EXPLORING EFFECTS OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP ROLES ON SCHOOL IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS IN ETHIOPIA

by

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DECLARATION

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Title: **Exploring effects of principals' instructional leadership roles on school improvement program in secondary schools in Ethiopia.**

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

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.

_____   <u>March 2021</u>

    SIGNATURE   DATE

DEDICATION

This study is dedicated to my late mother, Lingibe Kenore, who had suffered much of her life because of the commitment to her sons, and to the memory of my elder brother, Nuriye Kenemo, who lost his life at a very young age during the era of Ethiopian revolution that devoured its children. May their souls rest in peace!

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ABSTRACT

The main purpose of this study was to explore principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Hadiya and Halaba Zones in South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia. The study was descriptive and made use of a convergent (concurrent) mixed methods design as an approach for the study. It was conducted in a sample of seven secondary schools with grades 9 to 12 that were selected with the help of a simple random sampling technique. The participants of the study were 37 school leaders (principals, vice-principals, and supervisors), 260 teachers, nine Parent Teacher Student Association (PTSA) members, six students' council members, and three school improvement programs (SIP) coordinators from the sample schools of the study Zones. Instruments such as questionnaires, semi-structured interviews, focus group discussions, observation, and document analysis were employed to collect the data. As data analysis tools, inferential statistics such as Pearson coefficient of correlation, ANOVA, and T-test; and descriptive statistics as frequency counts, percentage distribution, mean, and standard deviation were used to analyze the quantitative data of the research. Qualitative data were being transcribed, coded, categorized into themes, and analyzed thematically simultaneously with the corresponding quantitative data by comparing responses concerning the research questions. The findings of the study revealed that the major dimensions of instructional leadership and its constituents are the building blocks that constitute the instructional leadership roles of principals in the secondary schools of Ethiopia. The findings of the study further revealed that principals, as instructional leaders, demonstrated better performance in executing instructional leadership roles in the sample secondary schools. It was also revealed that principals were very strong in setting clear goals and in developing a clear vision and defining mission and values to establish a common sense of direction and purpose for the major stakeholders of the school. The findings of the study also shown the very positive perception awarded towards the instructional leadership roles of principals by the major stakeholders of school (principals, vice-principals, teachers, supervisors, SIP coordinators, PTSA members, and learners) for school effectiveness and improvement. Moreover, from the findings, it has been concluded that instructional leadership dimensions and school improvement program/SIP domains were strongly correlated. They were positively correlated. The findings of the study also revealed various challenges of schools as barriers to principals'

instructional leadership roles execution in the schools. These challenges of the schools relate to principals, teachers, learners, learners' parents, community participation, administration and governance-related challenges, and resource-related challenges. Finally, creating various opportunities for professional development and mechanisms for recognition of principals; having experience sharing educational visits and creating forums for the sharing of best experiences; applying distributed leadership approach and exercising collegial authority in the school, increasing the stability of tenure of principals in the school; appropriate time management on the part of school leaders and/or principals in the school, establishing and organizing instructional supervision team at different tiers of the education system of Ethiopia and establishing and strengthening the curriculum committee in the school and effectively applying instructional leadership approach and implementing school improvement program (SIP) in the school were indicated as strategies to enhance principals' instructional leadership roles execution and to increase the effectiveness and improvement of the schools.

Key terms: school improvement; school effectiveness; secondary school; principal; instructional leadership; instructional leadership role; school improvement program; school leaders; Ethiopian education; education reforms; school's major stakeholders.

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ABBREVIATIONS AND ACRONYMS

ABE   = Alternative Basic Education/Centre

AIDS   = Acquired immune deficiency syndrome

APCLC   = Asia Pacific Centre of Leadership and Change

BPR   = Business Process Reengineering

CCSSO   = Council of Chief State School Officers

CEDU   = College of Education at the University of South Africa

CPD   = Continuous Professional Development

CTA   = Curriculum, Textbooks, and Assessment

E. C   = Ethiopian Calendar

EFA   = Education for All

EFY   = Ethiopian Fiscal Year

EGRA   = Early Grade Reading Assessment

EGSECE   = Ethiopian General Secondary Education Certificate Examination

EHEEE   = Ethiopian Higher Education Entrance Examination

ELQIP   = English Language Quality Improvement Program

EMIS   = Educational Management Information System

EMPDA   = Educational Materials Production and Distribution Agency

ESAA   = Education Statistics Annual Abstract

ESC   = Education Strategy Center

ESDP   = Education Sector Development Plan

ETP   = Education and Training Policy

FDRE   = Federal Democratic Republic of Ethiopia

FGD   = Focus Group Discussion

G C   = Gregorian calendar. (All the years in this study/research are in the Gregorian calendar
               unless it is indicated as E. C. to show Ethiopian Calendar)

GEQIP   = General Education Quality Improvement Package

GER   = Gross Enrollment Rate

GTP   = Growth and Transformation Plan

HIV   = Human immunodeficiency virus

HKPI   = the Hong Kong Principals' Institute

HSWEO   = Halaba Special Woreda/District Education Office

HZED   = Hadiya Zone Education Department

ICT   = Information Communications Technology

IQPEP   = Improving the Quality of Primary Education Program

LAMP   = Leadership and Management Program

MAP   = Management and Administration improvement Program

MGDs   = Millennium Development Goals

MOE   = Ministry of Education of the FDRE

MOFED   = Ministry of Finance and Economic Development of the FDRE

NEAEA   = National Educational Assessment and Examinations Agency of the FDRE

NIE   = National Institute of Education

NLA   = National Learning Assessment

NPC   = National Planning Commission

OECD   = Organization for Economic Cooperation and Development

PGDSL   = Post Graduate Diploma in School Leadership

PGDT   = Post Graduate Diploma in Teaching

PIMRS   = Principal Instructional Management Rating Scale

PTSA   = Parent Teacher Student Association

REB   = Regional Education Bureau

SAFs   = School Appraisal Frameworks

SETB   = School Education and Training Board

SIP   = School Improvement Program/Plan

SNNPR   = South Nations Nationalities and Peoples' Region

SNNPRBOFED = South Nations, Nationalities and People's Region Bureau of Finance and Economic Development

SNNPRS   = South Nations Nationalities and Peoples' Region State

SNNPRSEB = South Nations Nationalities and Peoples' Regional State Education Bureau

TDP   = Teacher Development Program

UNDP   = United Nations Development Program

UNESCO   = United Nations Educational, Scientific, and Cultural Organization

UNISA   = University of South Africa

USAID   = United States Agency for International Development

WEO   = Woreda/District Education Office

WETB   = Woreda/District Education and Training Board

WPE   = Workers' Party of Ethiopia

ZED   = Zone Education Department

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1. ORGANISATION OF THE CHAPTER

This chapter (chapter one) introduces all the research phases that were covered in the study. It begins with a presentation of the background to the study, which gives an overview of the concepts of instructional leadership and school improvement program (the two key concepts of the research).

This is followed by the statement of the problem, the aim of the study, hypotheses, basic research question and sub-questions, specific objectives of the study, expected contributions of the study, and research philosophy and paradigms.

The research methodology that included sources of data, instruments of data collection, methods/tools of data analysis, and population, sample size, and sampling techniques of the study were also briefly presented.

How to maintain/ensure trustworthiness/transferability and validity/reliability of data was also treated and explained in this part. It also included delimitation of the study, definition of key terms, ethical considerations, theoretical framework of the study, and limitations of the study. Finally, it presented chapter outline/division as an organization of the whole study and a summary of this chapter.

1.2. INTRODUCTION AND BACKGROUND OF THE STUDY

While the main focus of this study was to investigate principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Ethiopia, conceptualizing what constructs secondary schools principals' instructional leadership role and scrutinizing the extent to which secondary school principals were practicing instructional leadership role and the degree of effect of this practice to the school improvement program underway in those schools became vital. This study also examined understanding and expectations of secondary school's major stakeholders (Principals, vice principals, Supervisors, School

Improvement Program/SIP Coordinators, Parent-Teacher-Student Association/PTSA members, and learners) about instructional leadership and it tried to find out perceptions of these major stakeholders towards instructional leadership roles of principals in enhancing schools' effectiveness. Moreover, the study attempted to identify the contributions of instructional leadership for school effectiveness; it exerted forth efforts to explore barriers to the secondary school principals' effective execution of instructional leadership roles and the study also endeavored to indicate strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution. Having this in mind the researcher did his best to assess the general background of the study as follows.

Education has become a key topic, not only for professionals and learners in the areas of psychology and education but also in political and economic contexts (Santrock, 2008: 226). One reason for this is that the world has become highly globalized and competitive resulting in people equating education with jobs and wealth (Illeris, 2009: 1). Expectations are being placed on the education systems to add the new needed knowledge and to develop the necessary skills, attitudes, and aptitudes that enhance collaboration, teamwork, problem-solving, and creativity. To realize this objective, continuous change and innovation in the education system in general and in the way of managing educational institutions, in particular, require to be considered as the new status quo. Such state of affairs in the educational institutions and schools may always call for constant scrutiny to realize school's effectiveness through continuous appraisal and adequate feedback provision.

For a long time, ago Policymakers of education have constantly and relentlessly put forth effort globally to enhance learners' academic achievement through the help of different educational reforms/initiatives which have been implemented at the grass-roots level (that is at the school level) of the education system (Day, Gu & Sammons, 2016: 222). During the past two to four decades which dates back nearly from twenty to forty years-time period, as Botha (2010: 605) citing different authorities such as (Cohen, March & Olsen, 1972; Cohen, 1982; Conley, Schmidle & Shedd, 1988; Gurr, 1996; Dimmock & Wildley, 1999; Gray 2004) notes, there has been a major shift towards allowing educational institutions/organizations and/or schools greater self-management and self-governance in a drive to improve school effectiveness in terms of improving learners' achievement and promoting the overall quality of teaching and learning, which is the

main mission behind establishing learning institutions/schools. This trend, the same author still quoting several writers like (Murphy & Beck, 1995; Johnston, 1997; Taylor & Bogotch, 2004; Petty & Green, 2007) goes on elaborating, has become evident in a variety of forms in several countries throughout the globe that include nations such as Australia, Canada, New Zealand, the United Kingdom and parts of the United States of America to mention some of the countries in the grouping of developed states among OECD (Organization for Economic Cooperation and Development) member countries.

As an initial reform agenda, decentralization (bottom-up approach of managing the schools) has become an essential device to bring about change in the education systems of several countries which may also possibly be categorized under the echelon of developing countries. Decentralization refers to the extent to which authority has been passed down to the individual school. School-based management is an example of decentralization in individual schools to make their own decisions related to finances and curriculum. Only overall power to supervise remains at the Centre (i.e. at macro-level either at the level of Ministry of Education that is at the Federal level or the level of Education Bureau at the Regional State level). The advocators of decentralization believe that the system will result in higher learner performance; more efficient use of resources; increased skills and satisfaction for school administrators and teachers and greater community and business involvement in and support for schools (MOE, 2013a: 56). Decentralization brings service providers in any organization including schools under the control of local governments and their constituents.

Conventionally, school leaders (principals) were and still are (in the case of different countries) expected to work under the education systems that maintain strict centralization or a top-down management system of education. The term centralization usually means more top-down that has a loose association with a whole garden variety of interesting terms, such as central planning, headquarters-directed, authoritarian, autocratic, conglomerated corporative, regimented, militarized, imperialist, and fascistic (MOE, 2013a: 55). Centralization also refers to the condition whereby the administrative authority for education is vested in the central body rather than the local community.

The same document of the Ministry of Education of the Federal Democratic Republic of Ethiopia (FDRE) goes on to explain centralization as a system of managing educational organization/institution/school that the central body has complete power on overall resources such as money, information, people, technology, etc. It makes top-down decisions on the contents of the curriculum and controls the budget, employments, the building of educational facilities, discipline policies, etc. Hence, centralization as an approach to managing educational organizations (such as schools) may limit the authority and independence of school principals in making decisions related to the main mission of schools (i.e. teaching and learning).

