leadership. Additionally, as 21st century schools need competent instructional leaders, it is also a better opportunity to get competent principals. Moreover, principals get adequate time to think over their leadership competency and enhance their ability through different ways of capacity building strategies such as joining universities, distance education, online learning and self-readings. Furthermore, the principal's career development improved, their motivation increases and their supervisory roles improved for the improvement of student's learning.

5.3.2 Focus-group interview results: Discussions and interpretation of responses from the school management team members (SMM1, SMM2, SMM3...SMM25)

The other data collection method used to collect adequate information about the principal's use of the distributive approach in their instructional practice was a focus-group interview held with the 25 secondary schools management members of Haramaya District. From each secondary school, five participants (vice-principal, unit leader, school-based supervisor, and PTSA teacher representatives) were selected using a purposive sampling technique. From the five secondary schools, 25 participants were selected to get the needed information for the study. In each secondary school, the participants were selected who were expected to give adequate information about the issue under study. Additionally, criteria were developed to select participants, and the detail of the criteria was addressed in chapter four.

The focus-group interview was prepared with a series of questions for school-based participants to assess the challenges and opportunities of principals in using a distributive leadership approach in their instructional leadership practices. The interviews took from 45-60 minutes. The selected participants are members who are participating in different instructional leadership activities, so they would have to say something on the topic. Almost all of them are under the same age-range and comfortable talking to the interviewer and each other.

As Rabiee (2004:656) suggests when participants share similar characteristics such as gender group, age-range, social group and background, they can provide rich information and freely talk to each other and with the interviewer. Therefore, the study participants fulfil the upper mentioned points, and they were discussed freely among each other and the interviewer. During the focus-group interview, the researcher arranged a convenient time for the session with the consensus of the participants.

The researcher (moderator) and the assistance moderator arrived at the place of the interview 30 minutes early and arranged the necessary materials in the whole library and computer room. After all the participants took their place, a welcoming speech and overview of the topic were discussed, and the ground rules such as listening to each other, respecting the idea of individuals, waiting for turns and including recording their voices with their agreement. Then, the moderator introduces himself and allows them to introduce each other. After the focus-group interview is completed, data were transcribed and closely examined for themes and patterns that illustrate their views to uncover the meaning of the perceptions of the participant's voice. The transcribed data were read and re-read to get an understanding of the interview and to familiarise the researcher with the data. Therefore, from each transcribed data codes based on the major topic were identified as an open code then, from each transcribes data as an axial code similar codes were identified, categorised and finally themes were identified from the categories for the purpose of analysis and discussions.

According to the data gained from a focus-group interview held with school-based management members, a thematic analysis approach with a critical reading of the transcripts repeatedly to select codes, categories and themes that were emerged from the data based on the aim of the research and basic research questions and the review of the related literature. Therefore, five major themes were identified, and they are:

- **Theme one: Principals instructional leadership roles;**
- **Theme two: Principals use of distributive approach;**
- **Theme three: Support provided to principals;**
- **Theme four: Principals challenge in using a distributive approach; and**
- **Theme five: Opportunities for using a distributive approach.**

During the interview, the participants' use of gestures, the way of using words, and the tone of voices have radically altered the interpretation of a statement. Therefore, the researcher considered these events during the interview session, taking notes and recording of the specific events that were used for discussion and analysis.

The focus-group interview participants contributed to various amounts of information that comprise the five themes. Some participants talked at length, and the others made nearly equal contributions across all the five themes. Thus, all participants' voices and views were represented in the study.

5.3.2.1 Theme one: Principal's instructional leadership roles

The focus-group interview participants' discussed the instructional leadership role of a principal as a professional leader that works to ensure a high quality of teaching and learning takes place. According to the response of the participant, principals play a great role to maximise instructional effectiveness by improving the capacity of teachers and other workers to support student's learning. During the interview sessions, participants responded to the major roles of a principal as follows.

- **Leading the teaching and learning process:** As the discussion of the participants indicated, school principals as an instructional leader focuses on the teaching and learning activities of the school to improve the quality of education and student's achievement. Principals give great attention to the improvement of the teaching and learning process by preparing a sound plan with stakeholders. The preparation of lesson planning, offering subjects to teachers, assigning subject leaders, preparing time table and allocating instructional resources were the major activities. In addition to these activities, planning supervision programmes, creating exam evaluating committees, follow-up of continuous assessment, and a general staff meeting schedules for the evaluation of teaching and learning activities were planned with the collaboration of principals and the school management teams. As participants, these were very important instructional leadership roles of principals working with stakeholders to achieve the objectives of the school.

Pustejevsky, Spillane, Heaton and Lewis (2008:32) suggest that globally scholars agree on instructional leaders are working to create an effective teaching and learning environment by employing supervision service to the teaching programme, ensuring high-quality teaching and learning, effective use of time and resources for the success of learners. King (2002:61) asserts the major role of a principal as an instructional leader focuses on the improvement of teaching and learning activities to prepare students striving for excellence in education.

From the above scholars' views, one can understand that a principal as a leader spends more of his/her time focusing on developing knowledge and implementation of the curriculum as well as instruction and assessment. Therefore, when principals focused on teaching and learning activities and working to realise the objectives beyond the traditional role of an instructional leader that spends more time focusing on administrative tasks have an opportunity to improve the effectiveness of the overall school performance and student's achievement.

- **Leading Continuous Professional Development (CPD):** The other principals' instructional leadership roles discussed with participants were the leading role of a principal to teacher's Continuous Professional Development programme. The school principal with teachers formulate a CPD committee to gather data for CPD need analysis, planning CPD needs at department and individual level, prioritising the need for CPD, fixing schedules for a 60-hour training(as Ethiopian CPD implementation context), creating evaluation systems, and forming a team for CPD implementation.

The participants discussed thoroughly on the CPD importance of developing teacher's knowledge, skill and ability to support student's learning as needed. All of them agreed that CPD helps to get competent teachers through the exchange of experiences among their colleagues that help them to promote CPD as a central element of school improvement. CPD also helps to build the capacity of teachers to use the current approach of student-centred approach (active learning), create a collaborative activity for working together and facilitates the dissemination of good and successful practices both within and beyond the school. Moreover, it helps to maintain up-to-date knowledge relevant to the school and to improve student's achievement.

Regarding the role of a principal on CPD, Maryland's State Board of Education (2005:12) asserts CPD plays a great role and the principal should demonstrate a result-oriented professional development that is aligned with curriculum, assessment and instruction. There should also be an evaluation system on CPD implementation to see the impacts on student's achievement, to identify the challenges and to provide possible solutions for the problem. Gray (2005:9) emphasises CPD is accomplished in schools in various forms such as: As whole school training, induction, mentoring, peer observation, collaborative planning, evaluation, self-evaluation, textbook evaluation, experience sharing and building a network with other schools in the form of conferences joint teacher networks and joint specialist subject associations. These activities were done through the active involvement of stakeholders by facilitation and active role of principals to the execution of the programme.

- **Monitoring curriculum, instruction and assessment:** The focus-group interview participants' discussion shows, one of the principal's instructional leadership roles is the monitoring of curriculum, instruction and assessment in teaching and learning process. As all of them agreed, principals form a curriculum development committee who leads for evaluating the curriculum especially the student's textbooks and teacher's guide in terms of their content, relevance, breadth and width, conformity with students level of maturity and the way it is organised. In terms of instruction, the day-to-day classroom activities, the interaction of students and teachers, availability of classroom resources, were given great attention. Moreover, regarding assessment, student's continuous assessment should be given great attention to supporting student's learning by providing the necessary feedback based on the evaluation of student's results. Furthermore, the principal facilitates condition to improve the achievement of student's by employing a continuous follow up in relation to the plan.

Regarding the alignment of curriculum, instruction and assessment, SMM4 said that:

One of the core activities expected from principals is the alignment of the curriculum with instruction and assessment. This core activity should be led by the school principal and teachers' joint activity if students' academic achievement is needed. To make school effective and achieve its instructional goals, the instructional process should be aligned with an assessment to see the changes in students learning. He [laughed] and said, isn't it? Members of the interview also laughed and showed a gesture to as they agreed on his idea.

Lunenburg (2010:2) emphasised that the principal can help to shift the focus of teaching to learning by employing a two-way communication system between teachers and students. In this approach, principals should play a great role to be actively involved in sharing of knowledge and skill by changing the attitude of teachers and students on the context of learning rather than teaching.

From the above statement, it is possible to understand that principals as facilitators of learning need to develop such as teacher leadership teams, student leadership teams and instructional leadership teams to evaluate curriculum, share instructional methodologies and strategies, develop valid assessment strategies to achieve a better student's outcomes.

- **Performance evaluation of teachers and supervision:** The interview participants as responded, the performance evaluation of teachers is an important instructional leadership role of a principal to understand how teachers perform instructional activities and to support them to bridge the gap that they have. In terms of supervision, school principals should facilitate the supervision activity on classroom teaching and learning process and the various instructional leadership teams and clubs for their effectiveness. Regarding the performance evaluation of teachers, SMM9 said that:

Principals facilitate instructional supervision with stakeholders to evaluate how teachers implement instructional activities and to forward constructive

feedback that supports to solve the problems encountered them in the process of implementation.

As Mohammed (2016: 19) states supervision is the basis for the teaching and learning goals attained and the quality of education to be improved by the collaborative effort of stakeholders to control the overall accomplishments of instructional activities. In the same way, Jenkins (2009: 37) emphasised that principals should possess the skill of evaluation and supervise the various teams and committees to support and monitor their performance without delay. They have to facilitate conditions and form teams to evaluate in scheduled ways and to provide the necessary support for improvement.

- **Co-ordinating teams and follows up:** According to the response of participants, the formation of teams and their follow up is one of the instructional leadership roles of a principal. Teams are formed through formal or informal ways. The different teams formulated in school help to work together for improving the school and student's achievement. When teams are working together, different knowledge, skill and experience of members share among and a better result is obtained. In terms of co-ordinating teams, SMM17 said that:

In school, there are various teams that work together, and they are various teams and support the principal through their active involvement. Students also benefitted from the performance of teams. For example, in my school, teams such as: school improvement team, school management team, continuous assessment team, exam teams and others work collaboratively and play their roles to improve the quality of teaching and learning process.

Participant SMM25 also said the following about the relevance of teams and groups in improving student's achievement.

Teams are very relevant groups working together, and their strong relationship makes them to share ideas and to reach a common consensus on the improvement of student's achievement. The other advantage of a team is

the exchange of knowledge, skill and experience one to learn from the other. Additionally, the possibility of making a sound decision on students learning helps to support the practice of the principal as an instructional leader.

Support of individuals and teams: The other instructional leadership roles of a principal given by the participants were the support of individuals and teams. To run the teaching and learning process smoothly as well, the principal should support individuals and teams for improvement. The principal should scan the teams how they are performing tasks and to intervene to fix the problems they have. Individuals and teams need a follow up to their task and relational issues. In terms of the role of the principal in leading and supporting individuals and teams, MoE (2012: 32) in its policy document, the professional standard for the school principals state that:

- Support individuals to engage in self-evaluation efforts;
- Provide feedback to individuals and teams to solve their problem;
- Assess and record the outcomes and performance of individuals and teams;
- Establish access and maintain communication; and
- Priorities the individual and teams need on training.

Principals to strengthen individuals and teams they have to plan for the support given and needs frequent monitoring and providing feedback to make them effective that positively contribute to the effectiveness of the school.

- **Engagement of stakeholders:** One of the major roles of principals is the engagement of stakeholders on the instructional activities. The participants' discussed this issue in detail and shared their common agreement that without the involvement of stakeholders, instructional leadership practice does not become effective. They pointed out that school stakeholders such as teachers, students, parents, the community, governmental and NGOs should participate in instructional leadership roles to contribute to students learning.

Participant SMM11, regarding participants' involvement, said that:

In terms of stakeholder's involvement, principals play a great role to actively involve them for supporting the instructional programme in various ways. Teachers share instructional leadership roles to work on CPD, exam evaluation, curriculum evaluation, and working on teaching aid preparations. Student leadership can be participating in co-operative learning and club leaders. Parents and the community participate in the evaluation of teacher's performance, providing instructional resources for the facilitation of teaching and learning activities.

As Revit (2007:10) says, stakeholders' engagement helps for strengthening working relationships, improving communication channels, to taking a wider responsibility to generate a new idea, to form a new formal partnership, to promote a local capacity, and to get the necessary support in terms of resources. Therefore, principals need to involve stakeholders actively on various instructional leadership roles and activities to achieve their school objectives.

Generally, from the response of focus-group interview participants, the major instructional leadership roles are; leading teaching and learning activities, leading CPD, monitoring curriculum, instruction and assessment, performance evaluation and supervising of teachers, engaging stakeholders on leadership activities, leading and supporting individuals and teams.

5.3.2.2 Theme two: Principals' use of the distributive approach

The other theme identified from the focus-group interview was the principal's use of a distributive approach in their instructional leadership. As their response shows, principals use a distributive approach to share instructional leadership roles among the various school stakeholders such as teachers, students, parents, the community and NGOs.

The principals share the instructional leadership roles and activities on an individual, and team basis and they use more of the time formal meetings to assign a leader to a certain club, committee or a team. Additionally, assigning a leader by a school management team,

based on school principles and guidelines, knowledge, skill expertise and experience, by the willingness of the individual and position-based systems are the ways of distributing instructional leadership roles and activities. Participant SMM7 said that:

According to my school, instructional leadership roles and activities are distributed to stakeholders most of the time using a formal staff meeting and the assignment of leadership roles and other instructional activities by school management teams. Sometimes, individuals can show their commitment to take responsibilities by their own interest.

As the above quote shows, the instructional leadership roles and activities are shared among stakeholders using formal meetings and the assignment from the school management teams. This shows that the school uses mostly the formal system to distribute the tasks. Regarding this Timperley (2005: 395), emphasised that in using a distributed approach, principals should go beyond the formal assignment of stakeholders on instructional leadership tasks and motivate to take responsibilities in their own interest.

One of the other participant's, SMM21 said that:

As instructional leadership roles are various and not accomplished with few school leaders, stakeholders take parts to accomplish tasks in common. However, the reluctance of principals to share tasks and the assignment of activities most of the time on some committed and interested individuals make the distribution unfair. The other point that I saw on principal's distribution of activities is more of an individual base rather than a team bases.

As the above response of the participant shows, distribution of instructional leadership roles and activities are essential to accomplishing tasks in common. However, the techniques used by principals are limited and unfair. When the distribution of instructional leadership roles and activities is geared to only a few individuals, it becomes a burden. Therefore, to give a chance for all stakeholders to participate in leadership activities, principals are expected to build the capacity of stakeholders using different ways.

Regarding the principals role in using a distributive approach in their instructional leadership, Bennett, Wise, Woods, and Harvey (2003:7), asserted that the notion of a distributive leadership approach is on a group or network interaction of an individual or a team on the varieties of expertise distributed across many rather than a few. This implies that principals should exert a system of networking among stakeholders to use human resources in their schools effectively. Additionally, to build the capacity of stakeholders by preparing training and experience sharing activities to help to motivate people to take instructional leadership responsibilities by their own interest.