Ethiopia is one among those who pushed down the decision-making power to the lower levels where schools and the local communities decide educational issues. In the Ethiopian education system, the practice of decentralization began following the current operational education and training policy (usually referred to as ETP) of 1994. The Education and Training Policy of 1994 emanates from a national study conducted to identify the constraints to universal education in Ethiopia and which (the study) pointed to access, equity, efficiency, and relevance/quality as the four challenges to be solved. These became the foundations of the sector policy, which is delivered through medium-term as strategic Education Sector Development Programs (ESDP) (MOE, 2015a: 1).

As clearly stated in the policy, decentralization as an approach of school management has been considered as a prerequisite to reduce educational problems related to access and equity, and as a medicine to cure educational problems associated with relevance and quality of education (FDRE, 1994: 29 - 30). Consequently, in Ethiopia, schools become institutions/organizations where a decentralized form of management has been put in place. Hence, principals are assumed to gain full independence and power for making decisions related to school development with regards to improving the quality of education in general and enhancing the academic performance of learners in particular in their respective schools. The power devolvement of the educational institutions into the school level surely put school principals to be responsible as well as accountable for the quality of education provided by their respective schools.

Since the beginning of the fourth quarter of the twentieth century, school effectiveness has been associated with a school principal's leadership skills. Consequently, a new line of thinking for the

schools' leadership/management, which focuses on the teaching and learning process of schools, called instructional leadership has come into existence/reality as an important notion to enhance the success of schools (Sisman, 2016: 1762). Education researcher DeBevoise (1984), as cited in Council of Chief State School Officers (CCSSO) (2015: 3), defined instructional leadership as tasks and activities which are said to be grouped within the roles and responsibilities of school principals who have the mandate to either perform the tasks by themselves or delegate to others to advance learners learning and development. It refers to tasks and actions that school principals are expected to act upon to support and sustain learning on the part of learners.

However, tasks such as classroom observations, teacher evaluations, and providing as well as receiving feedbacks are considered as the only duties of a principal as an instructional leader. These are activities that are unquestionably crucial to improving the quality of education in general and the teaching and learning process of schools in particular, although they are not the only ones necessary to realize the efficiency and effectiveness of schools. The leader is a coach too (Muraina and Olanrewaju, 2016: 83). Principals' effectiveness, while leading schools as instructional leaders, has been associated with their commitment to engage in a variety of leadership actions that have a direct connection to learners' learning and their academic achievement. School leaders, according to Chirichelo and Richmond (2007: vii), are expected to supervise staff, discipline learners, interact with parents, manage facilities, lead the instructional program, assure the safety of teachers and learners, manage budgets and participate in school reform, amongst others.

Instructional leaders, as explained by CCSSO (2015: 3), are believed to be exemplary in terms of:- expressing their views and reflecting their professional know-how and skills for learners, teachers, and other stakeholders of their respective schools; improving the capacity of teachers as well as their own ability through continuous professional development programs; behaving in accordance with the rules, regulations, and professional ethics of the education system in general and of their own respective schools in particular; working witerh full capacity so as to materialize their schools' school improvement program significantly; showing much concern about the educational and school problems (such as problems related to equity, quality, relevance of the curriculum, and problems associated with access to education that may possibly have an eff learner learning); recognizing and considering diversity in schools as important input and opportunity to build upon the strength and to reduce weaknesses of the schools; designing capacity building schemes for

school practitioners (i.e., teachers) and exerting forth effort to put the plan into practice accordingly; sup learners and making the agenda of learners performance and the resultant success of the learners to be mainstreamed while working in all aspects of the school affairs; conceptualizing internal school factors (the so called in-school-factors such as the availability of adequate instructional materials, qualification and experiences of teachers, class-size or number of learners per section, relevance and appropriateness of the curriculum, management and school leadership situation, teachers' motivation and commitment, and conduciveness of the school compound for the smooth running of the overall teaching and learning process in the school) and external school factors (known as out-of-school factors which include family background of learners, parental expectation and amount of work being assigned for a learner by his/her parents, educational background of learners, economic condition, nutrition and health related issues and sociological variables that encompass, as noted by Mathewos (2000: 26), general categories of social class, family structure, sibling structure, and religion) that affect the teaching and learning process; and delegating authority and doing proper division of roles to major stakeholders of schools to create a feeling of trust and subsequently to maximize learners learning. That is why Harris (2007: 1) notes that the experience of school leaders, teachers, and learners in recent decades has been affected directly by a range of external factors, which have fundamentally altered the character and nature of schooling.

Research confirms, as indicated by Muraina and Olanrewaju (2016: 81) citing different authorities such as (Hessel & Holloway, 2002; DeFranco & Golden, 2003; Marzano, 2003; and Waters, Marzano, & McNultry, 2003), that the principals of schools as effective instructional leaders need to employ instructional supervision (the process of engaging teachers in instructional dialogue to improve teaching and increasing learners achievement) and/or conduct supervisory activities and practices aimed, as noted by Bruke and Kery (2005), at the improvement of instruction, tackling instructional problems and for the professional growth of teachers as their key task by their respective schools to make schools have a clear sense of direction. To put it differently, Findley and Findley (1992: 102) state that the instructional leadership role of a principal is considered as an important aspect in the process of making schools be selected as effective ones. That is, the effectiveness of a school is believed to be strongly associated with the instructional leadership role of the principal.

That is why Glanz (2006) argues that school principals to be effective instructional leaders need to be able to do series of tasks that improve instruction and learners learning such as supporting teachers by creating opportunities for continuous professional development/CPD and reflection; arranging consultation programs with teachers; staffing the school with experienced and talented practitioners/teachers; setting high expectations and standards for learners learning; paying considerable attention to tasks directly related to teaching and learning process, and mobilizing the necessary resources that may help to improve instruction. Moreover, principals' functions such as forwarding valid and evidence-based critical and well-thought-out suggestions, giving valuable feedback, considering excellent instruction performance and its process as an example to be a lesson for others in modeling effective instruction, respecting views of others, and soliciting opinions to enhance motivation, praising cooperation to encourage team-spirit and support collaboration, creating opportunities for professional development, and providing award and remuneration for those who excel in the teaching and learning process are among the main tasks that are associated with important skills of effective instructional leaders (Blase and Blase, 2000).

Principals need to go far further than their conventionally managerial role and need to be engaged exclusively in instructional activities of their respective schools to be called instructional leaders who employ instructional leadership approach while leading as well as managing schools (Graczewski, Joel, and Deborah, 2009). That is why, as mentioned by LeFvre and Robinson (2015: 59, citing Pont, Nusche and Moorman, 2008), in nearly every jurisdiction of educational institution/school as an organization, the role of principals as the key component of school leadership has been given due weight in the development of schools and improvement of the teaching and learning process.

Likewise, Leithwood and Sun (2012: 403) emphasize that school improvement necessitates principals as school leaders to perform a wide range of practices. Latest researches on the effect of instructional leadership, which is designated by different scholars as learner-centered leadership and/or pedagogical leadership (phrases we may use interchangeably with instructional leadership), as noted by LeFvre and Robinson (2015) citing (Leithwood, Harris, & Hopkins, 2008; and Robinson, 2011), have contributed a lot by being the driving force that induces concerned bodies to give significant weight for instructional leadership as an important notion of managing educational institutions and/or schools to bring about success on the part of learners. The indicators

of such emphasis are noticed from policies that set targets of learners' academic achievement like 90 - 100% row score interval which is designated as "Excellent", 80 - 89% as "Very-good", 60 - 79% as "Satisfactory", 50 - 59% as "Poor", and below 50% as "Failure" (FDRE, 1994; Genet, 1998; and MOE, ---); prescribe functions to be performed by school leaders (principals) (MOE, 1981 E. C., 2001 E.C., and 2013e); fix areas (such as teachers' development, teaching, and curriculum) that need to gain due attention while managing schools (MOE, 1999 E. C., 2010e, and 2014; and SNNPREB, 2005 E. C.); and determine approaches (such as decentralization versus centralization, summative versus formative/continuous assessment, competitive versus cooperative learning, self-contained versus departmentalized form of learning and classroom organization, and learner-centered versus teacher-centered teaching and learning methodology) to be used while managing schools in the overall process of teaching and learning (FDRE, 1994; and MOE, 2002a, 2013a, and 2014). This shows the due emphasis given to instructional leadership to enhance the quality of education and improve the academic achievement of learners.

When we consider a school as an entity by itself or a very important educational unit that deserves serious/critical analysis, a principal, who is said to be an instructional leader, is an authorized top executive responsible for managing resources as well as every task of his/her respective school besides representing the school both internally as well as externally. As clearly noted by Blase and Blase, (2002: 3), principal refers to an instructional leader who is appointed at the top position in a school to manage, operate, and lead all the activities of the school. That is to means that the principal is in charge of what occurs in his/her school. School improvement is critically dependent on the management skills of stakeholders, essentially of the principal's skills which include instructional leadership (Joshi and Verspoor, 2013: XXX).

It should also be noted that the review of the international literature on instructional leadership confirms that instructional leadership does not necessarily require that the principal be a model or exemplary teacher, but that he/she must have the capacity to create the organizational conditions necessary to build pedagogical capacity, expand opportunities for innovation, supply and allocate resources, give instructional direction and support to teachers, and enable teachers to assume individual and collective responsibility for instructional improvement (National Institute of Education/NIE, 2015: 8). From this perspective, the principal is a conductor of processes of instructional innovation rather than its composer or business manager. Accordingly, the concept

of the principal as an instructional leader should focus on the principal's role in the development and distribution of the understandings, skills, and attributes across the school organizational spectrum.

On the other hand, among the many tasks performed by principals, as stated by Stronge (1988), in effect no more than ten percent (10 %) of the principals' time is allocated for functions within the domain of actual instructional leadership role of principals. Lack of adequate capacity building (lack of in-depth training) programs concerning leadership in general and instructional leadership in particular, lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning, the misconception on the part of the school community about the actual role of principals as instructional leaders (that is, the community's perception of the principal's role as that of a manager), increased paperwork, and time constraints to carry out functions of instruction are among the main causes indicated for less emphasis given to instructional leadership (Flath, 1989; and Fullan, 1991). Likewise, Oplatka (2004: 434) notes that contextual conditions in which schools in developing countries work and the cultural values defining the role of the principal pose a potential obstacle to the effectiveness of the principal's instructional model.

Given the goal of strengthening system-wide capacity for instructional leadership at the school level, Hallinger (2012: 48 - 60 by citing different authorities) considers some of the barriers that impede or lead principals away from enacting this role in practice. To put it differently, even though practical wisdom and research support the belief that instructional leadership is important to school improvement, it was earlier noted that some scholars and practitioners questioned both its relevance and viability as a guiding metaphor for school leadership (Barth, 1986; Cuban, 1984). These scholars observed that despite decades of rhetorical support for this role in the professional literature, its implementation in practice was more aptly characterized by its scarcity than by its prevalence. Accordingly, four obstacles have been identified that constrain principals from exercising strong instructional leadership. These are lack of expertise in curriculum and instruction (upon assuming their administrative role, many principals lack the expertise and confidence to focus on this part of the job) (Hallinger, 2012: 60); professional norms (that is, long-standing professional norms that state that educational decision making is the teacher's domain may also militate against the exercise of instructional leadership) (Barth & Deal, 1982; Marshall, 1996);

system expectations (it has also been the case that most school systems have traditionally placed a higher priority on managerial efficiency and political stability than on instructional leadership) (Cuban, 1988; and March 1978); and role diversity (it is well documented that the principal's workday comprises many briefs, fragmented interactions with different actors) (Dwyer, 1986; Horng, Klasik, & Loeb, 2010; Lee & Hallinger, in press; Marshall, 1996; Martin & Willower, 1981; Peterson, 1977–78).