Generally, from the response of the participant, principals' techniques to distribute instructional leadership roles are limited and focus on a few individuals that have the interest to take responsibilities. However, to build the capacity of stakeholders to take leadership responsibilities by their own interest principals should employ capacity building programmes in their plan, motivate them through training, and experience sharing activities.

5.3.2.3 Theme three: Support provided to principals:

According to the discussion results of the focus-group interview, participants on the support provided to the principal indicated that to accomplish the instructional leadership practice. Principals should get support from teachers, students, parents, the community and NGOs. As principals focus on improving the achievement of students, teachers should support them by sharing instructional leadership roles such as participating on CPD programme to support students' learning, leading departments, leading subject specialists, and leading the various teams that have a positive effect on the improvement of instruction. In the same way, students and parents also should play their parts on performance evaluation, leading student's tutorial programme, NGOs and the community by mobilising instructional resources to run the teaching and learning process smoothly in a better way. One of the participants, SMM2, said that:

The need and interest in schooling are increased from time to time. To address the varied needs and interests of customers, principals should work in collaboration with stakeholders to get the necessary support from them. To this

end, teachers, students, parents and the outside stakeholders are supporting principals to improve their instructional leadership practices.

The participants agreed that supports provided from stakeholders are essential to minimise the burden of principals and to focus on major instructional leadership activities. However, as the response of all participants show the support provided to principals to improve their instructional leadership is not adequate and needs improvement. The other participant, SMM9 also indicated that:

Instructional leadership brings a positive effect on a student's achievement. However, the participation of teachers, students, parents and the community is low and encountered by various challenges. From the challenges, firstly the assignment of principals is not merit-based, rather on the political views of the person that results on changing the perception of teachers, parents and the community lack of trust on principals and not able to provide the necessary supports. Secondly, principals engaged in other tasks different from instructional activities and are not able to focus on teaching and learning activities. Therefore, the engagement of stakeholders becomes weak due to the low attention of the principals to facilitate and to create conducive environment to mobilise stakeholders for a collaborative activity.

The other focus- group interview participants, SMM3 also said that:

Principals to accomplish their instructional leadership roles they have to work with stakeholders on various leadership activities. However, the assignment given to principals by district administrators on other duties rather than instructional activities make principals busy and not focus on teaching and learning activities. Additionally, principals lack adequate time to supervise and give the necessary support to stakeholders that in turn, have a negative impact on the participation of stakeholders on school instructional leadership roles and practices. The other aspect of support provided to principals is low, especially from parents and the community because of their low awareness to take

leadership responsibilities and their perception that school leadership is left only for the principal.

5.3.2.4 Theme four: Principals challenges in using distributive leadership in their instructional leadership

The focus-group interview results on the principals' use of the distributive approach to improving their instructional leadership, as shown that various challenges inhibit the proper implementation of the distributive approach. Among these, the competency of principals to distribute instructional leadership roles to stakeholders is low. They emphasised that in leading CPD, there should be a plan and an awareness-raising activity for teachers and other stakeholders about CPD and conduct a need assessment programme to identify the needs and interest of teachers. However, this is not properly conducted in schools, and it is seen as a simple activity. Therefore, the performance of CPD in all schools was low, that does not seem able to build the capacity of teachers to support students learning. Participant SMM1 said that:

CPD activities seem something imposed on us and we are accomplishing without motivation. Everybody tries to participate in the programme to comply with the rule and afraid of punishment.

The other problem discussed with the participants is the principals' engagement on different activities imposed by district administrators and other political leaders. Their full time is not used to work on their instructional leadership roles but delegates others with less supervision. Additionally, the commitment of parents and the community to follow their children's learning are low. Parents, when called for meetings for instructional issues, did not come, and their involvement is low to take instructional leadership responsibilities and other activities. The participant, as investigated, the parent's low level of education, socio-economic background and the principal's low effort to motivate them to participate in instructional leadership activities are the major reasons. Additionally, the perception of stakeholders that all school leadership roles and activities are the responsibility of formal school leaders has a negative impact on their involvement.

The other challenge discussed by participants was the lack of training in instructional leadership roles and the low capacity of leadership skill of stakeholders to lead different teams and committees. Stakeholders need knowledge and skill of leadership to take the leadership responsibilities effectively. However, the lack of leadership knowledge makes the stakeholders not to take instructional leadership roles as needed.

The other challenge, according to the participant's discussion, is the lack of instructional materials and physical resources to take instructional leadership responsibilities. Regarding instructional resources, participants SMM4 said that:

To take leadership responsibilities and to lead teams or committees, getting offices, office furniture, stationery materials and other needed materials are essential. However, in most schools, the resources are inadequate to perform the needed task.

The focus-group discussion participants also raised the low support from district education office experts and supervisors to principals as one of the challenges in practising instructional leadership activities. The district supervisors lack proper support for classroom teaching and learning activities. One of the participants, SMM6, said that:

District supervisors come to school sometimes, and they do not provide the necessary support to principals and teachers on various issues of supervision, rather they always ask the statistics of the school. For your surprising [laughed] they are called "WESED" this means (male, female and sum) the participants also [laughed] by showing their agreement. This implies the supervisors always take the number of students and teachers for report instead of providing technical support on the instructional activities.

One of the other participants, SMM11 said that:

District supervisors lack leadership skills and supervising skills that they do not able to support others. I think they have to be trained and committed to supporting others rather than simply coming to school without a clear plan and commitment.

The disciplinary problems of students also have a great negative effect on the distribution of instructional leadership roles and activities in the school. Teachers are not respected by students and sometimes “*beaten* “by students. The disciplinary measures taken by the schools are not promising. Therefore, teachers are not willing to take leadership responsibilities, and they are engaged only in their major duties of teaching. Additionally, the motivation of teachers due to their lower standard compared to private schools also makes them to find other opportunities and to be reluctant in their performance.

Generally, from the detailed discussions of focus-group interview participants on the challenges of principals in using a distributive approach in their instructional leadership shown various things. The lack of knowledge and skill of principals to use a distributive approach and stakeholder’s lack of knowledge and skill of leadership are the major constraints. The other problem is the principal’s engagement on other activities rather than educational activities by district public administrators and the low participation of stakeholders on instructional leadership roles. Moreover, lack of instructional resources, lack of training and support from district education office and supervisors, the perception of stakeholders about school leaders and the disciplinary problem of students and teachers were the critical ones.

5.3.2.5 Theme 5: Opportunities for using a distributive approach in instructional leadership

The focus-group interview participant’s discussion on the opportunities of principals in practising instructional leadership via a distributive approach as revealed, when instructional leadership roles and other instructional activities are shared among stakeholders, the principals have got adequate time to supervise students and teachers performance to promote for setting high expectations and establish a culture of instructional excellence. It also fosters the co-ordination of activities around the purpose. When leadership shared among stakeholders, it adds value to the field of education for improvement and helping practitioners to contribute based on their knowledge, skill, expertise and experience.

The participants also discussed that distributive leadership pushes the locus of the leadership of principals and prepare all stakeholders for leading responsibilities in individual and teams basis. One of the participants, SMM3, said that:

First, when I started to participate on the leadership of one committee, I saw it as a burden and later on from sharing of experiences among my colleagues I became confident to take any leadership responsibilities in my school.

As the above response of the participant, one of the opportunities to distribute leadership roles to stakeholders is to improve the leadership capacity of individuals by sharing experience from others. The experience gained from other team members helps to improve the interest of others to take leadership roles by their interest. Therefore, principals, by bringing together people from different expertise and fields help to work and to learn one from the other.

Regarding the use of working together and experience sharing activities, Bolden (2011:257) stated that in a distributive leadership approach when individuals come together to work on a team basis, as the team is dynamic and interactive members are influenced to 'lead one another' through experience sharing activities, and their leadership capacity improved.

The other opportunities discussed among participants were the role of developing for effective professional learning as coaches, mentors, team leaders and informal roles. Additionally, the contribution to make the whole school system effective and its contribution as input for policymakers and researchers to work and design school leadership based on the current practice are among the opportunities. Moreover, it helps for teacher education universities and colleges to design effective leadership training for principals and supervisors for effective school leadership implementation.

As Pont, Nusche and Moorman (2008: 84) state, distributive leadership approach helps to improve the schools' effectiveness by sharing instructional leadership roles and activities among stakeholders. It is also seen as a collective activity done by various stakeholders to pool the boundary of leadership in formal and informal ways to use their expertise and experience for improving students learning.

5.3.3 Focus-group interview results: Discussions and interpretation of responses from the district education office experts (HDE1, HDE2, HDE3, HDE4, HDE5)

This section presents the focus-group interview results and discussions of the Haramaya District Education Office experts on secondary school principals' use of instructional leadership via a distributive approach. The focus-group interview was conducted with Haramaya District Education Office experts that include the district education office head, supervisors, secondary school expert and administration and resource core process owner. Semi-structured question items were prepared to get in-depth information on the school principals' use of the distributive approach in their instructional leadership. From their responses, four themes were identified.

- **Theme one: Support provided to principals.**
- **Theme two: Training given to principals.**
- **Theme three: Challenges encountered principals.**
- **Theme four: Possible solutions forwarded.**

Based on the major themes identified, the following analysis and discussions were given.

5.3.3.1 Theme 1: Support provided to principals

The Haramaya District Education Office experts were asked about the support given to principals in using distributive leadership approach to improve their instructional leadership. As their response indicates, the principal's instructional leadership practice should be supported by stakeholders to improve the overall performance of the school and the instructional leadership practice. School principals can get support from their staff and additionally from the Haramaya District office such as:

- **Mobilising the society to work with schools:** In Haramaya District the supervisors and the district education office management team works with the district's society to actively participate in the school instructional leadership activities and supports with

finance, material, labour, and evaluation of teachers' performance. Participant HDE4 said that:

In our district, we have a management team which works with the society in terms of support to schools. As a team, we have regular meetings with Kebele chairpersons and charity associations, religious leaders and cabinet members (elected political leaders) on how to support schools, and we made decisions on other school affairs.

- **Focus on policies and support services:** In the district, the management team also works on introducing policies, guidelines and on some cross-cutting issues (gender, HIV/AIDS, special needs, environment...). Additionally, the district education office supports principals in introducing new approaches and systems, which are adopted in the country such as Business Processing re-engineering (BPR), Business Score Card (BSC) and caisson. Additionally, the Haramaya District Education Office prepares training on community mobilisation, instructional leadership, adult learning, on support to special needs education children, and strategic planning. Regarding training offered by the district, HDE1 said that :

In the past two years, we conducted more than 7 trainings to raise the principals' leadership capacity. We are preparing trainings with the collaboration of the East Hararghe Zone Education Desk and the Haramaya University. However, most of them are on different issues rather than directly focus on instructional leadership. The other problem was we did not conduct an impact study to measure the results gained from the trainings. Anyways, it has a positive effect to improve the practice of principals as instructional leaders.

- **Support in the preparation of model exam for grade 10 and 12 students:** As one of the major aims of a secondary school is to prepare students for joining higher education (universities, colleges, technical and vocational education) to prepare for the world of work; students need to pass the national examination prepared at the country level. Therefore, to prepare students for the standardised national exam first

students need to work on model exams and the district education office facilitates conditions in the preparation and delivery of model exam in secondary schools.

- **Support on Continuous Professional Development programme:** Continuous Professional Development programme (CPD) helps to build the capacity of teachers and principals. Based on the objectives of CPD, the district education office supports principals to run the programme effectively and efficiently by providing training for CPD leaders and principals, forming cluster and satellite schools, providing the necessary technical support to cluster schools to run the programme effectively.
- **Support in working on student's behaviour:** One of the great challenges in secondary school leadership is student's misbehaviour. Teachers and principals waste their time on disciplining students. The time of learning is wasted that in turn disturbs the smooth implementation of the teaching and learning process. Therefore, the district education office works with students, teachers, parents, PTSA, the community and police to manage the disruptive behaviour of students.
- **Introduction of new systems:** As education is on continuous improvement, we are working with principals on introducing and providing training on ICT, Plasma Television dissemination, BPR, BSC, Caisson and Deliver logy. Participant HDE3 said that:

Schools are dynamic and should go in line with the current situation of globalisation to satisfy the need and interest of the customers. Therefore, to enhance the capacity of schools and the principal to effectively address the demand of their customers we are working with school principals by facilitating conditions and preparing trainings to create awareness on such new concepts and philosophies.

- **Develop a succession plan for career development:** To improve principals and teachers motivation to plan for their career development is evitable. To develop Principals leadership ability and to minimise turn over, updating and upgrading them helps to run the instructional process effectively. Therefore, Haramaya District Education Office plans to upgrade the principal's qualification based on the Ethiopian Ministry of Education guidelines. Starting last year, the district also

selected and sent female teachers to train for principal ship for the programme called Female Leadership.

- **Supervisory support to teachers and principals:** one of the aims of the district education office is to provide supervisory support to principals and teachers. To this end, the supervisors at district-level support schools with a supervisory service by mentoring, coaching, and providing technical support on the preparation of plans, leading CPD, and supervising teachers performance and the way of providing feedback to teachers. Participant HDE2 said that:

We are supporting principals to run their instructional leadership roles and activities by providing a supervisory support to teachers on their classroom teaching and learning activities. However, one of our problems is to frequently visit rural secondary schools because of the problem of transportation.

- **Allocating budgets and resources:** The district education office plans for schools resources (human material and financial) based on the schools request and the Ethiopian Ministry of Education budget allocation guideline. The district education office also provides technical support for schools on the management of their finances to properly use their regular budgets and funds.
- **Providing an additional source of funds:** As the budget of the government is not adequate to accomplish all school activities, the district education office, the district education office works with the governmental and non-governmental organisation to get support for smoothly running the teaching and learning process. Therefore, the district finds some of the near-by NGOs such as Mention for Mention, Goal Ethiopia, UNICEF, SOS, Haramaya University and different charity clubs to get funds for training, to build additional classrooms, to get reference materials and computers, to fulfil furniture and to support orphan and poor students. Based on this, we distributed the additional support we have got from Government and NGOs based on the school's economic background.
- **Arranging experience sharing activities:** Experience sharing activities help principals to get opportunities to visit best practices in different schools. Therefore,

we arrange an experience sharing activities by selecting model schools from East Hararghe Zone secondary schools. According to the response of Haramaya District Education Office Experts, this year due to lack of budget, they were not able to accomplish it, and simply they tried to select better-performing schools in their district. Regarding the experience sharing activities, HDE5 said that:

Experience sharing activity is a very useful activity to share best practice among principals and better performing schools. This trend motivates principals to see and adopt better ways of practising instructional leadership activities in their schools. It also helps to motivate principals for enhanced activities in their schools. Although the budget is limited to run the programme, the district education office does not practice it continuously. To this end, it is possible to say this activity is ineffective. However, in the future, this is a critical area that we have to think for its continuous implementation as it plays a great role in the improvement of the quality of education and students achievement.