As a result, it is often difficult for principals to schedule the uninterrupted blocks of time necessary for planning and assessing curriculum, observing lessons, and conferencing with teachers. In addition, teachers, parents, learners, and central office staff hold widely varying expectations of the principal (Marshall, 1996, 2004). This multiplicity of roles and expectations tends to act as a counterforce, fragmenting both the principal's vision and allocation of time. Moreover, some barriers slow down the pace of improving the quality of instructional leadership. These barriers, as pointed out by Le Fevre and Robinson (2015; 59 - 60) citing different authorities, are (a) the due emphasis given for the so-called managerial/administrative functions/roles that distract principals from the core business of improving teaching and learning (Hallinger, 2005; and Murphy, 1990); (b) shortage of knowledge as well as skills on the part of principals about the use of instructional leadership for school effectiveness as well as learner learning (Nelson & Sassi, 2005; and Stein & Nelson, 2003); and (c) deficiency concerning the principals' human skill. Human skill refers to the ability of instructional leaders/principals to work with and coordinate different people in the school. That is why human skill is called a relational skill that is required for helping teachers improve their practice. Human skills focus on principals' relational skills which are said to be important to build the trust needed to improve teaching and learning.

So, the principals' instructional leadership role and its effect on school improvement programs; and the contribution of a school improvement program for instructional leadership effectiveness is an area that needs to be scrutinized constantly. The rationale behind repeated examination maybe because when we talk about instructional leadership we are primarily dealing with human behavior which frequently changes over time as a result of different reasons that may include a situation such as the nature of school environment, location of schools, work condition/the task itself, individual principal's characteristics that embrace (age, sex, qualification, and career status), and

characteristics of teachers, PTSA members, supervisors, SETB members, and learners. Hence, such a state of affairs may demand frequent and further in-depth critical investigation in this regard.

Currently, Ethiopia is driven by its vision to become a middle-income country by 2025 (MOE, 2015b: 11). The most important input to attain this ambitious economic goal is the civilized and educated human power of the nation. The secondary education reforms required to sustain this economic objective need to be carefully prepared, based on broad consultations with all stakeholders. This is why, as Joshi and Verspoor (2013: 41) indicate, the rationale behind the expansion of secondary level education is primarily because of the expectation that it/secondary education significantly plays a high role in materializing the effort of the nation/country to attain the goal of alleviating poverty and enhancing economic development. As far as its duration is concerned, secondary education is of four-year duration and given in two stages, junior and senior levels of two years each which are designated as first cycle secondary level education and second cycle secondary level education respectively. Secondary education completes the provision of general education that began at the primary level (at the first grade of second cycle primary level education that is grade five) and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction.

Moreover, secondary education was considered as a foundation for providing middle and high-level skilled manpower as this level feeds learners to technical and vocational institutions as well as to higher education programs (SNNPRSEB [South Nations Nationalities and Peoples Regional State Education Bureau], 2016: 76). Furthermore, the increasing need for secondary education in today's world, as vividly indicated by the Ministry of Education (MOE, 2018: 22), is justified by the fact that (i) secondary level education is considered as the basic necessity of human beings and it is no longer a luxury asset. Secondary level education was believed to be complementary to primary level education because secondary education level is the stage where the competence and skills necessary for the adoption of new production methods and technologies necessary to compete in a global economy is attained; (ii) when the opportunities for secondary education are limited, it is likely to reduce demand for primary education; and (iii) the appeal of the community for the successful expansion of secondary education to accommodate all the pupils who complete primary level education.

Quality education plays the most important role in developing skilled and civilized citizens. Following the formulation of the Ethiopian education and training policy of 1994 and the decentralization of the educational system to lower levels (woredas and schools), due consideration has been given to the management of education in general and the training of school principals in particular as areas of special attention and action priority (FDRE,1994: 33). Immediately few years after the endorsement of the National Education and Training Policy (ETP) in 1994, within the framework of the ETP, the government of Ethiopia has launched the first five years Education Sector Development Program (ESDP I) in 1997 as part of a twenty-year education sector plan, the new initiative/program which has been considered as an important strategy document that helps to envisage the education system of the nation in its entirety as well as its sub-systems at different echelons including at school level (the level at which the actual teaching and learning process is going on) (MOE, 2008: 1). That is, the Education Sector Development Program (ESDP), which has been considered as the bulwark of the policy (MOE, 1996: 111), is a program of action for the realization of the goals of the Education and Training Policy (ETP) (MOE, 2002: 1). So far, to implement the 1994 Education and Training Policy (ETP) a series of rolling five-year strategic plans called Education Sector Development Plans (ESDP I - ESDP V) were designed and implemented. At present, Ethiopia has been implementing the 5th plan, ESDP V which is aligned with Growth and Transformation Plan II (GTP II) and covering the period 2015/16 - 2019/20 (that is, from 2008 E.C. to 2012 E. C.) (MOE, 2018: 22).

Furthermore, Ethiopia is a country that is on a journey to its renaissance targeting achieving peace, unity- with diversity, broad and rapid socio-economic growth, the establishment of democratic systems, and good governance. The Government has been engaged in a major effort to transform Ethiopian society and place the country on a trajectory to become a lower-middle-income economy within the coming ten years. Over the last several years, the economy grew by nearly 10 percent per annum (MOE, 2018: 3). During this time, significant attention has been given to upgrading economic and social infrastructure and promoting pro-poor spending on education, health, and other services to benefit the poor and the marginalized. Considering the current vision and the development perspectives of Ethiopia to become a middle-income country, and by understanding the crucial role that education plays in realizing the vision, as indicated above, the education sector has passed through a series of successive, rolling Education Sector Development Programs (ESDP I - V) (MOE, 2018: 4 - 5).

The first Education Sector Development Program (ESDP I) was a plan which run from 1997/98 to 2001/2 or 1990 E C to 1994 E C. It means that ESDP I ended in 2001/2002. At this time, the education system of Ethiopia is approaching the end of the fifth medium-term program (Education Sector Development Program/ESDP V). Since the very beginning of the second term Education Sector Development Program (ESDP II), the education sector plans (that is, ESDP II, ESDP III, ESDP IV, and the present ESDP V, all of which were planned, published, and publicized by MOE in 2002, 2005, 2010, and 2015 respectively) have been directly linked to their respective time national macroeconomic plans (correspondingly such as Sustainable Development and Poverty Reduction Program which was prepared and published by FDRE in collaboration with MOFED in 2002, the Plan for Accelerated and Sustained Development to End Poverty in 2005, the Growth and Transformation Plan I (GTP I) of 2010, and the Growth and Transformation Plan II (GTP II) that was designed in 2015 and which will be concluded very soon with ESDP V in 2020). These consecutive mega plans at the macro level of the nation/country (Ethiopia) have been helping in guiding the development of the education sector and its successive plans development and implementation. Thus, educational aims that are supposed to be attained as a result of the implementation of the consecutive Education Sector Development Programs (ESDPs) are likely to assume a clear formal and well-articulated statement of the national aims or a national political, economic, and social ideology designed and publicized at and through such comprehensive mega documents of the country (Ethiopia).

The linkage between the education sector and national macroeconomic plans that could be designated as broad schemes that reach into all sectors of Ethiopia supports Ethiopia's objective of reaching middle-income country status by 2025. The education sector is aligned to provide the workforce with more advanced levels of education and technical skills to stimulate improvements in labor productivity (MOE, 2015a: 1 - 2). This is so because, the same MOE report goes on to explain that as per the national education policy context of Ethiopia, the overall goal of the education sector has been to achieve the Millennium Development Goals (MDGs that focuses on eradicating extreme poverty and hunger; achieving universal primary education; promoting gender equality and empowering women; reducing child mortality; improving maternal health; combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability; and developing a global partnership for development), and to meet the objectives of the National Development Plan through supplying a qualified, trained workforce with the necessary skills at all levels.

Meanwhile, the Government of Ethiopia had developed a comprehensive Five-Year Education Sector Development Program (2000/2001 to 2004/2005 or 1993 E C to 1997 E C) as ESDP II to align it with the five-year life term of the government through the first two years of ESDP II were also included as part of the plan in the ESDP I phase. Thus, the implementation plans of the last two years of the ESDP I were incorporated into the first two years of the Second Five-Year Education Program (ESDP II). Therefore, in actual sense, the ESDP II plan was structured to align it with the remaining three years of the Government's Five-Year Tenure in Office and its subsequent Education Sector Development Program that spanned for three years, from 2002/2003 to 2004/2005 or 1995 E C to 1997 E C. So, in concrete terms, the tenure of ESDP II was three years that run from 2002/2003 to 2004/2005 or 1995 E C to 1997 E C.

Besides, within the framework of the ESDP III (it run from 2005/6 to 2009/10 or 1998 E C to 2002 E C) the period that had given high priority to quality improvement at all levels, the Ethiopian government (Ministry of Education of the Federal Democratic Republic of Ethiopia/MOE the institution that represents the education sector of the country/nation) has developed a General Education Quality Improvement Package (GEQIP) as a major national-wide reform program to improve the quality of general education (grades 1 - 12) (UNDP, 2008; and MOE, 2008). In other words, to enhance the quality of education the Ethiopian government had taken a series of reforms such as the multimillion-dollar program supported by the World Bank (General Education Quality Improvement Program/GEQIP) and by the USAID (Improving the Quality of Primary Education Program/IQPEP) (MOE, 2018: 23). The latter intervenes in primary education and the former both in primary and secondary education. To put it differently, in 2008, the Federal Democratic Republic of Ethiopia has begun the General Education Quality Improvement Program (GEQIP) as a package of new initiatives targeting the quality improvement elements of the Education Sector Development Program (ESDP) of that time (ESDP III) (MOE, 2012: 12).

The overall purpose of the GEQIP is to improve the quality of general education throughout the country (Ethiopia). General education quality improvement and the specific program elements of GEQIP are ongoing priorities and mainstream activities of the education sector. This built on several previously existing ESDPs (for example, ESDP I, and II) and broader government initiatives including National Learning Assessments (NLA); Teacher Development Program (TDP); English Language Quality Improvement Program (ELQIP); expansion of and support to

Alternative Basic Education/Centre (ABE); School Appraisal Frameworks (SAFs) and School Improvement Plans (SIPs); Block grants to schools; and Civil Service Reform including 'Business Process Reengineering' (BPR) and the Leadership and Management Program (LAMP), which are subsumed in a new Management and Administration improvement Program (MAP) (MOE, 2012: 17). Within this context, the support for GEQIP was implemented through an initial four-year first phase (Ethiopian Fiscal Year/EFY 2001 - 2004 E.C., Ethiopian Fiscal Year/EFY begins on July 8 exactly two months before the beginning of the Ethiopian new year September 11 the month that the Ethiopian yearly/annual new academic calendar also starts) followed by a second phase four year period (EFY 2005 - 2008 E.C.) (MOE, 2008: 4).

General Education Quality Improvement Package (GEQIP), however, by itself as one important education quality improvement package, constitutes of six major interrelated components, namely, (i) Teacher Development Program (TDP); (ii) Curriculum, Textbooks and Assessment (CTA); (iii) Management and Administration Program (MAP); (iv) School Improvement Program (SIP); (v) Civics and Ethical Education; and (vi) Information Communications Technology (ICT) (MOE, 2008: 2 - 3). These components are not only the building blocks of the GEQIP as one package but also the education system of the country Ethiopia as a whole as well with a focus on improving the quality of education and learners results for all children at primary and secondary schools. To sum up, the value-added contribution of GEQIP, towards fulfilling the objective of improving the quality of education, rests on the extent to which the components are implemented in coordination with other inputs.

Subsequently, the Education Sector Development Program (ESDP) for the Growth and Transformation Plan I (GTP I the mega plan of the nation that runs from 2010/11 until 2014/15 or 2002 E C to 2007 E C) period, as part of a 20-year program of education reform that has been put in place/practice by phase since 1997 (as noted above, it was the year at which the government of the Federal Democratic Republic of Ethiopia commenced ESDP), which was (Education Sector Development Program/ESDP IV), had made its focus on educating and training a workforce that meets industries' needs at all levels, particularly the growing manufacturing industry (MOFED, 2010: 86). Moreover, ESDP IV (it also run at the same period with GTP I, from 2010/11 until 2014/15 or 2002 E C to 2007 E C) focuses inter alia on achieving a strong improvement in learners' achievement through a focus on improving the effectiveness of the education administration at all

levels (MOE, 2012: 8). Thus, from this one can easily infer the due emphasis given for secondary level education concerning its administration/management and learners' academic performance since secondary education is considered as the prerequisite qualification for those who were supposed to be employed as labor force in different sectors of industry including in the education sector itself. Whether that intention has been practically attained will be assessed in this study in terms of schools' effectiveness particularly as a result of instructional leadership application and school improvement program implementation.

An important priority was and still is, as clearly indicated in GTP I (MOFED, 2010: 86), to improve and ensure the quality and efficiency of education at all levels. To realize this priority, working for the successful implementation of the School Improvement Program (SIP), which is the most important and more or less all-encompassing wing of the General Education Quality Improvement Package (GEQIP), has been considered as a major strategy and tool as well. Consequently, this research proposal is designed to conduct a type of study/research that will make its focus on issues that are related to the principals' instructional leadership role and its effect on school improvement programs in government secondary schools.

The goal of the education sector plan (ESDP I, II, III, IV, and the current ESDP V) (MOE, 1998, 2002, 2005, 2010a, and 2015b respectively) was and still is to enhance the quality of education and to strengthen the coverage of the education service in terms of realizing education for all and particularly to attain the recent explicitly expressed global educational vision which is seemingly read as "no child left behind" that advocate for universal access to education by all citizens. Programs and projects which require to have a focus on teachers' development activities, tasks related to enhancing curriculum relevance and development, functions associated with expansion, maintenance, and improvement of schools, and exerting forth effort to fix innovations and to modernize information and communication technology in the schools are among the major activities which need to be carried out as packages to improve the quality of education as a system (NPC, 2016: 185).

Moreover, ensuring efficiency and effectiveness of the whole education system concerning the issues of quality, relevance, equity and access at all levels of education becomes the main objective that has been guiding the design and development as well as the implementation of consecutive

education sector development plans and different educational reform attempts (such as school improvement program/SIP) here in Ethiopia. All current educational and school reform efforts lean towards making their aim to improve teaching and learning in the classrooms of educational institutions and schools. All the plans and reforms depend on their success on the motivations and capacities of school leadership. That is, the chance of any reform improving learner learning is remote unless school leaders and/or principals agree with its purposes and appreciate what is required to make it work (Leithwood, Louis, Anderson, and Wahlstrom, 2004: 4). Furthermore, building the implementation capacity of the education sector and/or school as an organization in general and school leaders and/or principals, in particular, has become a precondition to make the objective reality. Assigning qualified principals and supervisors in all schools and cluster centers, during the Second Growth and Transformation Plan implementation period (GTP II period which runs from 2015/16 to 2019/20), within the framework of the Education Sector Development Program (ESDP V) which also run from 2015/16 until 2019/20 or 2007 E C to 2012 E C, is also considered as an important step towards enhancing the quality and relevance of education (NPC, 2016: 186).

Thus, having knowledgeable and skilled principals and/or school leaders, who are believed to be fully responsible and accountable for the overall well-organized and well-ordered management of the school in general and effective and efficient synchronization of the teaching and learning process of school in particular, in turn also calls for different reforms in the education system as whole as well as in the school as fundamental subsystem and grass root level of the entire education system. In such a situation, the professional development of school leaders and/or principals and other major stakeholders of schools as social organizations become imperative. This is so because knowledgeable and skillful education/school leadership makes a difference in improving learning in the schools. Applying Instructional leadership as a mechanism of managing schools and implementing school improvement programs (SIP) in the schools may help schools in having professionally capable teachers as well as personnel in leadership positions as school leaders and/or principals.

Instructional leadership and school improvement program (SIP), the key concepts that this study regards as the focal point of the investigation, need to be considered as the recently introduced reform efforts in the Ethiopian education system. The intention behind applying instructional

leadership and implementing school improvement programs (SIP) in the schools has been to create a paradigm shift concerning the focus of the school as an organization as well as concentration of its leaders and/or principals (enhancing quality of education and improving students' learning outcomes through focusing on teaching and learning in the schools) while managing and coordinating schools. This study will also attempt to ensure the extent that schools and cluster centers are assigned with certified principals and supervisors respectively as planned in GTP II to improve the quality of education and boost the academic performance of learners and finally to realize the effectiveness of schools. Unquestionably, instructional leadership and school improvement program (SIP), as vital school effectiveness variable and as a key strategy to enhance school effectiveness respectively, would support school principals as well as other major stakeholders of schools in qualifying and certifying them to their respective levels/positions/ranks that they are expected to attain professionally while leading the schools they are assigned to.

1.3. RATIONALE FOR THE STUDY

As indicated in the background of the study, the government of Ethiopia continues to be committed to enhancing the quality of the educational program at all levels. Consequently, wide-ranging reforms and new practices (such as School Improvement Program/SIP, General Education Quality Improvement Package/GEQIP, and Continuous Professional Development/CPD) have been put in place concerning school leadership, among others, to improve the main function of the schools (teaching and learning) as a major strategy to boost the quality of education that ultimately may lead to increasing learners' academic achievement. Besides, efforts need to be exerted to improve principals' skills in terms of the overall management of schools in general and executing instructional leadership roles in particular.

The two key concepts (Instructional Leadership and School Improvement Program) of this study are recently focused reform areas in schools both in the Ethiopian education system as a country and in the South Nations Nationalities and Peoples' Region (SNNPR), the Region where this study was undertaken, the education system as one of the States of the country Ethiopia. Their main objectives are improving the quality of education and enhancing learners' academic achievement. That is, the purpose of the school improvement program and the assumption behind instructional

leadership is to improve the quality of teaching and learning in the school and ensure continuous progress of learners' learning. One complements the other.

Reforms may bring about role changes and significant expansion of duties and responsibilities on the part of the major stakeholders of schools (principals, department heads, teachers, PTSA members, learners, and supervisors). So, in the vortex of such reforms that may add considerable values as far as the holistic growth and development of the education system is concerned, determining as to what constitutes the instructional leadership role of secondary school principals, and exploring the effect of instructional leadership roles of principals on school improvement program (SIP) as a major aspect to realize school effectiveness about enhancing the quality of education and improving learners' academic achievement, and in turn, the contribution of school improvement program (SIP) implementation for effective and efficient execution of instructional leadership roles of principals need to be the common agenda of the educational stakeholders and collaborators.

Moreover, as an attempt to realize the effectiveness of schools, analyzing expectations and understanding of secondary school's major stakeholders (principals, department heads, supervisors, PTSA members, teachers, and learners) about instructional leadership, and examining their perception towards instructional leadership roles of principals need to become the area under discussion and the topic that require frequent consideration and critical inquiry on the part of educators like me (the researcher of this study) who had served and still serving the education system of the country (Ethiopia) at different tiers of the education for several years. On his part, the investigator of this research had served the Ethiopian education system as a Mathematics Teacher for five consecutive years in the then Junior Secondary School level (grades 7 and 8, currently based on the present education and training policy these grades are categorized as the final grades of Second Cycle primary level education that includes grades 5 to 8), as a Principal for more than five successive years in the Senior Secondary School level that contains grades 9 to 12, as a Lecturer and Dean for more than seven years in the College of Teachers' Education, and still he has been serving as a Lecturer in the University (Hawassa University). All these experiences have made the researcher realize the importance of school leadership in attaining the expected standard quality of education and ultimately in improving the academic achievement of learners in their respective schools.

Therefore, this is the main rationale that motivates me (the investigator of this study) to come up with an idea to research the topic entitled "Exploring Effects of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia".

1.4. THE PROBLEM STATEMENT

Among the core educational problems that have been raised by different Ethiopian governments in the past and still today are the problems about quality, access, equity, and relevance of education which are intricately associated with learners' academic performance. Quality, access, equity, the relevance of curriculum, and efficiency have always been the preoccupations of policymakers and researchers in the field of education. These are core educational issues that require due consideration while investigating or researching any problem associated with the education and its system of a certain country. That is why Amare (2000: 32) has categorized the major educational issues into classes as quality, equity, access, efficiency, and relevance of the curriculum. Thus, these factors have defined the framework of educational research and policymaking (Amare & Temechegn, 2002: 101). The delivery of quality education has always been at the top of the educational agenda, although the way to make it work has, however, been rather difficult to achieve (Amare and Temechegn, 2002: 104).

In Ethiopia since the change of government in 1991, some efforts have been made to reform the inherited education system which was characterized by irrelevance, poor quality, and unemployable graduates. Moreover, in addition to the absence of clearly articulated policy, the pre-1991 education system suffered from problems of access, equity, and quality (MOE, 2018: 22).

An inquiry into the reasons for the low academic achievement of learners in Grades at which regional as well as national exams (grade 8, and grades 10 and 12 respectively) are administered indicated the main causes behind low learners' academic achievement as the inadequacy of the necessary inputs, problems related to learners and teachers work ethics, low morale, problems associated with putting the educational policies into practice (that is, lack of effectiveness, as well as inefficiency concerning the implementation of the education policies), lack of adequate participation on the part of parents, and lack of adequate learner support system (Adinew and Dawit, 2018: 32). These problems may have both direct as well as indirect associations with school

leadership. Thus, in minimizing the prevalence of such problems, which negatively affects the quality of education in general as well as the academic achievement of the learners in particular, principals are expected to shoulder a huge responsibility.

Therefore, this study attempted to assess the contribution of instructional leadership to alleviate these just above mentioned instructional as well as educational problems at schools as the School Improvement Program (SIP) initially focuses on evaluating the currently existing situations of schools. This is so because evaluating the currently existing situations of the school focuses not only on attempting to recognize its strengths to use them as a springboard initially while putting forth the effort to the direction that the school aspires to get-up-and-go as well as to attain, and not only on trying to find out the opportunities that need to be exploited exhaustively for the wellbeing of the school but also centers its assessment primarily on identifying weaknesses and challenges of schools. Evaluating the currently existing situations of schools could also be considered as a prerequisite while designing a SIP plan to help schools set appealing and reasonable targets that could be achieved within the overarching goal of SIP which aims at improving the quality of education and enhancing learners' academic achievement in the schools.

After the inception of the current Education and Training Policy (1994), the Ethiopian government has taken different measures to alleviate those educational problems. The efforts being made to strengthen the professional skills of school principals and to implement and assess the outcome of the school improvement program which has been in place since 1999 E.C. (MOE, 2010b: 1) were also part of the endeavor. Despite the efforts made, the question of quality education is still the major concern of the country today. Especially, educational quality needs to be the prime focus of educational managers or instructional leaders because schools are places where young generations lay foundations that enable them to be ready to shoulder the responsibilities that would be given to them by tomorrow. Particularly, serious assignment is given to secondary schools as they prepare youngsters for university education as well as parts for the world of work (especially as a workforce to a country/Ethiopia which aspires to attain the vision of middle-income economy).

The national as well as the regional (SNNPR) gross enrollment rate (GER) for all secondary grades (9 - 12) during the 2008 E.C. (2015/16 G C) academic year was 29.04%, and 30.80% respectively (MOE, 2017: 52). This indicates that both at national and regional levels many children are not

completing primary education and proceeding to secondary education. There are of course wide regional variations. However, at the first cycle secondary level, the gross enrollment rate (GER) for grades 9-10 has more than doubled since 2000. Yet key challenges remain in secondary education: (1) a low primary education completion rate constraints the growth of secondary enrollments; (2) access to secondary education remains inequitable; and (3) levels of learner learning are disappointing (Joshi, & Verspoor, 2013: XII). As a result, during the GTP II period, all efforts will be exerted to increase the expansion of secondary schools and the quality of their education (NPC, 2016: 188).