Generally, from the supports provided to principals to improve their instructional leadership via a distributive approach, the Haramaya District Education Office experts' response as indicated, the areas of support to principals are various. However, as the data collected during the observation shows the instructional materials and classroom furniture were inadequate. The staff rooms are not well furnished; no lounges to teachers and the laboratory do not have the needed equipment and chemicals as high school standards. Additionally, clubs and committees have no offices and totally some of the activities like supervisory services and technical support to be provided to school principals are not as said.

As Debela and Dawit (2017:1) state, resources are common to all types of organisations, and they play a decisive role in the success or the organisation. The availability of instructional resources such as textbooks, reference materials, computers, laboratory materials, classroom materials and others are important to improve the instructional activities that in turn help to improve the instructional leadership practice of the principal.

From the above statement, the researcher views that instructional resources are important to run the teaching and learning process smoothly in a better way. From the observation result of instructional resources, the researcher observed that classrooms and offices are not equipped with the necessary materials in all secondary schools. Laboratories are not well equipped with the needed equipment and chemicals and not lead by qualified individuals except one secondary school. The students are not able to practise in the laboratories due to the lack of chemicals and other needed materials. The staff room in all secondary schools is not convenient for teachers, the cafes are serving students and teachers in the same room, and their standard is low. There are no offices for clubs, departments and committees to accomplish tasks and to put their documents. Generally, for principals to run their instructional leadership practices and to distribute instructional leadership roles and activities to stakeholders is difficult because of the lack of resources and other needed instructional materials.

In summary, from the focus-group interview of Haramaya District Education Office experts, as indicated, there is an attempt to support principals to improve their instructional leadership practices. However, the support provided to principals from stakeholders is inadequate. The different stakeholders, such as parents and the communities' participation with the school on finance, labour, and participate in different committees to take various instructional leadership activities is low.

5.3.3.2 Theme 2: Training provided to principals

The other major area discussed among Haramaya District Education Office experts was about the training offered to principals to strengthen their instructional leadership practices. From the data as gained, in the past two years, the training sessions offered by principals were eight, and except two, the others were not directly related to the improvement of instructional leadership activities rather they were on new approaches of property management and utilisation, quality service, crosscutting issues and peace and stability. The two training sessions directly which relate to the principals' instructional leadership activities were the instructional leadership and CPD implementation and challenges delivered by the Haramaya University, College of Education and Behavioural Sciences, Department of Educational planning and management. Regarding the training offered by principals, HDE3 said that:

In our district different trainings are planned to build the capacity of school principals, supervisors, kebele educational boards and teachers. However, the budget that the district has to organise the trainings is limited that is difficult to address all issues in the school.

From the response of the participants as investigated the training provided to principals to improve their instructional leadership is too limited as it is not focused and training needs and impact assessment is not used as a means of understanding the interest of principals, they need to be trained and strengthen their instructional leadership practices as well. As Loeb, (2010:206) state training offered to principals on teaching and learning activities, and instructional activities help to improve the instructional leadership activities of principals and to improve students' achievement. The concerned bodies such as district education offices, zones and regional education bureaus should plan training to principals based on the interest of principals and the gap they have in implementing the instructional leadership practices. In the same way, the Wallace Foundation (2012:6) says school principals' knowledge and skills should be updated and frequently upgraded to give the necessary service to their clients and to serve according to the current situation.

From the above statement, it is possible to understand that principals need on the job training to understand the new perspectives of leadership, which arise from researches findings, globalisation effects, technology and the diverse need and interest of clients. There should be a proper plan that specifically focuses on the building of principals' instructional leadership capacity for improving the performance of the school. Moreover, the training prepared by educational institutions at different levels should be designed based on the principal's interest, and the impacts should be assessed to see the results of the training. Regarding the training needs and the impact assessment, HDE2 said that:

One of the problems in the preparation of trainings is the lack of budget and the lack of skill and knowledge of the district education office officials' on recent school leadership theories and practices. Sometimes we discuss and plan for the trainings offered without consulting teachers and school principals.

As the Wallace Foundation (2004:25) states educational leaders at different when organising training for school principals, it should be based on the result of need assessment and participants should be consulted about the gap that they have and ways they need to fill the gap.

From the above statement, one can understand that training should be organised to address certain needs and to be planned with stakeholders to achieve their intended objectives. Additionally, as the government's budget is not adequate to prepare training as needed to be selective and to find other means such as participating NGOs for raising funds are needed.

Regarding the training provided to principals, HDE5 said that:

The major problem seen in our district, especially in planning trainings for principals is the problem of selecting the appropriate trainings that improves their capacity to lead effectively the teaching and learning activities. Last year we had various trainings offered to principals compared with other years. However, the trainings offered were more of which are focussed on the management of school resources and some of them were repetitive.

From the above view of the participant, one can understand that the training offered to principals should be planned with care and data-based. As some of the planned training sessions were repetitive, it was a waste of time and money. Therefore, educational experts should work with principals to identify gaps and to prepare the appropriate training that supports principals to practice their instructional leadership effectively and to improve students' achievement.

Regarding the selection of appropriate training, MoE (1994:26) as investigated on the New Education and Training policy of Ethiopia "Governmental and non-governmental organisations can establish training programmers according to their needs". This shows that educational offices at different levels when preparing a training programme have to identify the needs of principals by working with them and check what training was already offered in the past years. The other thing that needs attention is to work with governmental and non-governmental organisations to get technical and financial support to conduct the training and

to assess the impacts of the training offered. William, Julia and Lindsey (2016: 2) in their research finding indicated the training offered to principals from their immediate district benefitted them to strengthen their instructional leadership practices that in turn have a positive effect on improving student's achievement. Participant HDE1 on the participation of governmental and non-governmental organisations on the preparation of training said that:

In our district, we are preparing trainings for school principals without the participation of stakeholders. As our budget is limited to prepare the needed trainings, to work with non-governmental organisations, help to get financial support. However, we did not work on stakeholder's active engagement, and that will be our concern in the future.

As Sharma (2008:4), stakeholder's engagement should be considered by identifying the potential ones that have a positive attitude and influence on the programme. In the same way, Partners for Each and Every Child (2008:14) pointed out that district education office that leads the education system in their district needs to work with locally selected stakeholders to support school principals to improve their instructional leadership practice.

5.3.3.3 Theme 3: Challenges faced by principals in using the distributive approach

The focus-group interview participants' discussion on the challenges encountered school principals in using a distributive approach in their instructional leadership as revealed; various challenges inhibit to practice their instructional leadership roles. The major challenges identified by the participants are as follows:

- **The lack of commitment of principals and stakeholders:** The commitment of principals and stakeholders to work together and to contribute their part to improve student's achievement is one of the major aspects of distributive leadership. However, as the data shows, principals are not committed to sharing instructional leadership roles to stakeholders and stakeholders also do not take the instructional leadership roles and responsibilities as needed. Participant HDE1 said that:

In this district, I know all the secondary schools and work with them on supervision services for a long time. One of our problems is principals share instructional leadership roles and responsibilities for a few individuals they believe them, and they are not working to produce more competent school leaders for future consumption. More teachers are engaged only in classroom teaching and learning activities rather than to participate in various instructional leadership activities. On the other hands, most of the stakeholders think that school leadership is the only responsibility of school principals as they are assigned to schools. This practice has a negative impact on the sharing of instructional leadership roles among stakeholders.

One of the other participant's, HDE4 also added that:

I think [laughed]the low commitment of principals to share instructional leadership roles and activities is the problem of principals fear of their positions and the feeling of exercising all power in their own hands[participants laughed]. The other challenge is the lack of knowledge and skill of principals on instructional leadership practices and a notion of distributive leadership approach. On the other side, the low motivation of teachers to take responsibilities, the low awareness and time constraints among parents and the community, low economic background is the main one.

- **Shortage of instructional resources:** As the response of the focus-group interview participant shows, the shortage of instructional resources is a serious challenge in all schools for principals to use the distributive approach in their instructional leadership practices. The budget allocated to schools based on the number of their students is not adequate to run all the programmes as well. The support provided by society and NGOs in terms of finance, materials and equipment is limited as it is not able to satisfy the growing demand for education. School buildings maintained for a long time due to budget constraints and the classroom are not comfortable for students. The laboratory materials such as chemicals are not available. There is a guideline that shows the availability of resources at a secondary school level. However, the

standard did not work, the instructional materials are not adequate, and most of them are out of date. About instructional resources, participant HDE3 said that:

Instructional resources are the basis to smoothly run the teaching and learning process. However, practically that we have seen under the ground is completely different. The qualification of teachers in some fields such as ICT and laboratory is not as the required standard. There are no offices for club and committee works. Buildings and classrooms are not maintained for a long time due to budget constraints, and they are not providing the necessary service for clients. Classrooms are not well furnished; some doors and windows are broken and have no adequate light.

- **The lack of knowledge and skill of principals in distributing leadership roles to stakeholders:** Participants also responded in their discussion that some principals lack the proper knowledge and skill of distributing instructional leadership roles and other tasks to stakeholders. Participant HDE2 said that:

As the Ethiopian Ministry of Education standard for principals, to be a secondary school principal, the requirement is to have a master's degree in educational management. However, in our Haramaya District secondary school, we have no master's degree holder in the required field. This shows the gap of principals in having adequate knowledge and skill to lead the instructional process effectively and efficiently.

- **Lack of adequate support to principals:** The other challenge discussed by Haramaya District Education experts was the lack of support from district and zone education offices. They agree that the district education office needs to support principals by facilitating training. Workshops and a supervision service to support principals to improve their instructional leadership roles and practices. However, due to the lack of qualified personnel and budget constraints, it is not possible to say principals have the necessary support from educational authorities at different levels. Regarding the lack of adequate support to principals, HDE1 said that:

In our district, the support given to principals is low. We have two supervisors that work with secondary schools, and some of the schools are found in rural areas that are difficult to reach because of the transportation problem. Additionally, the capacity of supervisors to support principals to strengthen instructional leadership practices are limited that needs a great consideration.

Wallace Foundation (2008: 6) emphasises districts have the responsibility of shaping instructional leadership capacity of principals by providing the necessary support such as a supervision service, problem-solving, preparing short term training, coaching and mentoring. Additionally, activities such as strengthening the collaboration of schools with stakeholders and forming a partnership with other governmental and non-governmental organisations are the vital activities expected from district education offices.

- **Disciplinary problems of teachers and students:** As the response of the participants especially nowadays the discipline of students is in a worth condition, and the peace and the stability of the environment are challenged with various problems. Therefore, teachers are not willing to take responsibilities to take parts in the leadership activities.

Generally, the response of the participants as shows, the lack of awareness of stakeholders in taking instructional leadership roles, the low commitment of principals to share instructional leadership roles to stakeholders, The lack of the required instructional materials such as offices to accomplish tasks and putting documents, furniture to held meetings, stationary materials to keep documents, the lack of knowledge and skill of principals on recent school leadership theories, the inadequate support provided to principals from different educational offices at different levels and the disciplinary problems of teachers and students are the major challenges that inhibit the principals to properly share leadership roles and practices among stakeholders. Therefore, all stakeholders, including the district education office, need to work collaboratively to solve the problem that in turn, helps to improve student's achievement and the quality of education.

5.3.3.4 Theme 4: Possible solution forwarded to solve the problems:

The Haramaya District Education Office experts were discussed on the possible solutions to solve the problems in using distributive leadership in their instructional leadership. Their discussion points were presented as follows.

- **To raise the commitment of the principals:** Principals commitment to leading the instructional activities is vital to improve student's achievement. According to the response of the participants, the selection of principals should be on merit-based to engage committed leaders to their profession. Sometimes they are afraid of their positions, and they do not have trust in others to share leadership roles and responsibilities to others. This has an adverse effect on instructional leadership practices. Therefore, there should be a clear guideline in selecting and appointing principals to have confidence and believe the shared leadership has a significant effect on improving their instructional leadership practice and students achievement. HDE3 said that:

The selection of school principals has its own guideline and selection criteria. However, due to political leaders 'intervention, some principals are assigned, and stakeholders are not collaborating to work with them that in turn, affects the practice of instructional leadership. Therefore, in addition to the guideline, the intervention of political leaders in the assignment of school principals should stop, and their qualification, level of education, knowledge, commitment and experience should be given a great emphasis.

MoE (2011:1) outlines a standard for school principals in its blueprint '*National Standard for School Principals*' to fulfil the criteria to be hired and work in the profession. However, practically principals are hired without the consideration of the standard and even sometimes with the political affiliation. Therefore, it was difficult to run schools with competent principals that have the needed knowledge and skill to practice instructional leadership.

- **To involve the various stakeholders on sharing instructional leadership roles:** As the notion of distributive leadership approach is to engage stakeholders on various leadership roles in individual and group basis, to use the knowledge, skill, experience and expertise is necessary. When we engage individuals to work on a team basis, one learns from the other and improves the instructional leadership practice of principals. Regarding sharing instructional leadership roles to stakeholders, HDE4 said that:

Various stakeholders have their own expertise and experience to perform instructional leadership activities. Therefore, school principals as instructional leaders to achieve their objectives should engage stakeholders in various school activities.

- **To strengthen the awareness and participation of stakeholders:** Principals to accomplish their instructional leadership practices, they have to exert a condition to raise the awareness of stakeholders to take instructional leadership roles and other activities through regular meetings, facilitating training and workshops, and contact with PTSA members, district education offices, kebele administrators, the nearby community, religious leaders and charity clubs.
- **To provide technical support to principals:** The Haramaya District Education Office as a leader of the education system in the district should provide the necessary support such as the preparation of trainings on recent school leadership theories, upgrading the qualification of principals by providing a chance to join universities for further education, to provide a supervisory support on teaching and learning activities, to mobilise the necessary resource from the society and NGOs, to strengthen partnership with nearby colleges and universities and to strengthen the relationship between the school and the community to support principals to improve their instructional leadership practices. *HDE1 said that:*

The district education office should support school principals to strengthen their capacity on instructional leadership. We are working with Haramaya University, and we have got some reference materials and trainings on instructional leadership. We have also a plan to strengthen partnership with the University and other NGOs for more collaboration.

- **To solve instructional resource constraints:** As resources are essential to lead the instructional process effectively, all the participants agreed that in all schools, there are resource constraints. The researcher also as revealed from the observation data, there is a critical instructional resource constraint except for one school. Therefore, to solve this problem principals need to plan ahead for their human resources and ask the district education office timely, they have to work with district education office, the community government and NGOs to mobilise the necessary instructional resources to get the required materials. Additionally, schools need to strengthen their internal revenue by creating different mechanisms to earn money.
- **To respect the autonomy of principals:** One of the challenges of principals to improve their instructional leadership role and responsibilities is the involvement of principals on other tasks rather than school duties. The district education office with principals should discuss with the district administration not to engage them on tasks that are not related to their profession. Relating to school principals autonomy, HDE5 commented that:

It is really that school principals are engaged with different activities such as political works assigned by administrators and stay for weeks and months. However, now it is minimised through negotiation, and we continue to discuss with administrators to not engage them on other tasks that are not related to education.