School improvement is critically dependent on the management skills of the major stakeholders, particularly principals. The starting point here, as indicated by Joshi and Verspoor (2013: XXX), must be a sustained effort to enhance the effectiveness of school leaders and principals. The same authorities went on to say that the skills of these leaders include instructional leadership, financial and human resources management, forging an effective working relationship with the line staff of educational agencies, and winning the confidence of parents and School Management Committees. Therefore, it is the right point in time to examine the instructional leadership role of principals and the effect their roles have on school improvement programs in government secondary schools.

As it is indicated in the GTP II document, the government of Ethiopia continues to be committed to putting all the necessary efforts into the increasing expansion of secondary schools during the GTP II period (NPC, 2016: 188). Hence, comprehensive strategies and practices need to be established for school leadership, teachers, learners, parents, and local communities to enhance the functionality of the school improvement program in secondary schools. Besides, efforts need to be exerted to improve principals' skills in terms of executing instructional leadership roles. Therefore, this is the main reason that triggers me to come up with an idea to research the topic "Exploring Effects of Principals' Instructional Leadership Roles on School Improvement Program in Government Secondary Schools of Ethiopia".

1.5. AIM OF THE STUDY

The overarching aim of this study was to explore principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Ethiopia. To this end,

the study examined the extent to which secondary school principals are practicing instructional leadership roles and the degree of effect of this practice on the school improvement program underway in those schools.

1.6. MAIN RESEARCH QUESTION

What are the effects of principals' instructional leadership roles on school improvement programs in secondary schools in Ethiopia?

1.6.1. The Sub-Research Questions

- What constitutes instructional leadership roles of principals in secondary schools?
- How do principals in secondary schools perceive their instructional leadership roles?
- How do vice principals, supervisors, teachers, PTSA members, SIP coordinators, and learners perceive the instructional leadership role of principals in secondary schools?
- To what extent do principals of secondary schools execute the instructional leadership roles in their respective schools?
- How do principals' instructional leadership roles contribute towards school effectiveness and improvement?
- What are the major barriers that affect the quality of instructional leadership in secondary schools?
- What are the strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

1.6.2. Specific Objectives of the Study

Specifically, the objectives of this study are to:-

- Determine what constitutes the instructional leadership role of secondary school principals;
- To determine how do principals in secondary schools perceive their instructional leadership roles;
- To find out how do vice principals, supervisors, teachers, PTSA members, SIP coordinators, and learners perceive the instructional leadership role of principals in secondary schools;

- Examine the extent that secondary schools' principals carry out their instructional leadership roles in their respective schools;
- Identify the principals' instructional leadership contributions for school effectiveness and improvement;
- Explore barriers to the secondary school principals' effective execution of instructional leadership roles.
- Indicate strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution.

Eventually, based on the above-mentioned objectives and research questions, the following hypotheses were formulated.

1.7. HYPOTHESES

- Instructional leadership positively contributes to planning, implementing, and monitoring, and evaluating school improvement programs in secondary schools to enhance the schools' effectiveness.
- Secondary schools' major stakeholders (principals, department heads, teachers, supervisors, PTSA members, and learners) view instructional leadership as an important tool for effective and efficient implementation of school improvement programs in secondary schools, and to enhance secondary schools' effectiveness.
- School improvement programs will have a significant positive contribution for secondary school principals to be effective instructional leaders. Or conversely, secondary school principals consider a school improvement program (SIP) as an instrument and strategy that enhances the execution of their instructional leadership roles in their respective schools; and SIP paves the way for secondary school principals to be designated as effective instructional leaders.
- Instructional leadership can contribute significantly to enhancing the school effectiveness of secondary schools.
- School Improvement Program (SIP) contributes meaningfully in boosting the school effectiveness of secondary schools.

1.8. EXPECTED CONTRIBUTIONS OF THE STUDY

The significance of a study has been described as a substantial contribution of something that is valuable and will have an effect in offering a non-trivial to a very important breakthrough at the empirical, conceptual, theoretical, or policy level; is useful and will have an impact; causes those inside and possibly that outside of the community to see things differently; influences the discourse, research, and teaching; has implications for and advances in the field, the discipline, other disciplines, or society (Lovitts and Wert, 2009: 5). Moreover, the significance and contribution of this study display an association with the importance of researching as anticipated by Creswell (2012: 3 - 6) that: research adds to knowledge; research improves practice, and research helps to improve policy (i.e. research informs policy debates).

Concerning how research adds to our knowledge, as educators, we are all expected to be aware of pressing educational issues being debated today at different levels of education in the globe (i.e. locally, nationally, regionally, continentally, and internationally). Conducting research plays a significant role in creating the right awareness among educators. Research plays a vital role in addressing different educational issues and problems/questions. It can help add to the literature about practices that work or advance better practices that educators might try in their educational setting. It can provide information about people and places that have not been previously studied (Creswell, 2012: 4). That is, the research adds to the knowledge base of the researcher as well as the readers of the research. Accordingly, this study may contribute to adding the knowledge base and understanding of the major stakeholders of secondary schools (principals, department heads, supervisors, PTSA members, learners, and community members) concerning the topic under investigation. Thus, in this regard, this study may have a moderate contribution.

With regards to improving practice, research is also considered very essential because it suggests improvements for practice. Research may help educational personnel at different levels and positions (teachers, principals, supervisors, school improvement program/SIP coordinators, and other educational experts) improve their practices on the job. Research also offers practicing educators new ideas to consider as they go about their jobs. Besides, at a broader level, research helps the practicing educator build connections with other educators who are trying out similar ideas in different locations (Creswell, 2012: 4 - 6). Consequently, this study may perhaps help in

improving the execution of instructional leadership roles of principals and enhancing planning, implementation, and monitoring, and evaluation capability of major stakeholders of schools.

In terms of improving policy, research, in addition to helping educators become better practitioners, also provides information to policymakers when they research and debate educational topics. Policymakers may range from federal government employees and state workers to local school board members and administrators. For these individuals, research offers results that can help them weigh various perspectives. When policymakers read research on different issues in general and on educational matters in particular, they are informed about current debates and stances taken by other public officials. To be useful, research needs to have clear results, be summarized, and include data-based evidence (Creswell, 2012: 6). In such aspect, this study may contribute positively in reviewing and appraising instructional leadership roles of principals and in assessing and evaluating school improvement programs (SIP) as reforms in the schools.

This study has made its focus on scrutinizing the effect of instructional leadership on the School Improvement Program, and also it has, equally, explored the contribution of school improvement program (SIP) for instructional leadership effectiveness. I hope that the study would stimulate discussion of the secondary education reform agenda not only in the South Nations Nationalities and Peoples' Region (SNNPR) where the study was conducted but also in other regions in the country Ethiopia. It may increase awareness or understanding among major stakeholders of secondary schools on existing instructional leadership practices and assist them in contributing towards avoiding or reducing challenges in their schools. It may also benefit other school principals in the study Zone as well as outside of the Region to gain experiences and learn lessons on the mechanisms that enhance the execution of instructional leadership practices and on the strategies that need to be employed to boost school improvement programs (SIP) planning, implementation, and monitoring and evaluation to improve school effectiveness and improvement.

Moreover, this study may give insight into the problem and serve as a reference for those educators and other professionals who may intend to research similar and related issues of education in other Regions as well as at different educational tiers in the Ethiopian education system. By making some suggestions, the study may contribute in directing the ways on how to redress the educational problems that may play a hindrance role in terms of both realizing quality of education and

enhancing learners' academic achievement which are the ultimate goals behind instructional leadership effectiveness and efficiency, and school improvement program implementation.

1.9. RESEARCH PHILOSOPHY AND PARADIGM

Researchers are expected to do their study through the guidance of research philosophy and paradigm that suit their investigation best. There are four distinct paradigms (namely: - post-positivism, constructivism, transformative, and pragmatism) that researchers are expected to be exposed to while doing their respective researches (Creswell, 2014: 6). These paradigms are often used differently by various researchers to describe the basic beliefs and assumptions that guide research inquiry on phenomena of the natural and social structures (Lincoln, Lynham, & Guba, 2011; Mertens, 2010; Feilzer, 2010; and Creswell, 2014). Among these different paradigms, the pragmatic paradigm that this study uses as a guide throughout its investigation tends to focus on the feasible action of what works and practical solutions to identified problems. Pragmatism is closely linked to mixed methods of inquiry as it uses multiple methods of research primarily to gather more detailed data on the problem under study (Creswell, 2014). The pragmatic paradigm stresses the importance of understanding a particular research problem combining the two philosophical positions: subjectivism and objectivism (Creswell, 2003). It supports the use of a mixed-method approach to research as this study combines qualitative and quantitative data since neither was sufficient on its own to answer the research questions.

Philosophically, this research, as noted above, adopted the pragmatism research paradigm as it supports research that centers itself on scrutinizing the presently existing problem based upon the past trends, present situations, and prospects and as it underpins a mixed research approach. That is, in the light of the complex nature of the problem in this study, the pragmatic paradigm is chosen as being suitable for this particular research because it enables the researcher to employ multiple methods of research to gather in-depth data on the problem under investigation. Pragmatism is the philosophy that encourages people to find processes that work to achieve their desired ends. The main theme of pragmatism is that an individual must adapt to the constantly changing world. They study the past but they are generally more interested in contemporary issues and in discovering solutions to problems in the present day. This notion influences the educational system these days in that the focus of education is on solving the current problem (Aweke, 2015: 11).

Pragmatism, according to Creswell (2014: 10), gives a basis for knowledge claim arising out of actions, situations, and consequences rather than an antecedent condition (as in post-positivism). Instead of focusing on methods, researchers are required to give due emphasis to the research problem and use all approaches available to understand the problem. The same author goes on to explain that pragmatism applies to a mixed methods researches in that studies illustrate completely from both quantitative and qualitative assumptions (Creswell, 2003: 13). Moreover, mixed methods research is considered as the natural complement to traditional qualitative and quantitative research, and pragmatism, as a research guiding paradigm, is believed to offer an attractive philosophical partner for mixed methods research (Johnson and Onwuegbuzie, 2004: 14).

Moreover, pragmatism, as a philosophical underpinning for mixed methods studies, as indicated by Creswell (2014:11 citing Morgan, 2007; Patton, 1990; and Tashakkori and Teddlie, 2010), convey its importance for focusing attention on the research problem in social science research and then using pluralistic approaches to derive knowledge about the problem. Using Cherryholmes (1992), Morgan (2007), and Creswell own views (Creswell, 2014: 10 -11), pragmatism provides a philosophical basis for research because:

- Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research.
- Individual researchers have freedom of choice. In this way, researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes.
- Pragmatists do not see the world as an absolute unity. Similarly, mixed methods researchers look to many approaches for collecting and analyzing data rather than subscribing to only one way (e.g., quantitative or qualitative).
- Truth is what works at the time. It is not based on a duality between reality independent of the mind or within the mind. Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.

- The pragmatist researchers look to what and how to research based on the intended consequences where they want to go with it. Mixed methods researchers need to establish a purpose for their mixing, a rationale for the reasons why quantitative and qualitative data need to be mixed in the first place.

- Pragmatists agree that research always occurs in social, historical, political, and other contexts. In this way, mixed methods studies may include a postmodern turn, a theoretical lens that is reflective of social justice and political aims.

- Pragmatists have believed in an external world independent of the mind as well as that lodged in the mind. But they believe that we need to stop asking questions about reality and the laws of nature (Cherryholmes, 1992). "They would simply like to change the subject" (Rorty, 1990: xiv).

- Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis.

Thus, pragmatism, as a research philosophy and paradigm, guided this research, because this study based its investigation by using mixed research method (the methodology that allows to employ both quantitative and qualitative approaches in the same study) in exploring the views and perception of different stakeholders of secondary schools towards instructional leadership role of principals; in determining what constitutes the instructional leadership role of secondary school principals; in examining the extent that secondary schools' principals perform/execute/carry-out their instructional leadership roles in their respective schools; in scrutinizing understanding and expectations of secondary school's major stakeholders (principals, vice-principals, teachers, supervisors, Parent-Teacher-Student Association/PTSA members, and learners) about instructional leadership; in identifying the contributions of instructional leadership for school effectiveness; in exploring barriers to the secondary school principals' effective execution of instructional leadership roles; and in indicating strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution.

1.10. THE RESEARCH METHODOLOGY AND DESIGN

Research methodology refers to the ways of discovering knowledge, systems, and rules for conducting research. Accordingly, O'Donaghue (2007: 12) views research methodology as the strategy, plan of action, the processor design behind the choice, and the use of methods to reach the desired outcomes. Research methods commonly denote a specific procedure, tool, or technique used by the researcher to generate and analyze data (Schram, 2003: 31). Research methods involve the forms of data collection, analysis, and interpretation that researchers propose for their studies. In some forms of research, both quantitative and qualitative data are collected, analyzed, and interpreted. In this case of mixing methods, the researcher makes inferences across both the quantitative and qualitative databases (Hessen-Biber, 2010: 3). So, this study involves simultaneously both quantitative data to analyze and interpret statistical results and qualitative data to construct the themes that arise from the data.

Moreover, Mhlanga and Ncube (2003: 15) citing Cohen and Manion (1994: 38) define methods as the range of approaches used in research to gather the data that are used as a basis for inference and interpretation, for explanation and prediction while research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This plan involves several decisions. The overall decision involves which approach should suit best and be used to study a topic under investigation. Informing this decision should be the philosophical assumptions the researcher brings to the study; procedures of inquiry (called research designs); and specific research methods of data collection, analysis, and interpretation. The selection of a research approach is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2014: 9). Accordingly, the research approach that was employed in this study has been mixed methods research approach.

The research methodology also includes a specific design to assist the collection of the data needed to answer the research questions raised in the study. That is why research designs are considered as types of inquiry within qualitative, quantitative, and mixed methods approach that provide specific direction for procedures in a research design (Creswell, 2014: 10 -12). A research design is an overall plan for collecting and analyzing data to find answers to research questions (Slavin, 2007: 9). Likewise, Suter (2006: 411) defines a research design as a "blueprint". According to

Conrad and Serlin (2006: 377), the research design concerns the assumptions underlying how the study is constructed to pursue inquiry about the phenomenon. In addition, the design of a research study determines whether the research question(s) can be answered adequately using certain procedures and methods used to collect the data. Furthermore, Leedy and Omrod (2005: 85) state that a research design provides the overall structure for the procedures that are followed by the researcher, the data that are collected, and the analysis of data that is carried out.

The choice of a research design for this study was influenced by the purposes of the study and circumstances of the researcher as well as the strengths and limitations of each approach (quantitative, qualitative, and/or mixed methods approach). It must be pointed out that methodologically the approach of this study was both the quantitative and the qualitative approaches (that is the so-called mixed methods approach). The purpose of this study was to explore principals' instructional leadership roles and their effect on school improvement programs in government secondary schools of South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia. To this end, the study has examined the extent to which secondary school principals were practicing instructional leadership roles and the degree of effect of this practice on the school improvement program underway in those schools. To serve this purpose, the convergent parallel mixed-methods design has been employed.

Concerning the specific method of the research, based on the research design as indicated just here above, a descriptive survey method was employed considering that it could help to get reliable and authentic information on the topic to be studied. Furthermore, this method is preferred by many researchers for its convenience to gather the opinion of people on current issues. That is why, the major purpose of descriptive research, as vividly indicated by Kothari (2004: 2), is his description of the state of affairs as it exists at present.

Thus, this study contains both quantitative and qualitative characteristics of the research. Consequently, the research approach that was employed in this study should conform to such features. Therefore, the approach employed by this study involved both quantitative and qualitative approaches (that is, mixed-method approach). Mixed in a sense that either one of the approaches (either quantitative, qualitative or both quantitative and qualitative approaches in combination/mixed approach) was used to address each of the research basic questions. That is why, as clearly stated by Creswell (2012: 9), this approach (mixed method) is an approach that

could also be used when one type of research (quantitative or qualitative) is not adequate to address the research problem. Mixed methods involve combining or integration of qualitative and quantitative research and data in a research study. Moreover, Gay, Mills, and Airasian (2012: 482 & 483) consider mixed methods research as an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The same authors go on to explain that the core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. Hence, in this study, depending on the nature of the research basic and sub-questions and the type of data required for the research, the convergent parallel mixed methods design was employed. The rationale behind a convergent (or parallel or concurrent) mixed methods design was to concurrently collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. An important justification for this design is that one data form could not only supplement but also complements the other form and that in this study comprehensive understanding of a research problem results from collecting and analyzing both quantitative and qualitative data simultaneously.

1.10.1. Sources of Data

Data was secured from both primary as well as secondary sources. Primary sources of data were schools' principals, vice principals, supervisors, teachers, school improvement program (SIP) coordinators, parents-students-teachers Association (PSTA) members, and learners. Secondary schools supervisors at the Zone education department and the Special Woreda/District education office are also considered to be primary sources of data for the study. Moreover, data were gathered from secondary sources. These data sources (secondary sources) included annual reports of education at different levels (Schools, Woreda/District Education Offices, Zone Education Departments, SNNPR Education Bureau, and Ministry of Education at Federal level), policy documents, School Improvement Framework, School Improvement Program Implementation Manuals, School Improvement Program Guidelines, different educational circulars, secondary schools' curriculum committee minutes, minutes of teachers and staff meetings in the schools, strategic plans, and SIP plans in the schools, Education Statistics Annual Abstracts (ESAA),

legislations of education, national examination results of grades 10 and12, and other relevant documents.

1.10.2. Instruments of Data Collection

This research employed questionnaires, one-on-one semi-structured interviews, focus group discussions, observations, and document analysis as the main tools of data collection. The use of multiple data collection tools, which could help in extracting data from different sources (from both primary as well as secondary sources), have helped to construct a richer, bigger, and meaningful picture of secondary school principals' instructional leadership role and its effect on school improvement as the phenomenon under study.

1.10.2.1. Questionnaire

A questionnaire is a data collection instrument that helps to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, and behavioral intentions of research participants (Cohen & Morrison, 2007:370-371). Accordingly, the questionnaire in this study was used to assess the views of principals, vice-principals, supervisors, and teachers towards instructional leadership roles of principals and the effect of the roles on school improvement programs (SIP) in secondary schools. It was also used to determine what constitutes the instructional leadership role of secondary school principals, and to explore the extent that instructional leadership roles contribute to school improvement program implementation.

1.10.2.2. Interview

The interview was another important data collection tool that helped in gathering/obtaining both quantitative and qualitative data from primary sources. Conducting an interview, according to Creswell (2008), entails preparation on the part of the researcher in determining the number of participants, in designing question types and items, and in devising mechanisms of recording responses of participants. The main benefit of interviews is that they could easily be adjusted accordingly. The participants of the interview in this study were principals, vice principals, supervisors, and teachers. Therefore, in this study interviews with stakeholders were employed to capture the perceptions of the participants on the instructional leadership role of secondary school principals. It also helped in obtaining views of the participants on how did instructional leadership practices of principals contribute to school improvement program implementation in the school.

1.10.2.3. Focus Group Discussions

Focus-group discussions help to bring a larger group of people together and to get a large amount of data about a topic. Focus group interviews have certain advantages such as the fact that they are appropriate and easily applicable for those people who cannot read and write and they build confidence in those who are unwilling and afraid to be interviewed alone (Owen, 2001: 653). This study used focus group discussions (FGDs) as one of the tools of data collection to gather first-hand information from SIP coordinators, Parents-Teachers-Students Association (PTSA) members, and student council members who were helping the execution and undertakings of the day to day functions of schools.

1.10.2.4. Observation

Observation helps to collect data on real-life settings. It also provides a chance for the researcher to check reality through noting and comparing what people do with what they say (Cohen, and Morrison, 2011; and Robson, 2002). Observation enabled the researcher to look afresh at the everyday behavior of school principals in secondary schools and to look at a school how it functions as a system to enhance its effectiveness. Moreover, observation as a data collection tool has helped in having real information about what is going on in the schools as the main instructional activities and as functions/tasks that support the overall teaching and learning activities of the schools. However, observations that are believed to be made need to be supported by other data collection mechanisms to enhance the trustworthiness and reliability of the data as well as to gather more information on the problem under investigation. Based on the observation checklist, during data collection in the sample secondary schools of this study, the researcher has made its focus on observing school compound/campus; school facilities (such as sport fields, toilets for girls and boys, library arrangements, learner guidance rooms, class-rooms where actual teaching and learning is going on, teachers' offices); school pedagogical centers; safety of the school environment for teaching and learning; learners support system arrangements and management; communications and interaction among the school community (learners with teachers, principals; teachers with teachers, principals, and department heads); arrangement of notice boards and whether the necessary information (such as vision, mission, and values of the school), on the boards or in any convenient places in the schools, are displayed or not; class-size; class-room arrangements; usage of instructional time in the school; availability of text-books in

the class-rooms; learners' engagement in the library and study rooms or reading rooms; arrangement of learners' guidance and counseling offices/rooms; PTSAs members involvement and arrangement of their office in the school; students' council members participation and arrangement of their office in the school; and other evolving issues related to the topic under investigation.

1.10.2.5. Document Analysis

Researchers can use documents as important sources of information while conducting studies (Tobin 2010: 288). Accordingly, in this study, document analysis has become another important data gathering tool of the study. The documents that were analyzed include annual reports of education at different levels (Schools, Woredas/Districts, Zones, Regions, and Federal levels), policy documents, Education Statistics Annual Abstracts (ESAA), legislations of education, national examination results of grades 10 and12, school improvement framework, school improvement program implementation manuals, school improvement program guidelines, different educational circulars, secondary schools' curriculum committee minutes, minutes of teachers and staff meetings in the schools, strategic plans and SIP plans in the schools, and other relevant documents that describe roles and responsibilities of major stakeholders of secondary schools (principals, supervisors, teachers, parent-students-teachers Association (PSTA) members, and learners). Besides, documents related to school improvement program (SIP) planning, implementation, monitoring, and evaluation as well as its achievement records of schools concerning SIP were also be used as sources of data. The document analysis helped in identifying the role of secondary school principals, and in exploring barriers to the secondary school principals' effective execution of instructional leadership roles. Document analysis (national examination results of grades 10 and12) also helped in examining the academic performance of learners in the secondary schools to relate learners' learning achievement with the instructional leadership role of principals and school improvement program implementation outcome.

1.11. DATA ANALYSIS

This study involved both qualitative as well as quantitative data. Therefore, the study employed methods of data analysis that could help in analyzing both qualitative and quantitative data.

1.11.1. Methods of Quantitative Data Analysis

In this study, descriptive statistics was an essential tool that was used to analyze the respondents' demographic characteristics and to compare teacher's and school leader's (principals, vice-principals, and supervisors') responses on an instructional leadership role and its effect on a school improvement program. In addition, inferential statistical techniques were employed to analyze the data. Accordingly, the Pearson coefficient of correlation was used to see the association of each dimension of instructional leadership with school improvement domains. Likewise, the significant mean differences among the respondents' responses on different issues of instructional leadership dimensions and school improvement program domains were tested using one-way ANOVA. All the quantitative data were analyzed using a statistical package for social sciences (SPSS) version -25 for windows.

1.11.2. Methods of Qualitative Data Analysis

The qualitative data in this study refers to the information obtained through interviews, observation, and the data that was collected through the FGDs method. Some of the data were also collected qualitatively through document sources. The qualitative data were transcribed, coded, categorized into themes, and analyzed thematically simultaneously with the quantitative data by relating the responses to the research questions.