- **To work for having safe schools:** The principals with the district education office and PTSA should work hard to mobilise the community to participate on disciplining of students and teachers to accomplish the instructional tasks together and to create safe environment and a positive school culture to where teachers and students able to work in a safe environment.

Generally, the focus-group interview held with Haramaya District Education Office experts as revealed, to support school principals to improve their instructional leadership, close supervision by district education office supervisors, preparation of training and workshops on recent school leadership theories, mobilising resources from stakeholders, raising the awareness of stakeholders to carry out instructional leadership roles and responsibilities, to

assign principals based on merit, to respect the autonomy of principals to accomplish instructional tasks without intervention and to share the leadership roles and responsibilities to stakeholders to create a safe teaching-learning environment and school culture are the major ones.

5.3.4 Summary

The focus group interview held with Haramaya District Education Office experts was on school principal's use of instructional leadership via a distributive approach. On the focus-group interview Haramaya District Education Office head, Haramaya District secondary school supervisors, secondary school expert and administration and resource core process owner have participated.

After the data was collected and transcribed four themes were identified, and the analysis and discussion were used. The major themes identified were: Support provided to principals, training given to principals, challenges encountered principals and possible solutions forwarded to solve the problems.

The collected data revealed that the support provided to secondary school principals from stakeholders was low and inadequate. In terms of training offered by principals, the data showed that it is limited due to budget constraints, and it is not focused, and the needs and interests of the school principals are not given attention. Regarding the challenges encountered by principals in using instructional leadership via a distributive approach, the low commitment of principals and stakeholders to distribute and take instructional leadership roles and activities are the major ones.

The lack of instructional resources, lack of knowledge and skill of principals in distributing leadership roles to stakeholders, lack of support from stakeholders and disciplinary problems of teachers and students were the major ones. The possible solution to solve the problem as the data revealed was to raise the commitment of the principals and stakeholders to work together.

Additionally, distributing instructional leadership roles and activities to stakeholders and organising training to build the capacity of principals and stakeholders on the practice of instructional leadership via a distributive approach. Moreover, to mobilise resources from different sources and to respect the autonomy of principals is essential. Next, the observation results and discussions of data collected from Haramaya District secondary schools will be presented.

5.4 OBSERVATION RESULTS AND DISCUSSIONS

This section presents the results and discussions of data collected through observation at Haramaya District secondary schools for the availability of instructional resources. As observation is one of the data collection tools in qualitative research design, the observation was conducted in five secondary schools to observe the availability of instructional resources to run the teaching and learning process smoothly. The checklist was prepared on the major areas to be observed, and that needs to be assessed in order to get additional information to the data collected using interview and to forward solutions for the problem under study.

The procedure to collect the observational data was prepared ahead by selecting the site to be observed, get a general sense of the study, determining the role of the observer, design a means of recording as a field note and photographing on some selected areas. After the observation data is collected, the transcription of the data was held, and the common themes were identified. Therefore, three major themes were identified and discussed below.

Theme 1: Availability of instructional materials

Theme 2: Availability of physical facilities

Theme 3: The availability of school services

5.4.1 Theme 1: Availability of instructional materials

As the observation data collected from the five secondary schools found in Haramaya District revealed, in schools, the availability of student's textbooks is in a better condition. However, except for one secondary school, the library facilities such as chairs and tables are not well-furnished and not inviting students for readings. The sizes of the library rooms are small and

not able to accommodate more than 50 students. Reference materials that prepare students for National Examination are limited and out-of-date.

Regarding the laboratory equipment and chemicals, there is a critical challenge to engage students in practical activities. In all study schools, there are not adequate chemicals that a secondary school needs. The laboratories do not give a practical function to students because of the lack of chemicals and other needed equipment. Students are not able to put into practice what they learn theoretically in classrooms. Water installations in the laboratories were old and without maintenance for a long time that they are not functioning.

Regarding the pedagogical centres of all observed secondary schools, there are only a few teaching aids, and as the researcher observed, teachers are not lending teaching aids to teach their students in the classrooms. Teachers do not participate in the making of teaching aids as there is no budget allocated for the section.

To sum up, the availability of instructional materials, especially that supports students learning in terms of library, laboratory and pedagogical centres are inadequate. This, in turn, inhibits the principals from distributing instructional leadership roles and responsibilities because of the lack of the instructional materials available in the library, laboratory and pedagogical centres that are critical resources to improve student's achievement.

5.4.2 Theme 2: Availability of physical facilities

The primary purpose of the teaching and learning process is to bring a significant change in the behaviour of students through the active participation of learners. This purpose cannot take place without the availability of and the proper use of school facilities and other needed resources. Regarding the availability of physical facilities such as buildings, classrooms, offices, playgrounds, lounges and toilets, the observation data as shown, in all study schools they are not in good condition. Except in one school in all other schools, their situation is worth it. The buildings are without maintenance for a long time; the doors and windows are broken. There is not enough light in the classrooms and chalkboards are too old to write on them. The staff rooms have no adequate chairs and tables for teachers to work in their spare time and to stay waiting for their classes. The cupboards' are broken to put their instructional

materials. Teachers are not willing to stay in staff rooms, as they are not convenient and invite them to stay and accomplish educational tasks over there. The lounges in the observed schools are not able to give better service as there is no room for their service, and they are built from sheets and plastics. The lounges give services to teachers and students together, and their sanitation is very poor to use them for clients.

In terms of offices, the principals have offices, and there are no other offices for other duties such as for clubs and committee works. School principals are forced to accomplish the various instructional activities on their own due to the lack of offices and other stationery materials to provide for individual and groups to do tasks.

There are playgrounds in all observed secondary schools, but there are no facilities in the playgrounds such as football, basketball, handball facilities for students to play in sports classes and their spare times.

Generally, the physical facilities' including offices and other needed materials in the school help to accomplish instructional activities in a better way; however, in the sample schools, the facilities are inadequate that do not motivate students and teachers to take instructional leadership roles and to carry out their responsibilities in a better way. As the school environment does not invite teachers and students to stay in school compounds and to accomplish tasks individually and in a team, they want to leave the school compound immediately completing their classes. To this end, school principals forced to accomplish the various instructional leadership roles by themselves as stakeholders are not willing to take responsibilities.

5.4.3 Theme 3: The availability of school services

The other issue observed in the study schools was the availability of school services such as running water, electricity, computer service, internet service and telephone services. Regarding the availability of water supply, the service is inadequate as it is a critical problem in the entire region. Students and teachers are not able to get water to drink and washing purpose when they want. There is no water at laboratory rooms and in restrooms. The restrooms are too dirty to use and have an effect on the transmission of diseases. There is an

electric service in all schools. However, due to the fluctuation of power and as they have no electrician for the schools most of the time plasma dissemination is not effective. The installation in laboratories is not working as well and simply they are using for lighting purposes.

The computer service in all secondary schools is inadequate due to the less number of computers, no maintenance, out-of-date computers and the lack of computer technicians in the schools. The internet service does not function in all schools except the plasma television for the broadcasting of educational programmes. To this end, students are not able to get additional further information and knowledge using a computer.

Generally, from the observation of the Haramaya secondary schools on the availability of instructional resources, the researcher revealed that the instructional resources that help students to learn using technology is inadequate. The attractiveness of the school compound in the study area does not give comfort to teachers and students. When the school compound is attractive that invites for staying there which have enough places to take rests, having trees, flowers, lounges, reading places and portable water and sanitation, teachers and students stay and accomplish tasks that improve the practice of instructional activities.

Regarding the use of computer service and internet service, Hedges and Theoreson (2000:10), mentioned that student's computer use and their academic achievement have a positive relationship. However, the computer and internet service in the observed schools are not available. Internet service is useful for different purposes such as: preparing lessons, browsing additional information, keeping documents, sharing notes and materials, providing assignments and other purposes. However, teachers, students and principals have no opportunity to use technology for educational purposes.

To sum up, the lack of instructional materials and physical facilities inhibit the principal's effort to share instructional leadership roles and activities among stakeholders. As the sample schools lacked school facilities and instructional materials, to run the teaching and learning process and to motivate teachers and students to accomplish their tasks effectively and efficiently is difficult.

5.5. SUMMARY

This chapter dealt with presentation and analysis of data collected through one-to-one face to face interview with school principals, focus-group interview with school management members, focus-group interview with Haramaya District Education Office experts and observation of secondary schools. The data collected from participants after transcribed, coded, and categorised and finally, major themes were identified for analysis and discussions. The major themes identified were based on the research objectives, the basic research questions and the data gained from the participants. Based on each theme as the data revealed, principals as instructional leaders practice their roles such as: leading teaching and learning activities, leading CPD programme, monitoring curriculum, instruction and assessment, leading continuous assessment, leading the performance evaluation of teachers, leading and support individuals and teams, and engaging stakeholders on various instructional leadership roles and activities to improve the quality of education and student's achievement.

Regarding the principals use of a distributive approach in their instructional leadership, the data revealed that principals use various ways to distribute instructional leadership roles and activities to stakeholders such as: based on school guidelines and policies, Ministry of Education structure, decision of the school management team, general school meetings and decisions, considering the knowledge, skill, expertise and experience of the individual and willingness and interest of the individual to take instructional leadership roles. However, the participants, as responded, the principal's use of instructional leadership via a distributive approach is not adequate and effective.

In terms of the support provided to principals to improve their instructional leadership, the data as showed it is low. Educational authorities at district and zone level rarely visit schools. District supervisors' support in supervising teachers is inadequate. Teachers motivation in taking instructional leadership roles such as leading CPD programme and other committees and clubs is low, parents and the community working in collaborative activity is low due to their perception of leading school is the responsibility of formal school leaders. Additionally, the lack of a principal's knowledge and skill to distribute instructional

leadership roles and the lack of instructional materials make the support given to principals inadequate.

Regarding the challenges of principals in practising instructional leadership via a distributive approach, the data as revealed, the motivation of stakeholders to take instructional leadership roles is low, the lack of knowledge and skill of principals in distributing leadership roles, the assignment of principals on different tasks other than school activities by district public administrators and political leaders, the lack of training on recent school leadership theories, low motivation of teachers and students, and the unavailability of instructional resources are the major ones.

In terms of the opportunities for principals in practising instructional leadership via a distributive approach, the data disclosed that when instructional leadership roles and other instructional activities are shared among stakeholders, principals can have adequate time to supervise the different school activities. When principals' instructional leadership practice and quality of education is improved, the principal's burden of work is minimised, and students' achievement is improved. The overall performance of the school is improved, and the partnership of school and stakeholder's is improved. This helps principals to create conducive school culture and collaborative activity. Moreover, principal ship as a profession is developed and recognised, the career development of principals is improved, and the practice of principals using a distributive approach becomes an input for policymakers and researchers to design school leadership based on the current practices.

In the same way, to get adequate and first-hand additional information to the problem under study observation on the availability of instructional resources that help principals to distribute instructional leadership roles and responsibilities to stakeholders were conducted. Based on the data gained from the observation, the availability of instructional materials, especially that supports students learning in terms of library, laboratory and pedagogical centres are inadequate. Additionally, school facilities such as offices, classroom furniture's, equipment, staff room facilities are inadequate and out-of-date. Moreover, school services such as lounges, computer and internet services, water, and other needed services were inadequate.

The next chapter focused on the findings, conclusions and recommendations based on the analysis of the collected data. Therefore, based on the data collected from the school principals, school management members, Haramaya District Education Office experts and the observation data major findings identified concluded and the possible solutions forwarded to solve the problem under study.

CHAPTER SIX: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION TO THE STUDY

6.1 INTRODUCTION

The previous chapter focused on data presentation and analysis of the views of the participants on the principal's use of a distributive approach in their instructional leadership practices. The main aim of the study is to identify the challenges and opportunities of instructional leadership practices via a distributive approach for secondary school principals in Haramaya District. Therefore, the researcher used a qualitative data collecting approach and pertinent data were collected from school principals, school management members and district education office experts using a face-to-face semi-structured one-to-one interview. Additionally, to get the first-hand data, an observation was held in the secondary schools of Haramaya District.

In this chapter, the summary of the study is provided while the major findings and recommendations with regard to the research questions are presented in order to improve the instructional leadership practices of school principals via distributive approach for the improvement of the school system and students' performance. Finally, the limitation of the study and the contribution of the study and concluding remarks were presented.

6.2 FINDINGS FROM THE STUDY

In this section of the study, the sub-research questions (see Chapter 1.2) were given attention in discussing the findings of the study. To this end, the findings of the study will be discussed with regard to the sub-questions of the study. The data analysis method used in this study was qualitative. Hence, the analysis conducted led to the following major findings.

6.2.1 Findings with regard to the research sub-question 1: What is the instructional leadership role of the school principal in secondary schools of Haramaya District?

The first sub-research question (see Chapter 1.2) was aimed to identify the instructional leadership roles of school principals via a distributive approach. The theoretical framework of the study, Maryland's instructional leadership framework clearly puts the role of principals as instructional leaders (see Chapter 3.3). Based on the literature on the framework and the response of the study participants, the following major findings were drawn.

The findings regarding the instructional leadership roles of principals via a distributive approach identify eight major roles (see Chapter 3.3). The roles include such as the development of school vision, align all aspects of school culture to student and adult learning, and monitor the alignment of instruction, curriculum and assessment to improve instructional practices through the purposeful observation and evaluation of teachers. Additionally, ensuring the integration of appropriate assessments into daily classroom instruction and using technology and multiple sources of data to improve classroom instruction are the other major roles. Moreover, providing staff with focused sustained, research-based professional development and engage all community stakeholders in a shared responsibility for student and school success are principal's instructional leadership roles.

According to the principals, school management members and district education office experts, principals are engaged in leading the teaching and learning activities and leading the continuous professional development of teachers. They are also monitoring instruction, curriculum and assessment. Additionally, leading the performance evaluation of teachers, leading individual and teams, and engaging stakeholders on various activities are the major roles of principals as instructional leaders.

From the instructional leadership roles of principals on the literature review (see Chapter 3.3), instructional leadership roles such as facilitation of the development of a school vision, the use of technology and multiple sources, and provide staff with focused, sustained research-based professional development is roles that are not given more attention by the principals.

Finding 1: Principals in the study area practice most of the instructional leadership roles and activities in their school but, for some of the instructional leadership roles such as the development and communication of the school vision, the use of technology to facilitate students learning and research-based teachers continuous professional development, the attention given is low.

6.2.2 Findings with regard to the research sub-question 2: How do principals use a distributive approach to improve their instructional roles in their schools?

The second sub-research question (see Chapter 1.2) was aimed to find out if and how principals can use a distributive approach to improve their instructional roles in secondary schools of Haramaya District. According to the response of school principals, school management members and Haramaya District Education Office experts, the instructional leadership roles of principals are distributed to teachers, students, parents and NGOs. They are using mechanisms such as: decisions at general staff meetings, considering knowledge, skill and experience of individuals and negotiation with individuals. Moreover, the use of Ministry of Education and school guidelines of assigning individuals for committees such as PTSA, student council and others, considering of individuals training offered, qualification, interest and voluntarily engagement of individuals are among the techniques to distribute instructional leadership roles and activities.

The data also showed that using a distributive approach to share instructional leadership roles to stakeholders has a great benefit to run the instructional leadership activities smoothly, effectively and efficiently to improve student's achievement. When instructional leadership roles and activities are shared among stakeholders, various knowledge, skill and experiences are used by stakeholders that in turn help to accomplish tasks timely and to use diversified skills of stakeholders. The other benefit gained from the response of the participants was when using a distributive approach the burden from the principal is minimised, the stakeholders' participation increased, the capacity of stakeholders in accomplishing different instructional leadership activities are improved, and students' achievement is improved.

Finding 2: Principals share instructional leadership roles and activities for stakeholders using the traditional approach such as selecting staff meetings, using MoE guidelines and assigning by school management members which is more of individualistic rather than the notion of a distributive leadership approach which is based on a team leadership considering knowledge, skill, expertise, experience and interest.

6.2.3 Findings with regard to the research sub-question 3: How do principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools?

The third sub-research question was aimed to find out how principals can get support from stakeholders to improve instructional leadership via a distributive approach in these schools. As the data gained from participants showed, stakeholders such as teachers, students, parents and NGOs distribute and accomplish instructional leadership activities in various ways as follows:

Teachers participate on instructional leadership roles and activities by leading CPD, continuous assessment, evaluating teachers performance evaluation, leading continuous assessment, leading pedagogical centres, supervising classroom teaching and learning activities, evaluating curriculum, leading co-curricular clubs, participating in committees such as PTSA, exam committee, discipline committee, school-based supervision as school management team, unit leader department head and others.

Students participate on instructional leadership roles and activities by leading clubs, co-operative learning teams participation in PTSA, discipline committee and parents; in managing students learning, supporting students tutorial programmes, study programmes, monitoring students' working assignments and homework, participation on different committees such as PTSA and other related activities. Additionally, the findings from the data showed that NGOs also participate in instructional leadership activities by supporting poor students with providing food, fulfilling instructional materials, school facilities and participate in the management of different school committees.

As the data revealed, school stakeholders' participation in various instructional leadership roles and activities benefitted the school by minimising the burden of work from principals and improving the capacity of stakeholders to take instructional leadership responsibilities. Additionally, activities are implemented with the aggregate knowledge, skill, experience and expertise of stakeholders that, in turn, plays its contribution to the improvement of the quality of education and students achievement.

As the finding from the study reveals, stakeholders did various activities in an individualistic way rather than a team approach. In terms of the training offered to principals to strengthen their instructional leadership via a distributive approach, Haramaya District offered in the past two years eight training sessions of which only two of them related to instructional leadership (see Chapter 5.3.1.4). The training offered to principals was not focused, interest-based and adequate to improve principals instructional leadership practices as needed.

The data collected from participants also showed that motivation of teachers' was low. Additionally, the collaboration of teachers' to lead CPD was inadequate as they are taking CPD program a burden on teachers. Moreover, the support of educational leaders especially at the district level and the lack of skilled human power to take the responsibility of leadership especially for ICT and laboratory have a negative impact in the support provided to principals to practice instructional leadership roles and activities as planned (see Chapter 5.3.1.4).

The participation of teachers, students, parents and the community is low. The assignment of principals is not merit-based, rather on the political views of the person that results on changing the perception of teachers, parents and the community lack of trust on principals and not able to provide the necessary supports. Additionally, the assignment of principals on various duties rather than teaching and learning activities also makes it an extra burden on principals, so they are not able to focus on instructional leadership activities (see Chapter 5.3.1.4.).

Finding 3: The supports provided to principals from stakeholders to improve their instructional leadership practices is low. Teachers, students, parents, the community and educational authorities at district, zone and regional level do not support school principals to strengthen their instructional leadership roles as needed. The participation of those

stakeholders on leading instruction, support teachers to build their capacity, preparing up-to-date training, mobilising instructional resources, evaluating the performance of teachers and managing teachers and students' discipline is limited.

6.2.4 Findings with regard to the research sub-question 4: What are the major challenges of principals in practising instructional leadership via a distributive approach in these schools?

The fourth sub-research question was aimed to identify the major challenges of principals in practising instructional leadership via a distributive approach in these schools. The data collected from principals, school management members and Haramaya District Education Office experts and from the observation as revealed showed there are various challenges that encountered school principals in practising their instructional leadership roles and activities via a distributive approach. The major challenges identified from the response of participants were: lack of knowledge and skill of principals in understanding the recent school leadership theories and distributive leadership approach. Additionally, the lack of knowledge and skill of principals in distributing leadership roles to stakeholders, the low commitment of principals and stakeholders to take instructional leadership roles and activities collaboratively was low. Moreover, teachers and other stakeholder's perception those principals should take the responsibilities of instructional leadership alone and the lack of adequate support from stakeholders to build the capacity of principals was inadequate. Furthermore, the lack of budget, instructional materials, office and office facilities, the lack of qualified teachers on some fields such as laboratory technicians and ICT workers and the disciplinary problems of teachers and students are the major challenges (see Chapter 5.3.3.3).

Finding 4: Many challenges hinder the proper practice of principal's instructional leadership in the study area such as: lack of knowledge and skill of principals and stakeholders on school leadership and distributive leadership approach, the low commitment of principals and stakeholders to work collaboratively. The lack of up-to-date training on recent school leadership theories, failing to work on a team approach, the low support provided to principals from stakeholders, the disciplinary problems of teachers and students, lack of instructional materials and budget constraints.

6.2.5. Findings with regard to the research sub-question 5: What are the opportunities for principals in practising instructional leadership via a distributive approach in these schools?

The fifth sub-research question was aimed to determine the opportunities for principals in practising instructional leadership via a distributive approach in these schools. As the data collected from participants revealed, the major opportunities identified were: raising the commitment of principals to use a distributive approach to share instructional leadership roles to stakeholders and involving the various stakeholders to take instructional leadership roles and activities for a collaborative activity. Additionally, strengthening stakeholder's capacity of leadership such as a coach, mentor, team leader and participate in various leadership activities are among the opportunities. Moreover, solving the resource constraints using stakeholder's collaboration, minimising disciplinary problems by the engagement of stakeholders on leadership activities are also the opportunities. Furthermore, opportunities such as improving the whole school performance, contributing to the improvement of the quality of education and students achievement are the major opportunities gained from the response of participants.

Finding 5: By using a distributive leadership approach on instructional leadership practices and activities, especially teamwork of stakeholders based on knowledge, skill, expertise, experience and interest helps principals to improve their instructional leadership practices that in turn improve the whole school performance and student's achievement.

6.3 RECOMMENDATIONS FROM THE STUDY

This section presents the recommendations regarding each sub-research questions based on the major findings from the data and the conclusions drawn from the study. The recommendations are made to improve principal's practice of instructional leadership via a distributive approach to improve the whole school performance and students achievement. The recommendations will be discussed hereunder.

6.3.1 Recommendation with regard to sub-research question 1: What is the instructional leadership role of the school principal in secondary schools of Haramaya District?

The following recommendation is drawn based on the findings of the study, which leads to the improvement of the school principals' practise of instructional leadership via a distributive approach. The instructional leadership role of a principal (see Chapter 3.3) as indicates, there are eight identified major roles that have a positive effect on improving the whole instructional process and students achievement. As the findings of the study shows (see Chapter 6.2.1.), such as instructional leadership roles: facilitation of the development of a school vision, the use of technology and multiple sources, and provide staff with focused, sustained research-based professional development were instructional leadership roles of a principal that are not given equal emphasis as other roles by school principals. The above-mentioned roles of a principal that are not well addressed were given great consideration in the study. Therefore, principals to improve their instructional leadership practices they should give equal attention to those roles in order to develop and communicate the school vision with stakeholders to work for a common shared vision. In addition, Principals should use technology the computer, ICT, internet and computer-assisted instruction to support their students learning. Moreover, to build the capacity of teachers, to develop their knowledge, skill and ability by working with Haramaya District Education Office and East Hararghe Zone Education Desk is necessary. Furthermore, conducting research to identify the problems and collecting data to identify their needs to fill the gap that teachers have in the teaching and learning process is vital.

Recommendation 1: Haramaya District Education Office and East Hararghe Zone Education Desk secondary school experts and supervisors should provide technical support for principals on the preparation and communication of a school vision, on the use technology to assist learning and on leading CPD programme based on need assessment.

6.3.2 Recommendation with regard to sub-research question 2: How can principals use a distributive approach to improve their instructional roles in their schools?

The second sub-research question (see Chapter 1.2) is about the techniques used by principals to use a distributive approach to improve their instructional leadership roles. Different techniques can be used to distribute instructional leadership roles to stakeholders. Among these such as: sharing instructional leadership roles using teams (see Chapter 3.4), designated and non-designated leaders working together in a different situation (see Chapter 2.7) are the techniques. Additionally, forming instructional leadership team (see Chapter 2.7), creating a shared culture to use individual expertise and skills (see Chapter 2.8), forming teacher leadership (see Chapter 2.9.1), student leadership (see Chapter 2.9.2), parent leadership (see Chapter 2.9.3) and the like are fundamental. Therefore, by considering this distributive leadership approach notions, the following recommendations are drawn.

As the finding of the study revealed school principals in the study area to distribute instructional leadership roles to their stakeholders, use different techniques. Decisions at general staff meetings and considering knowledge, skill and experience of individuals are the major once. Principals' also use negotiation with individuals, use of Ministry of Education and school guidelines of assigning individuals for committees such as PTSA, student council and others. Considering of individuals training offered, qualification, interest and voluntarily engagement of individuals (see Chapter 6.2.2) are also among the techniques. Principals distribute instructional leadership roles to their stakeholders using an individualistic system and traditional ways. However, the distributive leadership approach is based on a team approach by which designated and non-designated leaders working together in a situation (see Chapter 3.4). Therefore, principals to improve their instructional leadership, they have to employ the recent distributive leadership notion that is based on a team approach by considering the knowledge, skill, experience and expertise of their staff working together on the same activity. Principals should encourage a team approach by forming teacher leadership, student leadership, parent leadership and instructional leadership teams from their stakeholders by considering the various knowledge, skill, experience and expertise of their stakeholders.

Additionally, principals should provide the necessary support such as planning for training to build the capacity of their various teams and a follow up to identify and solve their problems that can be created through the process timely. Moreover, principals should strengthen teacher's continuous professional development programme to build the capacity of teachers as they play the lion share on teaching and learning process with the collaboration of Haramaya District Education Office and East Hararghe Zone Education Desk.

Recommendation 2: School principals to improve their instructional leadership practices, they should work on the approach of distributive leadership that gives more emphasis to a team approach to use the various knowledge, skill, experience and expertise of stakeholders. Principals also need to engage designated and non- designated leaders to work together on the same activity to share their knowledge and skill among members that helps them to accomplish tasks collaboratively.

6.3.3 Recommendation with regard to sub-research question 3: How can principals get support from stakeholders to improve instructional leadership via a distributive approach in these schools?

Principals, to practice their instructional leadership roles effectively and efficiently, need support from stakeholders such as training, mentoring, supervising, sharing instructional leadership activities, mobilising instructional resources and advisory services (see Chapters 3.6.1, 3.6.2, 3.6.3, 3.6.4). However, the support provided to principals from stakeholder to improve the instructional leadership practices via a distributive approach is low.

The data collected from the participants as shows the support provided to principals from Haramaya District Education Office to improve their instructional leadership via a distributive approach is inadequate (see Chapter 6.2.4.) The training offered to principals in the past two years was eight sessions from these only two of them focus on instructional leadership. The training offered was not planned based on the interest of the principals. Therefore, Haramaya District Education Office and East Hararghe Zone education desk should prepare training for principals based on need assessment and instructional leadership as the core business of education focuses on the effectiveness of teaching and learning process.

The other issues given attention as the findings of the study shows were the low motivation of teachers and other stakeholders to take instructional leadership activities. Therefore, to motivate stakeholders to participate in instructional leadership activities, principals should schedule regular meetings and prepare short training sessions and seminars to raise the awareness of stakeholders in relation to the collaborative activity.

The support of educational leaders especially at the district level and the lack of skilled human power to take the responsibility of leadership especially for ICT, laboratory and CPD have a negative impact in the support provided to principals to practice instructional leadership roles and activities as planned (see Chapter 5.3.1.4, and 6.2.4). Therefore, Haramaya District Education Office and East Hararghe Zone Education Desk should assign qualified teachers as the standard for secondary school outlined in MoE 1994.

The assignment of principals is not merit-based, but rather on the political views of the person that results on changing the perception of teachers, parents and the community lack of trust in principals and not able to provide the necessary support (see Chapters 5.3.1.4 and 6.2.3). Additionally, the assignment of principals to various duties rather than teaching and learning activities by kebele administration also makes it an extra burden to principals, so they are not able to focus on instructional leadership activities. Therefore, the Haramaya District Education Office should assign school principals based on merit (their qualification, knowledge, skill, experience and expertise) rather than their political views to increase the trust of stakeholders and to get competent school principals that make differences. Additionally, the Haramaya District Education Office with PTSA should discuss with kebele cabinet and Haramaya District administration not to assign principals on duties that are not related to education.

Finally, the study recommends that all stakeholders of the school should support principals by sharing instructional leadership roles and activities to improve the practice of the principals' instructional leadership through a collaborative activity. Furthermore, supervisors at the district level should support school principals by mentoring, supervising services and strengthening schools' CPD programme by providing training and facilitating cluster centres to improve the participation of teachers on the programme.

Recommendation 3: School principals with Haramaya District Education Office supervisors and Haramaya District secondary school experts should work together by forming an instructional leadership team which include teachers, students, parents, the community, Go and NGOs. Stakeholders should support principals by distributing instructional leadership roles and activities such as: leading CPD programme, strengthening school society relationships and preparing training on recent school leadership theories. Moreover, evaluating teacher's performance, managing teachers and students discipline and mobilising instructional resources by scheduling a regular follow up and support system should be strengthened.

6.3.4 Recommendation with regard to sub-research question 4: What are the major challenges of principals in practising instructional leadership via a distributive approach in these schools?