1.12. POPULATION OF THE STUDY

Population refers to all members of any well-defined class of people, events, or objects with some common defining characteristics that the researcher can identify and study (Creswel, 2012: 142; Johanson, & Christensen, 2012: 257; and Ary, Jacobs, and Sorensen, 2010: 148). Accordingly, the population for this study comprised secondary schools with grades 9 to 12 in one Zone, and in one Special Woreda / District of South Nations, Nationalities and People Region (SNNPR) in Ethiopia. They were secondary schools in Hadiya Zone and Helaba Special Woreda /District. Consequently, principals, cluster supervisors, teachers, students' council members, and Parent-Teacher-Student Association (PTSA) members in these secondary schools were the target population of this study. During the study, there were (18) eighteen secondary schools with grades 9 to 12 (that is, with both General Education and Preparatory Education grades) in Hadiya Zone; and there was 1 (one)

secondary school with grades 9 to 12 in Helaba Special Woreda/District which make up a total of 19 (nineteen) secondary schools with grades 9 to 12 in the study area (SNNPRSEB, 2017: 76).

1.12.1. Sample Population and Sampling Techniques of Quantitative Data

The quantitative data for this study was more of the data obtained through a questionnaire while to a certain degree some data was collected from document sources. From the secondary school population of the research area, six (6) secondary schools (33%) from Hadiya Zone were selected as sample secondary schools by using a simple random sampling method; and one (1) secondary school from Halaba Special Woreda/District was selected as sample secondary school by using comprehensive sampling method because it was the only secondary school with grades 9 to 12 that exist in the Halaba Special Woreda/District. Consequently, a total of seven (7) secondary schools, which make up more than thirty-six percent (36.8%) of the research site population of secondary schools with grades of 9 to 12, were selected as sample schools of the study.

There were also a total of 1294 (one thousand and two hundred and ninety-four) teachers in the secondary schools of the study area (Hadiya Zone Education Department, 2010 E.C.; and Helaba Special Woreda/District Education Office, 2010 E.C.). Because of the large size and variety of the study population in sample schools, especially concerning the population of teachers (teachers differ in terms of career status, qualification, grade level they are teaching, sex, and age category) in secondary schools which contained grades 9 to 12, a sampling method which is designated as the stratified sampling technique was employed. This sampling technique helped in having the right sample size from different strata of the target population (teachers). After dividing the population into different strata, then the simple random sampling technique was employed to have a proportional and the right sample size of each stratum to provide each member of the population with an equal chance of being selected as a sample from each stratum.

Besides teachers, all the principals, vice principals, and supervisors of sample secondary schools were involved in the study as respondents of study. In such cases, the sampling technique that was employed is the so-called comprehensive sampling.

Comprehensive sampling refers to the sampling method that is applied to select all the subjects among the different categories of the target population in the research. Target population refers to the group of persons that is the focus of the study to which the researcher, ideally, would like to

generalize results (Fraenkel & Wallen, 2009: 393). As a simple random sampling technique provides all members of the target population to have an equal and independent chance of being selected and included in the random sample, the comprehensive sampling method offers the opportunity of being selected as subjects of the study for all members of the accessible population, which is the population of subjects accessible to the researcher for drawing a sample (Ary, Jacobs & Sorensen, 2010: 149). In this study, the target population was principals, vice principals, supervisors, teachers, students council members, PTSA members, and SIP coordinators of secondary schools in Hadiya and Halaba Zones. Given that, comprehensive sampling was applied to select all the principals, vice principals, and supervisors of the sampled secondary schools as data sources of the study. That is, by using a comprehensive sampling technique all the principals, vice principals, and supervisors of the sample secondary schools were considered as respondents of this research.

1.12.2. Sample Population and Sampling Techniques of Qualitative Data

The qualitative data was obtained from school principals, vice-principals, supervisors, teachers, student council members, and PSTA members through open-ended questionnaire items, semi-structured interviews, and focus group discussion (FGD). Some data were also being collected qualitatively through document sources and observation methods. Three principals, two vice principals, three supervisors, two senior teachers, three SIP coordinators, nine PTSA members, and six student council members were selected and considered purposively from the sample secondary schools as participants of this study.

1.13. TRUSTWORTHINESS AND TRANSFERABILITY, AND VALIDITY AND RELIABILITY OF THE DATA

In ensuring the trustworthiness of qualitative data the researcher has made use of information-rich data. I used triangulation as a means of ensuring that the data are trustworthy and credible since triangulation, as clearly indicated by Einstein (2002: 26), is one method for increasing the soundness of the findings. In addition to making the data-rich, checking the consistency of the responses through the use of probing can be used to ensure the validity of the qualitative data (Seidman, 2006: 25).

Validity checking of quantitative data was made through a pilot study in secondary schools with grades 9 to 12 in areas outside the study/research area to test out the validity of the instrument (questionnaire). To check the reliability, Cronbach's alpha was used to analyze the internal consistency of the items of the questionnaire which was the major tool to gather quantitative data from respondents of the study (principals, vice-principals, supervisors, and teachers).

1.14. CONCEPTUAL FRAMEWORK FOR THE STUDY

As this study focuses on exploring principals' instructional role and its effect on school improvement programs, it has to be guided by the instructional leadership paradigm which has been considered by several authorities of the field as a model that may help in advancing the success of schools. The instructional leadership paradigm, as a model that underlines the importance of instruction in schools, is assumed to be exceptionally useful in putting the teaching and learning process at the forefront of all activities at schools. Principals should, as Kruger (2003) signifies, become vibrant and inspirational leaders of instruction by making their foremost focus on improving the teaching and learning process of their respective schools. Besides, as Cross and Rice (2000: 63) argue that principals, as instructional leaders, have the mandate to monitor the progress of learners in terms of their academic performance/achievement as well as change in their behavior; to lead and guide learners to the right direction which may help learners maximize their potential talent, and to create a conducive learning environment.

Hallinger and Murphy in the early 1980s (Murphy, Hallinger, Weil, &Mitman, 1983; Hallinger et al., 1983; Hallinger& Murphy, 1985) have come up with new dimensions that specify the role of principals as instructional leaders of their respective schools. These scholars have robust professional know-how to be an advocate of the instructional leadership approach/style while managing schools to advance learning. These new dimensions of instructional leadership include defining the school's mission, managing the instructional program, and promoting a positive school learning climate (Hallinger et al., 1983; Hallinger& Murphy, 1985). These dimensions are further delineated, as indicated in Figure 1.1 below, into ten instructional leadership functions. Hallinger (2009), as indicated/cited by Mestry (2017: 263), suggests these dimensions as prerequisites for effective instructional leadership. Moreover, the importance of principal instructional leadership as a factor contributing to school effectiveness has been articulated since

long ago when Ronald Edmonds (1979) launched the 'effective schools movement' with the publication of a seminal article on instructional effective schools in educational leadership (Hallinger, Wang, Chen, and Li, 2015: XV).

Furthermore, the development of the PIMRS, as Hallinger (1983) undertook, is considered as a means of stimulating a more rigorous treatment of the instructional leadership role of the principal. The goal in developing the PIMRS, as indicated by Hallinger, Wang, Chen, and Li (2015: XV), was to design an instrument that met the following requirements. These are: first, the instrument would focus on specific job-related behaviors of school principals concerned with leading and managing to teach and learning in schools; second, the content foci of the instrument would be drawn from research related to principal and school effectiveness; and third, the instrument would meet measurement standards required for use in principal evaluation, needs assessment, research, and district-level policy analysis. This model of instructional leadership (i.e., Hallinger, 2011, 2009 Instructional Leadership Model), which has been drawn as PIMRS framework, is selected as an appropriate theoretical framework for this study.

Figure 1.1: PIMRS Conceptual Framework

PIMRS Framework

Defining the School Mission	Managing the Instructional Program	Developing the School Learning Climate Program
Frames the School's Goals	Coordinates the Curriculum	Protects Instructional Time
Communicates the School's Goals	Supervises & Evaluates Instruction	Provides Incentives for Teachers
	Monitors Student Progress	Provides Incentives for Learning
		Promotes Professional Development
		Maintains High Visibility

Source: Adapted from Hallinger (2008: 8; and 2012: 52)

Consequently, these dimensions were used as bases for this study to explore principals' instructional leadership role and its effect on a school improvement program. Besides, this study examined the extent to which these functions/dimensions and their constituents as roles of instructional leadership are being executed as tools for effective and efficient implementation of school improvement programs in secondary schools to enhance schools' effectiveness. This research has also attempted to scrutinize the extent to which these dimensions of instructional leadership functions and their constituents conform with the role of secondary school principals as prescribed by the guiding manuals and to the actual day-to-day activities of secondary school principals as instructional leaders of their respective schools.

While designing the instructional leadership conceptual framework that has helped in viewing and building upon instructional leadership approach as an indispensable mode of educational management, the writers selected the term instructional management because they, as noted by

Hallinger (2012), inferred that this role of the principal revolved around core managerial functions concerned with the coordination and control of curriculum and instruction (Bossert et. al., 1982; and Cohen & Miller, 1980). The formal distinction between these terms lies in the sources of power by which the leader achieves results, nonetheless, over time, instructional leadership became the term more commonly used by scholars and practitioners (Hallinger, 2012: 51). The same author, citing different writers (such as Blasé, 1987; Hallinger, 2003; Hallinger & Heck, 1996; and Leithwood et al., 1990), goes on to explain that instructional leadership became the preferred term due to the recognition that principals who operate from this frame of reference rely more upon expertise and influence than on formal authority and position power to achieve a sustainable impact on staff motivation and behavior and learner learning.

The three main dimensions of instructional leadership and its components are further explained by Hallinger (2012: 52 - 53) as follows.

Two functions, framing the school's goals and communicating the school's goals, comprise the dimension defining the school's mission. These concern the principal's role in working with staff to ensure that the school has a clear mission and that the mission is focused on the academic progress of its learners. Note that this dimension does not assume that the principal defines the school's mission alone. Instead, it proposes that the principal is responsible for ensuring that such a mission exists, for communicating it widely to staff, and ensuring that there is a shared purpose underlying staff efforts to improve teaching and learning in the school. This dimension is considered as the starting point for creating a school with a learner-centered approach whereby all learners are expected to be fully and meaningfully engaged in the active learning process (MOE, 2011: 54).

The second dimension is managing the instructional program. This incorporates three leadership functions: supervising and evaluating instruction; coordinating the curriculum and monitoring the progress of learners. This dimension focuses on the role of the principal in managing the technical core of the school (i.e., teaching and learning in the school) (Hallinger et al., 1983; Murphy, Hallinger, Weil & Mitman, 1983). Although in larger schools it is clear that the principal is not the only person involved in monitoring and developing the school's instructional program, the principal is expected to ensure that these tasks are carried out.

The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time; promoting teacher professional development; maintaining high visibility; providing incentives for teachers; and providing incentives for learning. This dimension, as Hallinger (2003) and Leithwood et. al. (2006) depict, is broader in scope and intent than the second dimension and overlaps with dimensions incorporated into transformational leadership frameworks. Many researchers (Bossert et al., 1982; Hallinger & Murphy, 1985; Murphy, Hallinger, Weil & Mitman, 1983; and Purkey & Smith, 1983) have revealed that promoting a positive school learning climate conforms to the notion that successful schools create an academic press (the extent to which the school is driven by a quest for academic excellence) through the development of high standards and expectations, and a culture that fosters and rewards continuous learning and improvement.