The study collected from participants revealed that various challenges have a negative impact on the principal's practice of instructional leadership via a distributive approach. These challenges are: lack of knowledge and skill of principals in understanding the recent school leadership theories and distributive leadership approach, the lack of knowledge and skill of principals in distributing leadership roles to stakeholders. The other challenges were the low commitment of principals and stakeholders to take instructional leadership roles and activities collaboratively. Teachers and other stakeholders' perception that principals should take the responsibilities of instructional leadership alone and lack of adequate support from stakeholders to build the capacity of principals are the other challenges. Furthermore, the lack of budget, instructional materials, office and office facilities, the lack of qualified teachers on some fields such as laboratory technicians and ICT workers and the disciplinary problems of teachers and students are the major once (see Chapters 5.3.3.3 and 6.2.4) were the challenges. Based on these challenges, the following recommendations were drawn.

As lack of knowledge and skill of principals in understanding the recent school leadership theories and distributive leadership approach and the lack of knowledge and skill of principals in distributing leadership roles to stakeholders are one of the major challenges. Therefore, the Haramaya Education Office, in collaboration with East Hararghe Education Desk, should plan training on those areas to build the capacity of principals. Additionally, Haramaya District

Education Office in collaboration with East Hararghe Education Desk should form and strengthen partnership with Haramaya University College of Education to get support on trainings and supervision services as one of the university's major activity lies on community service and building the capacity of teachers and principals in its catchment area in the eastern part of Ethiopia. Additionally, Haramaya District should plan to train principals by a master's degree as principals in secondary school level the standard outlines to have a master's degree in school leadership.

The other challenge identified by the study participants were the low commitment of principals and stakeholders to take instructional leadership responsibilities and activities collaboratively. Commitment plays a great role in accomplishing tasks effectively and efficiently. School principals' commitment to distributing instructional leadership roles and activities to stakeholders is low due to lack of knowledge and skill in using a distributive approach. It is known that a distributive leadership approach is new and not used widely in the school's context. Therefore, Haramaya District Education Office with East Hararghe Education Desk should plan a focused and sustained training on instructional leadership and distributive leadership approach for principals as short-term plan and sponsoring principals to join universities for further education to build the capacity of principals' to practice instructional leadership activities effectively and efficiently.

Additionally, the principals' commitment to providing equal emphasis for all instructional leadership roles is low. As this study revealed, formulating and communicating school vision, use of technology and leading focused and sustained research-based continuous professional development of the staff are roles that are not given due attention as other instructional leadership roles of principals. Therefore, principals should give equal emphasis to these roles to improve their leadership capacity and to improve student's achievement.

In addition to principals' low commitment to practising their instructional leadership roles, the lack of commitment of stakeholders to take instructional leadership responsibilities also negatively affected the practice of instructional leadership via a distributive approach. Therefore, Haramaya District Education Office in collaboration with principals, school-based supervisors and district level supervisors should plan a regular meeting and discussions with training to improve the commitment and participation of stakeholders to share instructional

leadership activities effectively and efficiently. Furthermore, to improve the commitment and motivation of teachers and principals, Oromia Education Bureau as experience of other education Bureaus in the country should prepare trainings based on need assessment and provide benefits such as transport allowance, house allowance, recognition for their participation, certification, promotion, sponsoring to join universities for further education and monetary rewards.

Teachers and other stakeholders' perception that principals should take the responsibilities of instructional leadership alone have a negative effect on their participation. Therefore, principals with the Haramaya Education Office, secondary school experts, supervisors and PTSA should plan for regular meetings and discussions with teachers and other school stakeholders to raise their awareness on collaborative activity.

The other challenge that the study indicated was the lack of budget, instructional materials, office and office facilities. This challenge is an overall challenge in the whole country as the budget allocated from the government to run all school activities is inadequate and not reaches timely. Principals, in collaboration with Haramaya District Education Office and East Hararghe Zone Education Desk, should plan for mobilising additional funds from parents, the society, GO and NGOs to fill the budget gap they encountered. Additionally, school principals, by creating a partnership with colleges and universities can get support, such as instructional materials, computers, books and office furniture. Moreover, principals should increase their internal income by preparing sports festivals, rent of tearooms, forming charity clubs and others based on the school context.

The lack of qualified teachers in some fields, such as laboratory technicians and ICT workers are other challenges identified from the study. This challenge can be solved by recruiting those qualified individuals and assigning to schools by East Hararghe Zone Education Desk. To this end, principals should plan their need for human resource time and submit to Haramaya Education Office timely. Sometimes, it is difficult to get those qualified individuals from the market as needed. Therefore, for solving the problem, for the time being, it is also preferable to ask support from the nearby university let students get support at weekends in the university, especially for laboratory and ICT.

Disciplinary problems of teachers and students are the major challenges that have a negative effect on the practice of the principals' instructional leadership via a distributive approach (see Chapter 5.3.3.3 and 6.2.4). If students and teachers are not disciplined, it is not possible to run the teaching and learning activities as planned. Therefore, principals with PTSA and Haramaya District supervisors should schedule a regular meeting and discussion to improve the disciplinary problem seen in schools. Additionally, principals should discuss with parents, the community, police organisation and religious leaders to sustain peace and discipline in the schools.

Finally, as the finding of the study revealed, teachers, students, parents, Haramaya District Education Office, GO and NGOs in supporting principals to improve their instructional leadership by sharing instructional leadership responsibilities is inadequate. Therefore, they should support principals by taking instructional leadership responsibilities such as: strengthening CPD programme, mentoring, supervising, working in teams, evaluating teaching and learning performance, disciplining teachers and students, mobilising instructional resources and materials, conducting researches and support principals by advisory services. Generally, all stakeholders should support school principals.

Recommendation 4: School principals, PTSA, Haramaya District Education Office and East Hararghe Zone Education Desk should work collaboratively by organising trainings and workshops on: school leadership, distributive leadership approach, school-society relationships, role of stakeholders on school activities, school improvement programme, and other up-to-date issues to stakeholders (Teacher, student, parent, community, Go and NGOs) based on need assessment. They should also schedule regular meetings to discuss with stakeholders on the process of instructional leadership activities, and challenges encountered them in the implementation of the activities to solve the problems timely.

6.3.5 Recommendation with regard to sub-research question 5: What are the opportunities for principals in practising instructional leadership via a distributive approach in these schools?

The following recommendations are made on the opportunities for principals in practising instructional leadership via a distributive approach in secondary schools of Haramaya District based on the findings of the study.

One of the opportunities revealed from the study was raising principals and stakeholders committed to taking instructional leadership responsibilities (see Chapter 6.2.5.). When principals try to accomplish instructional leadership activities alone, their result is low. However, when principals accomplish instructional leadership activities by distributing roles and activities with stakeholders, they can make a difference (see Chapter 2.8). Therefore, in a distributive leadership approach to raise the commitment of principals and stakeholders to take instructional leadership voluntarily, Haramaya District Education Office, secondary school experts, supervisors, and PTSAs should strengthen a collaborative activity by which all stakeholders share instructional leadership roles to raise the commitment of all stakeholders.

The other opportunities of instructional leadership via a distributive approach are to solve the problem of resource constraints, especially instructional materials that help to practice the instructional leadership roles of a principal effectively. To this end, instructional materials such as reference materials, library and laboratory equipment, computers, classroom facilities and stationery materials play a great role in students learning. However, getting these materials is not an easy task. Therefore, principals with PTSAs Haramaya District Education Office should exert a regular meeting and workshops to mobilise resources from GO, NGOs, nearby colleges, universities, parents and the community to raise funds and to strengthen the partnership.

When instructional leadership roles and other instructional activities are shared among stakeholders, it is possible to use the diverse knowledge, skill, experience and expertise of stakeholders and to achieve the intended goal of the school. The principals can get adequate time to supervise students and teachers performance, to promote for setting high expectations and establish a culture of instructional excellence (see Chapter 5.3.1.3.). Therefore, teachers,

parents, students, and the community with Haramaya Education Office should work collaboratively to provide adequate time for principals to work on higher-level activities to improve the quality of education in general and student's achievement in particular.

Finally, when stakeholders work together by sharing instructional leadership roles and activities, the principals' instructional leadership practice, quality of education and students' achievement, the proper use of resources, teamwork, the whole performance of the school and the commitment and motivation of principals and stakeholders improved. Therefore, principals with Haramaya District Education Office experts should strengthen the participation of stakeholders by including the technique of using a distributive approach and strengthening of stakeholders participation in their plan to raise the contribution of stakeholders for achieving common objectives.

Recommendation 5: School principals should strengthen the notion of distributive leadership by sharing instructional leadership roles and activities to stakeholders by strengthening a team approach. Principals should form instructional leadership team which include teacher, student, parent, community, GO and NGOs, as an organising team which form and lead other sub-teams such as teacher leadership team, student leadership team, parent leadership team by considering knowledge, skill, expertise, experience and interest of the individuals. The organising of an instructional leadership team should build the capacity of each sub-team by preparing training on instructional leadership and providing technical support and a regular follow up to effectively and efficiently achieve the intended goal of the school.

6.4 CONTRIBUTIONS OF THE STUDY

Based on the research findings in chapter five and the conclusions and recommendations made in chapter six, the following contributions of the study are drawn. As seen throughout the study, sharing instructional leadership roles and activities benefit the school and the principal to make differences. To this end, the following contributions of the research are insights gained from the participant's response from the study.

6.4.1 Contribution with regard to policy

The study may contribute to policymakers and other decision-making authorities at different levels (Ministry of Education, Regional Education Bureaus, Zonal Education Desks, and District Education Offices) to re-visit their policy on the development, implementation strategy of instructional leadership and the practice of distributive approach according to the school context and the environment. It also helps to design viable policies that can promote the proper implementation of instructional leadership via a distributive approach in secondary schools. Moreover, the upper mentioned decision making authorities at different levels benefitted from the results of this study to design and measure for addressing the possible problems related to the school leadership by understanding the major problems that hinder the proper implementation of instructional leadership activities to improve students' achievement.

The effectiveness of school leadership can be achieved through the active involvement and collaboration of stakeholders working together. As this study identifies the major challenges and opportunities of using a distributive approach in instructional leadership; they can re-visit the policy and strategy on: the selection of secondary school principals, in the allocation and distribution of instructional resources and stakeholder's involvement according to distributive leadership approach. It is also important to re-visit the training offered to principals and guidelines on minimising disciplinary problems in schools. Moreover, modifying of school structure and prepare a clear guideline on the formation of instructional leadership teams, re-visit on the curriculum of teacher training and principals, the role of supervisors and secondary school experts and reward systems to motivate teachers and principals should be re-visited by district, zone and regional education offices. Therefore, educational leaders at different levels have the mandate to the preparation of, strategy and guidelines as a decentralised authority based on their environment, economic and social conditions. To this end, when they are re-visiting their current practice and prepare a sound policy and strategy starting from the Ministry of Education to the school level, the school leadership practice will be improved that in turn improves the practice of instructional leadership and students achievement.

6.4.2 Contribution with regard to teaching and learning

Instructional leadership mainly focuses on curriculum, instruction and assessment, which are the major components of the teaching and learning process. Therefore, a distributive approach contributes to the process of teaching and learning by facilitating conditions of collaborative activity. When all school stakeholders: principals, teachers, students, parents, the community, educational authorities at different levels, GOs and NGOs working together by sharing instructional leadership roles in teams, the teaching and learning activity improved that in turn improve the quality of education and students achievement.

6.4.3 Contribution with regard to theory

This study also contributes to modify and strengthen theory and practice by indicating the importance and application of the distributive leadership approach in the school context. It also changes the perception of principals and other school stakeholders about the proper use of a distributive leadership practice that focuses on a team approach. Additionally, it helps to support principals by raising their awareness of school leadership theories and how to put them into practice according to the school context in their area. Moreover, it may also help researches on a distributive leadership approach to modifying the approach based on the school context and the environment.

6.4.4 Contribution with regard to the practice

The major aim of this study is to improve the practice of the principals' instructional leadership via a distributive approach. Therefore, by identifying the major problems encountered principals while practising a distributive leadership approach and forwarding the possible solution to solve the problems, contributes to improving the practice of principal's instructional leadership via a distributive approach. Based on the results of the study, the identified challenges in using a distributive approach and the possible solutions raised to solve the problems, the following framework is presented as main outcome and contribution to this study to improve the practice of principal's instructional leadership in using a distributive approach.

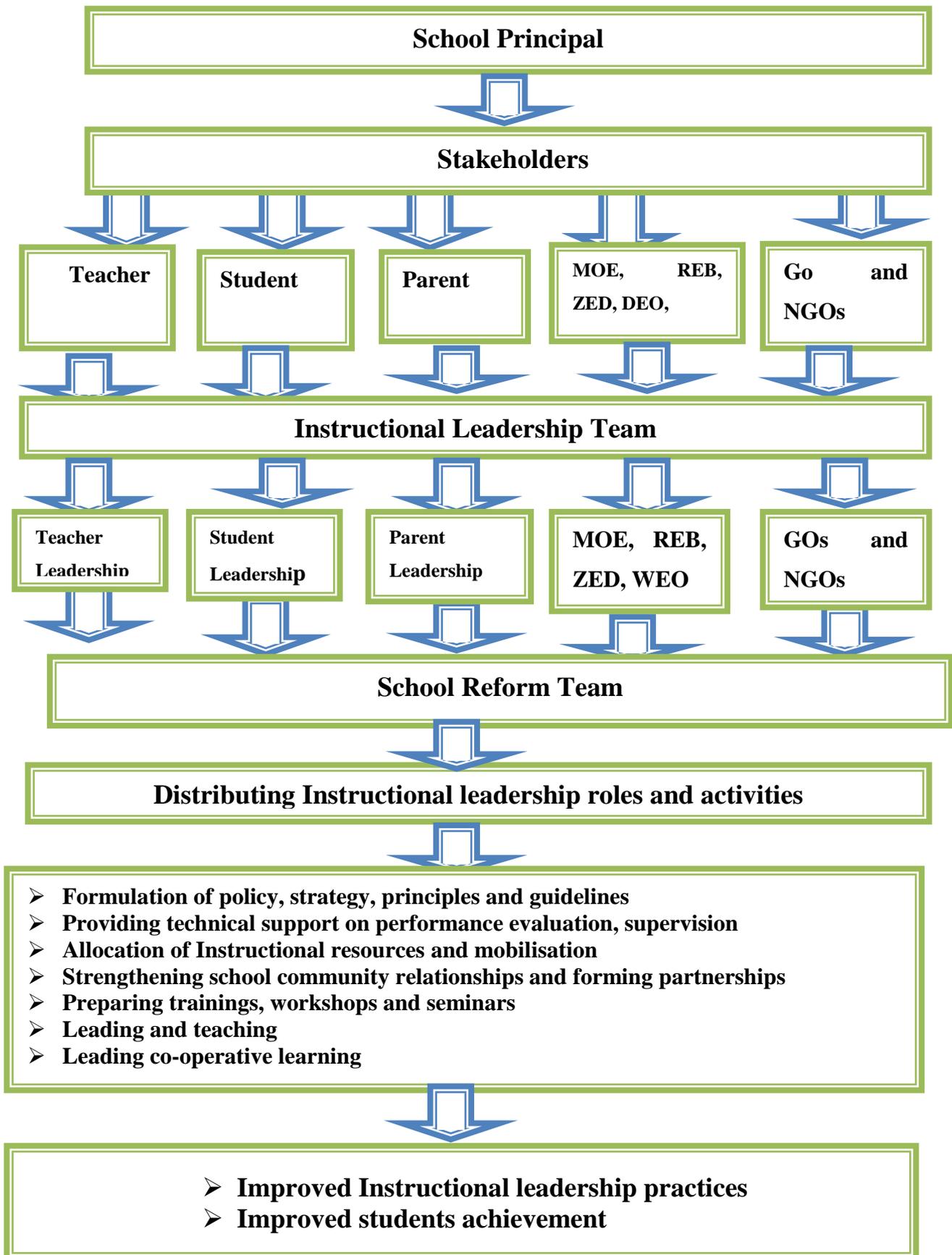


Figure 6.1 Frameworks in Using a Distributive Approach in Instructional Leadership

As figure 6.1 depicts, in the principals' use of a distributive approach in their instructional leadership, they have to identify the stakeholders to involve them in the activities of instructional leadership actively. Therefore, as major stakeholders of school are: teachers, students, parents (community), educational authorities at different levels (MoE, REB, ZED and WEO) and NGOs, principals need to work together and form an instructional leadership team that organises, leads the instructional activities of the school (see Chapters 2.9.1, 2.9.2, 2.9.3 and 2.9.4).

The instructional leadership team with the school principal work together and forms a teacher leadership (see Chapter 2.9.1), student leadership (see Chapter 2.9.2), parent leadership (see Chapter 2.9.3) based on knowledge, skill, expertise, experience and interest to accomplish and take instructional leadership roles and activities in a team approach. Additionally, educational leaders at different levels and NGOs participate in various instructional leadership activities to improve the instructional leadership practice of the school principals and students achievement (see Chapter 2.9.4).

The teacher, student and parent leadership teams in school context accomplish various instructional leadership roles and activities to improve the instructional leadership practice of the principal and to improve student's achievement (see Chapter 2.9.1, 2.9.2, 2.9.3). As instructional leadership mainly focuses on instruction, assessment and curriculum each team with the principal works to realise the objectives of the school. Educational leaders at different levels also play an important role by strengthening the relationship of the school with the community and NGOs to improve the capacity of stakeholders to play their role effectively and efficiently.

The school reform team is formed as a committee from all school stakeholders (teachers, students, parents and administrative staff) that leads the school instructional activities and give decisions on instructional matters. The main function of this team is to distribute instructional leadership roles and activities to stakeholders based on their knowledge, skill, experience, and commitment. Additionally, the team works on leading change and innovation, preparing training within the school resources, strengthening CPD of teachers and principals and mobilising resources from different sources.

In conclusion, this framework helps the principal to distribute instructional leadership roles and activities by identifying stakeholders and forming a strong instructional leadership team that take the responsibilities of instructional leadership as a facilitator. In addition, it helps to form a teacher, student and parent leadership team, which takes the various responsibilities of instructional leadership by bringing together their knowledge, skill, expertise and experiences. Moreover, the overall active participation of stakeholders in the formulation of policy, strategy, principles and guidelines; to provide technical support on performance evaluation and supervision helps for a collaborative activity. Additionally, allocation and mobilisation of instructional resources; strengthening school-community relationships and forming partnerships and preparing training, workshops and seminars strengthen the instructional leadership practices. Moreover, leading co-operative learning and facilitating the overall teaching and learning activities help to improve the whole school in general and the instructional leadership practice of the principal and students achievement in particular.

6.5 AVENUES FOR FUTURE RESEARCH

This study is focused on the principal's instructional leadership roles via a distributive approach in secondary schools of Haramaya District. As it is a case study and did not include a wide geographical area, it invites other researchers for further investigation, and it can be an initiative for researchers to cover a wide area with different variables. Therefore, this study can be a starting point for conducting further study and adds a literature review in the field.

6.6 LIMITATION OF THE STUDY

This research had some limitation during the study. As it is a case study, it is confined to only five secondary schools in Haramaya District of East Hararghe Zone. Therefore, it is not generalisable for other secondary schools. Additionally, it was good if GOs and NGOs are included as participants of the study to make the study more comprehensive. However, due to finance and time constraints, it was difficult to address those issues. Therefore, in the future who are interested in the issue can conduct further study to fill the gap seen in the study.

The other limitation was not to get the focus group interview participants at the scheduled timetable. However, the researcher, by calling them with phone and arranging a convenient time tried to overcome the problem.

6.7 CONCLUDING REMARKS

According to the literature review in chapter two and three, data collected from the participants and the observation the five sub-research questions were answered. The conclusions for the study were drawn on the principal's use of instructional leadership via a distributive approach. Therefore, based on the major findings of the study, the following conclusions were made.

School principals in Haramaya District practice most of the instructional leadership roles and activities as identified in Maryland's instructional leadership framework (see Chapter 3.3). As participants response revealed out of the eight roles five of them are practised by the principals while three major roles such as facilitation of the development of a school vision, the use of technology and multiple sources, and provide staff with focused, sustained research-based professional development was not given emphasis and accomplished as needed. The formation of vision should be the first, the essential activity that helps to determine the goal of the school in general and the instructional practice in particular. If technology is not used as well and given attention, it is not possible to go in line with the global context. It also inhibits the school from becoming competitive.

Additionally, one of the most important instructional leadership roles is to work for the professional development of teachers based on research to make it focused and sustained. However, in all schools, the professional development of teachers was not given attention. When a teacher's professional capacity is improved, in turn, it has a positive impact on improving the quality of education and students achievement. Based on the literature review in chapter two and three and the data collected from participants and observation, it is safe to conclude that principal's in the study area were not adequately practised in their instructional leadership.

Regarding the principals use a distributive approach to improve their instructional roles in their schools, the data collected from the participants as revealed they are using different methods and ways to distribute instructional leadership roles and activities. Among the techniques used such as decisions at general staff meetings, considering knowledge, skill and experience of individuals and negotiation with individuals was the major one. On the other hand, use of the ministry of education and school guidelines of assigning individuals for committees such as PTSA, student council and others, considering of individuals training offered, qualification, interest and voluntarily engagement of individuals were used. However, as the notion of the distributive leadership approach from the literature review shows, Bolden (2011:252) also puts the instructional leadership roles of principals via distributive approach as “**a holistic sense**” rather than simply as the aggregation of individual contributions. This indicates that a distributive leadership approach is not simply a matter of sharing tasks and activities to individuals, but it is an approach that gives emphasis to teamwork and a holistic result. To this end, principals in the study area did not consider a team approach; developing the capacity of stakeholders to take instructional leadership roles and activities. Therefore, it is possible to conclude that in the study area principals use a traditional approach to share tasks among stakeholders, and it is not like the recent approach of distributive leadership.

In terms of support provided to principals to improve their instructional leadership via a distributive approach, the study participants responded that stakeholders such as teachers, students, parents, the community and NGOs support principals by leading different committees, working with management teams, supported by supervision, follow up of students learning, mobilising resources and providing instructional materials for school use. Therefore, it is possible to conclude that stakeholders support principals in different ways; however, the support provided to improve principals’ instructional leadership is inadequate.

Regarding the major challenges of principals in practising instructional leadership via a distributive approach, principals, school management members and district education office experts’ response and the data gathered on observation as revealed; there are various challenges on principal’s use of instructional leadership via a distributive approach. From identified challenges, the following are major ones. These challenges are: the lack of commitment of principals and stakeholders to take instructional leadership roles, shortage of instructional resources: lack of instructional materials, equipment and classroom facilities, the

teacher's low motivation and collaboration. In addition, shortage of budget, the lack of knowledge and skill of principals in distributive leadership approach and lack of adequate support to principals from stakeholders were the challenges. Moreover, disciplinary problems of teachers and students, the negative perception of stakeholders about the distributive approach and thinking all activities are done by a principal and few school management members were among the challenges. Therefore, it is possible to conclude that due to various challenges, the principal's instructional leadership via a distributive approach is ineffective.

In terms of the opportunities of principals in practising instructional leadership via a distributive approach, the data collected from participants as revealed, principals in using a distributive approach it helps them to have adequate time to supervise the different school activities. It also helps to improve the principal's instructional leadership practice and quality of education. Additionally, the principal's burden of work is minimised, a student's achievement is improved, and the overall performance of the school is improved. Moreover, the partnership of school and stakeholder's is improved; help principals to create conducive school culture and collaborative activity. Furthermore, principal ship as a profession is developed and recognised, the career development of principals is improved, and the practice of principals using a distributive approach becomes an input for policymakers and researchers to design school leadership based on the current practices.

As the purpose of this study was to identify the challenges of school leadership and to investigate the opportunities of instructional leadership practices via a distributive approach for secondary school principals in Haramaya District that enable them to improve their leading practice for the improvement of the school system and students' performance. The study identified the major challenges that hinder the practice of instructional leadership via a distributive approach. These challenges are: lack of knowledge and skill of principals in understanding the recent school leadership theories and distributive leadership approach, the lack of knowledge and skill of principals in distributing leadership roles to stakeholders and the low commitment of principals and stakeholders to take instructional leadership roles and activities collaboratively. Teachers and other stakeholder's perception that principals should take the responsibilities of instructional leadership alone and lack of adequate support from stakeholders to build the capacity of principals were among the challenges. Finally, the lack of budget, instructional materials, office and office facilities, the lack of qualified teachers on

some fields such as laboratory technicians and ICT workers and the disciplinary problems of teachers and students were challenges of principals in using instructional leadership via a distributive approach.

Based on the findings of the study, it is concluded that the principal's instructional leadership via a distributive approach is inadequate. Support provided from stakeholders to principals to improve their instructional leadership roles is low, the notion of a distributive leadership approach that is based on a team approach is weak, instructional resources are inadequate, and the disciplinary problem of teachers and students have a negative effect on the process of teaching and learning.

From the major findings of the study and conclusions, the study had drawn recommendations to solve the problems. Therefore, the recommendations are: principals should give emphasis to all instructional leadership roles and focus on a team approach to use diversified knowledge, skill, expertise and experience of stakeholders. Additionally, all stakeholders should support principals to practice their instructional leadership, instructional materials should be fulfilled with the collaboration of stakeholders and training, and the CPD programme should be done based on need assessment. Moreover, the principal's instructional leadership practice should be improved by sharing instructional leadership roles and activities among stakeholders.

Finally, the study confined the contributions of the study as it contributes to policymakers, theory refinement, and practice improvement, teaching and learning improvement and conducting a further study. Furthermore, on the process of the study participants also learn more about the importance of distributive approach from the discussions held at the interview session.

6.8 SUMMARY OF THE STUDY

The main aim of the study was to identify the challenges and opportunities of instructional leadership practices via a distributive approach for secondary school principals in Haramaya District. Therefore, to achieve the main aim of the study the basic research question “**What are the major challenges and opportunities for principals in practising instructional**

leadership via a distributive approach in secondary schools of Haramaya District?”was asked with basic sub-research questions. After the literature is reviewed, data were collected and finally, the major findings, conclusions and recommendations were drawn based on the data.

This research report is consists of six chapters. **Chapter one** highlighted the rationale for the study, problem statement and research questions, aims of the significance and contribution of the study that is focussed on the contribution with regard to policy, teaching and learning, theory, future research and the relation between theory and practice. The other component included in this chapter was the explanation of the main concepts and an overview of the theoretical framework of the study. Additionally, an overview of the research design, trustworthiness of the research and ethical consideration was also the components given attention in this chapter.

Chapter two provided a theoretical framework for the study. As the focus of the study is to identify the challenges and opportunities of the school principal’s instructional leadership role from a distributive approach of leadership, Maryland’s instructional leadership framework was selected. Therefore, in the theoretical framework, the instructional leadership outcomes such as the development of school vision align all aspects of school culture to student and adult learning were discussed. Monitoring the alignment of instruction, curriculum and assessment, and improving instructional practices through the purposeful observation and evaluation of teachers were also given great emphasis. Moreover, ensuring the integration of appropriate assessments into daily classroom instruction, use technology and multiple sources of data to improve classroom instruction were discussed in detail. Furthermore, providing staff with sustained research-based professional development and engage all community stakeholders in a shared responsibility for student and school’s success was the attention given to frame the study.

Chapter three outlined the review of literature part on school principals’ instructional leadership practices via a distributive approach. In this chapter, concepts of instructional leadership, historical development of instructional leadership, role of school principals as instructional leaders, school principals’ use of instructional leadership via a distributive approach, support provided to school principals from educational leaders at different levels,

challenges and opportunities of principals in practising instructional leadership via a distributive approach were included. In the literature part, the work of other researchers and scholars were reviewed to increase the understanding of readers about the problem under study.

Chapter four discussed and examined the rationale for the research design and methodology. In this chapter, the research design used to guide the whole study, the research approach and paradigm of the study, population and sample, research instruments, methods of data analysis and data presentation were included. Additionally, trustworthiness and rigour of the study was the other component given great attention in this study. In terms of trustworthiness and rigour of the study, credibility, transferability, dependability and conformability were discussed in detail in relation to the qualitative research approach.

Chapter five dealt with the presentation and analysis of the research data. This study used a case study research design and a qualitative research approach to get an in-depth understanding of the phenomenon of principals' use of a distributive approach in their instructional leadership. To this end, data were collected from secondary school principals, school management members and district education office experts in a one-to-one face-to-face semi-structured interview. Additionally, an observation data-collecting tool was used to get first-hand information on the availability of instructional materials in secondary schools of Haramaya District.

Chapter six summarised the summary of the whole chapters in the study, the summary of the findings, conclusions the recommendations drawn from the study. Additionally, the limitations of the study, the contribution of the study and concluding remarks were presented.

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APPENDICES

APPENDICES

APPENDIX A- REGISTRATION PROOF

mandd@unisa.ac.za

Mon 2/11, 6:13 PM

T H AFEWORK



1713 M1RST

AFEWORK T H MR
FACULTY OF EDUCATION
HARAMAYA UNIVERSITY
P O BOX 119
HARAMAYA
ETHIOPIA

STUDENT NUMBER: 4588-060-3

ENQUIRIES NAME: M&D ADMIN SUPPORT
ENQUIRIES TEL: 0124415702

DATE: 2019-02-11

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa my life (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE: PHD (EDUCATION) (90019)

TITLE: Challenges and opportunities of using a Distributive approach in instructional leadership: A case study in secondary schools in the Haramaya district of Ethiopia

SUPERVISOR: Prof RJ BOTHA (Botharj@unisa.ac.za)

ACADEMIC YEAR: 2019
TYPE: THESIS

SUBJECTS REGISTERED: TFPPEM01 PhD - Education (Education Management)

A statement of account will be sent to you shortly.

You must re-register and pay every academic year until such time that you can submit your dissertation/thesis for examination.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website www.unisa.ac.za) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister and pay the full fees.

APPENDIX B- RESEARCH ETHICS CLEARANCE

CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/06/14

Ref#: 2017/06/ 14/45880603/ 18/MC

Dear Mr. Afework,

Name: Mr TH Afework

Student#: 45880603

Decision: Ethics Approval from
2017/06/14 to 2022/06/14

Researcher:

Name: Mr TH Afework

Email: 45880603@mylife.unisa.ac.za

Telephones: + 2510255530388

Supervisor:

Name: Prof RJ Botha

Email:Botharj@unisa.ac.za

Telephones: 08241 16361

Title of research:

The Instructional Leadership Role of the Principal: Challenges and Opportunities in
Secondary Schools of Haramaya District, Ethiopia

Qualification: D Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/06/14 to2022/06/14.

Kind regards

Prof V McKay

Dr M Claassens EXECUTIVE DEAN

CHAIRPERSON: CEDU RERC University of South Africa

mcctc@netactive.co.zaPreller Street, Muckleneuk Ridge, City of Tshwane

Approved - decision template — updated 16 Feb 2017PO Box 392 UNISA 0D03 South Africa

Telephone. +27 12 429 3111Facsimile: + 27 12 4294150



APPENDIX C- CHANGE OF TITLE

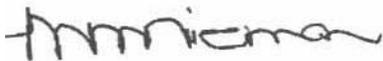
V4

TITELWYSIGING AMENDMENT OF TITLE

Student	TH Afework	Student No	45880603
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Graad/Degree	DEd (Education Management)
--------------	----------------------------

Name of COD/Chair of the Departmental Higher Degrees Committee:	
U aanbeveling ten opsigte van die volgende voorgestelde gewysigde titel asseblief Your recommendation regarding the following proposed amended title please	
Titel/Title: Challenges and opportunities of using a distributive approach in instructional leadership: A case study in secondary schools in the Haramaya district of Ethiopia	
Vorige titel/voorlopige titel/onderwerp: Previous title/provisional title/topic:	
The instructional leadership role of the principal: challenges and opportunities in secondary schools of Haramaya district, Ethiopia	
	
Handtekening/Signature:	Datum/Date:09/11/2017

Prof MM Nieman	
Vir goedkeuring namens UKK asseblief For approval by ECC please	
	
Handtekening/Signature:	Datum/Date:09/11/2017

To be completed by DHD administrative representative:

Prepared by:

Ext:

Date:

APPENDIX D –PROOF OF EDITING



Lötz Publishing
WE BELIEVE IN THE MAGIC OF BOOKS

12 February 2020

To whom it may concern,

This is to certify that I have re-edited Tadesse Hailu Afework thesis's titled

Challenges and opportunities of using a distributive approach in instructional leadership: A case study in secondary schools in the Haramaya district of Ethiopia

checking the spelling, grammar, punctuation, sentence structure and for repetition. I checked for plagiarism too. I have not corrected the formatting, the Table of Contents and page numbering.

All participants' quotes were left unedited except for obvious spelling errors.

I wish him the best of luck.

Yours sincerely,

Bridget LötZ



APPENDIX E- PERMISSION LETTER FROM HU ACADEMIC VICE PRESIDENT
OFFICE

ሐረማያ ዩኒቨርሲቲ
የሥነ-ምግባርና ጥናት ምክርቤት ጽ/ቤት



Haramaya University
Vice President for Academic Affairs

P.o.Box 138, Dire Dawa, Ethiopia www.haramaya.edu.et Tel: 251-025-5-53-03-20; Fax: 251-025-5-53-03-31

ቁጥር/Ref:- VPAA/05/240/18
ቀን/Date:- 31/05/2018

To: Haramaya District Education Office

Haramaya

Subject: Request for Cooperation

Mr. Tadesse Hailu, who is a staff member of the college of education and Behavioral Sciences, Department of Educational Planning and Management at Haramaya University, is Currently Conducting research as fulfillment for DED at the University of South Africa. His title for dissertation is "Challenge and opportunities of using a distributive approach in instructional leadership": A case study in secondary schools in Haramaya district of Ethiopia". Hence he is looking for information from Haramaya district secondary school. This is therefore to kindly request your good office to provide him with the necessary support in collecting data for the problem under study in the area.

Regards,



Prof. Aligussie Gechessa (PhD)
Vice President
for Academic Affairs



APPENDIX F-PERMISSION LETTER FROM HU COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

አራማያ ዩኒቨርሲቲ
HARAMAYA UNIVERSITY
ስልክ ስ/ጥ/ፎ: +251255-93-03-18/20
ፋ-ፊል/ፊክስ: +251255-93-09-25/31



የትምህርትና ስነ-ሰነድ ሳይንስ ኮሌጅ
College of Education and Behavioral Science
ስልክ ስ/ጥ/ፎ: +251255-93-03-53

Ref. CERS/m/20218

Date 25/04/2018

To: - Haramaya District Education Office

Haramaya

Subject: Request for Cooperation

Mr. Tadesse Hailu, who is a staff member of the College of Education and Behavioral Sciences, Department of Educational Planning and Management at Haramaya University, is currently conducting a research as fulfillment for DED at the University of South Africa. His title for dissertation is "Challenges and opportunities of using a distributive approach in instructional leadership: A case study in secondary schools in the Haramaya district of Ethiopia" hence he is looking for information from Haramaya District Education Office and Haramaya secondary schools. This is therefore to kindly request your good office to provide him with the necessary support in collecting data for the problem under study in the area.

With Best Regards!


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Dawit Negassa (Dr.)
Dean, College of Education
and Behavioral Science
የትምህርትና ስነ-ሰነድ ሳይንስ ኮሌጅ



In Replying Please Quote Our Reference
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**APPENDIX H– CONSENT FORM FOR CONDUCTING
INTERVIEW IN HARAMAYA DISTRICT EDUCATION
OFFICE AND SCHOOLS**

CONSENT FORM

I have read the information presented in the information letter about the study “**Challenges and opportunities of using a distributive approach in instructional leadership: A case study in secondary schools in the Haramaya district of Ethiopia**” I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant’s Name _____

Participant Signature:

Researcher Name: Tadesse Hailu Afework

Researcher Signature:

Date:

APPENDIX I - INTERVIEW GUIDE FOR HARAMAYA DISTRICT SECONDARY SCHOOL PRINCIPALS

Dear participants;

This is a DED research study on the title of “The Instructional Leadership Role of School Principal: Challenges and Opportunities in Secondary Schools of Haramaya District, Ethiopia” The objective of the study is to identify the major challenges of secondary school principals as instructional leaders and to forward possible solutions to build the capacity of school principals. The quality of this study highly depends upon your co-operation and genuine responses to the interview. Therefore, you are very kindly requested to respond to the questions honestly and frankly and to provide the necessary information on the study. Your honest responses will have great benefit to the research work.

Thanks in advance for your co-operation!

Interview Guides for secondary school principals

1. Principals roles

- 1.1. What are your major roles in leading the teaching and learning activities/ Instructional leader?
- 1.2. How do you carry out your instructional leadership roles?
- 1.3. In your school what mechanisms you apply to distribute instructional leadership roles among stakeholders?

2. Support provided to principals

- 2.1. What support was provided from parents, society, district education office and NGOs to improve your instructional leadership capacity?
- 2.2. To what extent the district, zone and other educational authorities give support such as supervision, training, coaching, and mentoring to accomplishing instructional leadership roles effectively and efficiently?
- 2.3. What kinds of capacity building training have you offered in the past two years?
- 2.4. How do you evaluate the support provided by stakeholders in practising your instructional leadership roles?

3. Mobilising stakeholders

- 3.1. Is there any attempt that you made to mobilize stakeholders to participate in school leadership activities actively (teachers, students, parents, community, governmental and non-governmental organisations)?
- 3.2. Do you have a regular meeting with stakeholders on the issue of improving school leadership?
- 3.3. What methods do you employ to involve stakeholders in school leadership activities actively?
- 3.4. What benefits were utilised by mobilising stakeholders to improve your instructional leadership capacity?

4. Challenges

- 4.1. Are there the necessary school resources to run the teaching and learning process smoothly effectively and efficiently?

- Are there adequate qualified personnel to run activities in the school?
- Are there adequate materials, equipment, facilities and others in the school?
- To what extent financial resources are adequate to run school activities?
- 4.2. Do stakeholders get actively involved in the school's leadership activities? If not what do you think the reason?
- 4.3. Are there any additional tasks given to you that are not related to your instructional leadership roles? If yes, to what extent they affect your instructional leadership role accomplishments?
- 4.4. To what extent your autonomy is respected to lead your school and to make decisions regarding their schools?
- 4.5. How do you explain challenges encountered you while accomplishing your instructional leadership roles?
- 4.6. What possible solutions do you suggest to solve the mentioned challenges as an instructional leader?

5. **Opportunities**

- 5.1. What do you think about opportunities of the school principal's instructional leadership practices in the future?
- 5.2. What do you reflect on the role of school principal as an instructional leader to the improvement of the quality of education and students achievement?

APPENDIX J--INTERVIEW GUIDE FOR HARAMAYA DISTRICT SECONDARY SCHOOLS MANAGEMENT MEMBERS

Dear participants;

This is a DED research study on the title of “The Instructional Leadership Role of School Principal: Challenges and Opportunities in Secondary Schools of Haramaya District, Ethiopia” The objective of the study is to identify the major challenges of secondary school principals as instructional leaders and to forward possible solutions to build the capacity of school principals. The quality of this study highly depends upon your co-operation and genuine responses to the interview. Therefore, you are very kindly requested to respond to the questions honestly and frankly and to provide the necessary information on the study. Your honest responses will have great benefit to the research work.

Thanks in advance for your co-operation!

Interview guide

1. Principals roles

- 1.1. What are the principal's roles in leading teaching and learning activities/ as instructional leaders?
- 1.2. How do you see the instructional leadership roles of the school principal in your district?
- 1.3. In your district in what way principals distributed instructional leadership roles among stakeholders?

2. Support provided to principals

- 2.1. What support was provided from parents, society, NGOs you offered to improve secondary schools in your district?
- 2.2. To what extent the district, zone and other educational authorities give support such as supervision, training ... for school principals to build their capacity in accomplishing instructional leadership roles?
- 2.3. What kinds of capacity building training did district offer to school principals in the past two years on school leadership?
- 2.4. How do you evaluate the support provided by stakeholders in practising the instructional leadership roles of school principals?

3. Mobilising stakeholders

- 3.1. Is there any attempt that the district education office made to mobilise stakeholders to participate in school leadership activities actively (teachers, students, parents, community, governmental and non- governmental organisations)?
- 3.2. Does the district education office have a plan to mobilise stakeholders on improving school leadership?
- 3.3. What methods your offices employ to involve stakeholders in school leadership activities actively?
- 3.4. From mobilising stakeholders what benefits were utilised to improve the instructional role of principals?

4. Challenges

- 4.1. Are there the necessary school resources to run the teaching and learning process smoothly effectively and efficiently?
 - Are there adequate qualified personnel to run activities in the school?
 - Are there adequate materials, equipment, facilities and others in the school?
 - To what extent financial resources are adequate to run school activities?
- 4.2. Do stakeholders get involved in the school's leadership activities? If not what do you think the reason?
- 4.3. Are there any additional tasks given to school principals that are not related to their instructional leadership roles? If yes, to what extent they affect your instructional leadership role accomplishments?
- 4.4. To what extent the autonomy of school principals is respected to lead their school and to make decisions regarding their schools?
- 4.5. How do you explain challenges encountered school principals while accomplishing their instructional leadership roles?
- 4.6. What possible solutions do you suggest to solve the mentioned challenges of school principals roles as instructional leaders?

5. Opportunities

- 5.1. What do you think about opportunities of the school principal's instructional leadership practices in the future?
- 5.2. What do you reflect on the role of school principal as an instructional leader to the improvement of the school as a whole and students achievement?

APPENDIX K- INTERVIEW GUIDE FOR HARAMAYA DISTRICT EDUCATION OFFICE EXPERTS

Dear participants;

This is a DED research study on the title of “The Instructional Leadership Role of School Principal: Challenges and Opportunities in Secondary Schools of Haramaya District, Ethiopia” The objective of the study is to identify the major challenges of secondary school principals as instructional leaders and to forward possible solutions to build the capacity of school principals for improving students’ achievement. The quality of this study highly depends upon your co-operation and genuine responses to the interview. Therefore, you are very kindly requested to respond to the questions honestly and frankly and to provide the necessary information on the study. Your honest responses will have great benefit to the research work.

Thanks in advance for your co-operation!

Interview guide

1. Principals roles

- 1.1. What are the major roles of school principals in leading teaching and learning activities/ as instructional leaders?
- 1.2. How do you see the instructional leadership roles of your school principal?
- 1.3. In your school in what way instructional leadership roles are distributed among stakeholders?

2. Support provided to principals

- 2.1. What support was provided from parents, society, NGOs to improve the capacity of the school principal to practice instructional leadership roles?
- 2.2. To what extent the district, zone and other educational authorities give support such as supervision, training, coaching and mentoring for the school principal to build the capacity of the school principal to practice instructional leadership roles?
- 2.3. What kinds of capacity building training the school principal offered in the past two years on school leadership?
- 2.4. How do you evaluate the support provided by stakeholders in practising the instructional leadership roles of school principals?

3. Mobilising stakeholders

- 3.1. Is there any attempt that school principals made to mobilise stakeholders to participate in school leadership activities actively (teachers, students, parents, community, governmental and non- governmental organisations)?
- 3.2. Does the school have a regular meeting with stakeholders on the issue of improving school leadership?
- 3.3. What methods school principals employ to involve stakeholders in school leadership activities actively?
- 3.4. From mobilising stakeholders what benefits were utilised to improve the instructional role of principals?

4. Challenges

- 4.1. Are there the necessary school resources to run the teaching and learning process smoothly effectively and efficiently?
 - Are there adequate qualified personnel to run activities in the school?
 - Are there adequate materials, equipment, facilities and others in the school?
 - To what extent financial resources are adequate to run school activities?
- 4.2. Do stakeholders are involved in the school's leadership activities? If not what are reasons?
- 4.3. Are there any additional tasks given to school principals that are not related to their instructional leadership roles? If yes, to what extent they affect the instructional leadership role accomplishment of the principal?
- 4.4. To what extent the autonomy of school principal is respected to lead the school and to make decisions regarding the school?

5. Opportunities

- 5.1. What do you think about opportunities of the school principal's instructional leadership practices in the future?
- 5.2. What do you reflect on the role of school principal as an instructional leader to the improvement of the school as a whole and students achievement?

APPENDIX –L OBSERVATION CHECKLIST

Name of the school _____ Date _____

N0.	School materials and facilities to be seen	Monday	Tuesday	Wednesday	Thursday	Friday	Reflection
1.	Buildings						
2.	Classrooms						
3.	Offices						
4.	Laboratories						
5.	Library						
6.	Computer labs						
7.	Playgrounds						
8.	Computers						
9.	Internet services						
10.	Water supply						
11.	Electricity						
12.	Fence						
13.	Telephone services						