These three dimensions and their composite functions represent a research-informed framework for conceptualizing the principal's role as an instructional leader. Although this framework proposes that coordination and control of the academic program of the school remains a key leadership responsibility of the principal, in practice many specific activities and tasks may be shared, delegated, or distributed (Hallinger, 2003; Marks & Printy, 2003; Spillane, 2006). Indeed, as acknowledged by different authorities of the profession (instructional leadership), over the past three or more consecutive decades the field has increasingly recognized that the scope of tasks involved in enacting instructional leadership often goes beyond the principal's responsibility (Barth, 2001; Hallinger & Heck, 2010; Lambert, 2002; Marks & Printy, 2003; Printy, n.d.; Spillane, 2006). The rationale for such conclusion, as several scholars of the profession (such as Barth, 2001; Donaldson, 2001; Grubb & Flessa, 2009; Lambert, 2002; Marks & Printy, 2003; and Spillane, 2006) indicates, is grounded in the importance of this role to the school's improvement, the scope of work involved, the extent of expertise required, the time available to the principal, and the need to develop capacity for future leadership in the school.

Based on the explanations of the dimensions of Hallinger (2011, 2009) instructional leadership model just here above, one should note that the constituent elements of the third dimension (i.e., promoting a positive school learning climate) are directly or indirectly interrelated with the components of the second dimension (i.e., managing the instructional program). So, school leaders and/or principals are required to have know-how not only on the similarities and differences as

well as strengths and limitations of various instructional leadership models as well as other modes of leading school but also on the acquaintances that exist among different dimensions of the same model (for instance, of the same instructional leadership model) mainly in the course of its application in the school. Moreover, dimensions of transformational leadership framework, which has been anticipated to have commonalities with the third dimension (i.e., promoting a positive school learning climate) of Hallinger (2011, 2009) instructional leadership model (Hallinger, 2003; and Leithwood et. al., 2006), take account of:- individualized consideration (the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs); intellectual stimulation (the extent to which leaders encourage their followers to be innovative and creative); inspirational motivation (the degree to which a leader articulates a vision that is appealing and inspiring to followers); and idealized influence (the degree to which a leader acts as a role model for their followers) (Bass, 1985). Such overlays between instructional leadership and transformational leadership modes as indicated here above as well as intersections and acquaintances among different approaches of school leadership/management need to be understood by school leaders and/or principals to be successful in managing schools as an organization. Awareness and know-how about different school leadership approaches among principals possibly would enhance their effectiveness in applying instructional leadership and in executing their instructional leadership roles in the schools.

Furthermore, according to Leithwood (1994), transformational leadership is conceptualized with eight dimensions that are more or less looking a lot like the dimensions and the constituent elements of different instructional leadership models. These transformational leadership dimensions include: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high-performance expectations; creating a productive school culture, and developing structures to foster participation in school decisions. That is why Marks and Printy (2003: 373) view transformational and shared instructional leadership as complementary, but neither model embraces the other. These views, besides indicating intersections and connections among different modes of leadership, show how various scholars conceptualize the same model of leadership differently (for example, how transformational leadership has been viewed differently by various scholars such as Bass (1985) and Leithwood (1994) as cited here above). School leaders

and principals are also expected to take such situations into account while coordinating and leading their respective schools since such conditions matter their leadership approach.

From such simple association and analysis, one can easily infer that applying instructional leadership as an approach of managing and handling school implies explicit and implicit or direct and indirect enactment of transformational leadership approach which is supposed to be the form of school leadership mode that assumes the commitments and capacities of school members as the central focus of leadership (Bush, 2007: 394). Thus, such set of circumstances need to be understood by school leaders and principals while applying one mode of leadership approach in the school to maximize the effectiveness and efficiency of the school through adopting and adapting to various practices from different leadership approaches that are expected to be alternative styles of managing a school as an organization. Accordingly, principals need to have adequate awareness about various leadership styles of schools as organizations in general and different leadership models and their strengths and shortcomings, in particular, to be effective in applying instructional leadership approach in the schools. Having the necessary awareness concerning such aspects may help principals to comprehensively conceptualize the instructional leadership approach and the associated role and be effective while carrying it out in the schools.

1.15. ETHICAL CONSIDERATIONS

All researchers must adhere to research ethics. While doing everything related to this research, the researcher had openly communicated with the respective sample secondary schools and concerned educational institutions (such as Regional Education Bureau, Zone Education Departments, City/Town Administration Education Offices, and Woreda/District Education Offices) to create ease on the part of the respondents and participants of the study and respective sample schools. Initially, to get access to schools, respondents and participants, official permission was sought from South Nations, Nationalities and Peoples Regional State Education Bureau (SNNPRSEB) that has the authority to approve and to inform concerned education departments at Zone/City/Town Administration level, education offices at Woreda/District level, and schools level for cooperation. Necessary precautions were also taken into consideration not to disturb the daily functions of the sample schools and the participants' regular daily activities as much as possible. In due course, the Hawassa University, the institution at which I have been serving as a

permanent employee at the status of lecturer in teaching, had supported the researcher in issuing the letter of cooperation to the South Nations, Nationalities, and Peoples Regional State Education Bureau (SNNPRSEB) to enhance the ethical considerations and its collaboration.

In general, the ethical considerations in this study addressed aspects such as having informed consent, voluntary participation, confidentiality and anonymity, and integrity as regards plagiarism. The researcher had also explained the possibility that the participants and the respondents could withdraw from the study at any stage. Moreover, the researcher would ensure not to indicate the identity of the participants in the study (Fisher & Anushko 2008:100). Accordingly, in this study, the researcher ensured the anonymity of the subjects of the study. Adoption of appropriate data analysis techniques was also considered to improve and enhance the soundness of the findings. Moreover, the researcher also obtained a Certificate of Ethical Clearance from the College of Education (CEDU) at the University of South Africa (UNISA).

1.16. CLARIFICATION OF CONCEPTS

Ary, Jacobs, and Razavieh (2002: 494) recommend that any terms or concepts that may be unfamiliar to the reader or those, to which the author ascribes a specific meaning, should be defined and clarified. In this research study, the following concepts are used in the context of the meanings explained below.

1.16.1. Instructional Leadership

It could be viewed as a leadership approach (in educational organizations and schools) that allows school management bodies or school governing bodies to focus entirely on the teaching and learning process (i.e., instructional process) of the schools. It refers to a type of school leadership that authorizes school principals to work on the teaching and learning tasks as all their functions that contribute to learning in the schools (Seong, 2015:6 citing Sheppard, 1996). Instructional leadership is described as those actions that school principals take, or delegate to others, to promote growth in learners' learning (Mestry, 2017: 261). Likewise, Fullan (1991) considers instructional leadership to be an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace about shared goals, teacher collaboration, teacher learning opportunities, teacher commitment, and learner learning. It can be argued that instructional

leadership helps principals identify a school vision, empower and inspire teachers, and innovate school classroom-based strategies to improve teaching and learning for teachers and learners (Mestry, Koopasammy-Moonsammy & Schmidt, 2013). Moreover, instructional leadership refers to educational leadership which focuses on the technical core responsibilities of schools, namely teaching and learning, by defining the school's mission, managing the instructional program, and promoting school learning climate (Hoy and Miskel, 2008). Spillane, Halverson, and Diamond (2004:11) define instructional leadership as the identification, acquisition, allocation, coordination, and use of the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning. According to Nkobi (2008:18), instructional leadership seeks to improve the teachers' quality of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards school work as well as their personal life. Thus, the consequences of learner learning are overwhelmingly addressed while considering the definition of instructional leadership.

1.16.2. Principal

It refers to a person who is said to be an instructional leader of a school. As clearly noted by Blase and Blase, (2002:3), the principal refers to an instructional leader who is appointed at the top position in a school to manage, operate, and lead all the activities of the school. He/she is an authorized top executive responsible to manage resources as well as coordinate all manpower of a school while doing every activity/task of his/her respective school besides representing the schools both internally as well as externally. That means that the principal is in charge of what happens in his/her school. School improvement is critically dependent on the management skills of stakeholders, essentially of the principal's skills which include instructional leadership (Joshi and Verspoor, 2013: XXX). Thus, a principal in this study means the head or director of a secondary school who plays a leading role in any school activity.

1.16.3. Region

Region refers to member states of the Federal Democratic Republic of Ethiopia (FDRE, 1995). The Federal Democratic Republic of Ethiopia is divided into nine Regional States and two City Administrations. Regional states have considerable authority and responsibility, ensured by the constitution, which they exercise and discharge through councils at Region, Zone,

Woreda/District, and Kebele levels (MOE, 2015a:1). Consequently, education is the shared responsibility of these administrative tiers. SNNPRS (South Nations, Nationalities and Peoples' Regional State) is one of the member states of the Federal Democratic Republic of Ethiopia (FDRE, 1995). SNNPRS is organized in Zones, Special Words, Woredas, and Kebeles (SNNPRS, 2001: 102).

1.16.4. Roles

Kuper and Kuper (1999:748) define a role as an organized set of observable and expected behaviors about a specific office or position. A role has certain obligations and responsibilities which specify behavior and may be termed role expectations. Wright (2001: 9) describes a role as an institutional blueprint for action, which derives its meaning from other related roles in the organization. That is, role refers to a persons' function, what he/she does for a process to be complete. In the context of this study, a role will refer to the activities of the principal that have a bearing on teacher growth and learner achievement in the school.

1.16.5. School Effectiveness

School effectiveness refers to the performance of a school as an organization or as a system. It includes all contextual variables related to the school such as teaching, learning, administration, learners, and community involvement that enhance positively overall work and working conditions at school (Saleem, Naseem, Ibrahim and Huaain, 2012: 242). Effective schools are those that are focusing on improving learner achievement and enhancing the quality of teaching and learning. School effectiveness focuses on answering questions regarding "what works and why" to bring about change in the desired direction in education (Sinay& Ryan, 2016: 6). Thus, school effectiveness refers to the status of a school in realizing/attaining its objectives. Determining school effectiveness needs to be based on the school's level with respect to:- having the right amount of inputs (are resources such as financial, materials, human, time, and information) that support the teaching and learning process and used to implement activities related to the overall instructional tasks; designing and materializing the correct through-put/process (regular efforts needed to produce the outputs in schools) of teaching and learning that needs to be evaluated based on the criteria/rubrics set; having the right amount of out-puts (products or services needed to achieve the outcomes) regarding quality as well as quantity (that is, number of learners who are

promoted to the next grade and/or education level in the case of secondary education); attaining the standard pertaining to the outcomes (set of beneficiary and societal/population-level changes needed to achieve the goal that usually illustrated as knowledge gained, attitudes changed in desirable direction, and best practices developed) as a result of schooling/education in the schools; and impacts (statement of results to achieve the policy intentions) effected. That is, school effectiveness refers to the extent of the school's success in achieving the objectives/goals which could be reviewed based on the criteria/rubrics that serve to appraise the performance of schools in terms of input, throughput (process), output, outcomes, and impacts.

1.16.6. School Improvement

It refers to the course of action that focuses on changing the trends and guiding principles of schools to advance the teaching and learning process to enhance education quality and academic achievement of learners (Barnes, 2004). School improvement is not an event; it is a process. It is also a never-ending process because there is and should always be room for improvement. The focal point of school improvement has been on responding to questions concerning "what is the practice and policy" as an important input to transform schools (Sinay& Ryan, 2016: 6). In the Ethiopian education context, the School Improvement Program (SIP) is a nationally designed comprehensive plan that supports and allows primary and secondary schools to adopt the plan based on their specific school context and implement it accordingly since 1999 E.C. (MOE, 2010c: 6). School Improvement Program (SIP) is a scheme designed to assist schools to identify priority needs through a process of self-assessment; develop an effective and practical School Improvement Plan to address those needs; and then monitor and assess implementation. It is emphasized that a) the SIP is a critical process for the improvement of the teaching and learning environment, and b) the process will bring control of schools into the community (MOE, 2008: 43 - 44). The schools, through critical self-assessment, are required to identify the most significant areas that need school improvement within the domains of - Learning and Teaching; School Environment; Leadership and Management; and Community Involvement (MOE, 2008: 41). Within each domain, focus areas and standards of performance need to be highlighted and indicated. The purpose of the school improvement plan is to improve the quality of teaching and learning in the school and ensure continuous progress of students learning. The school

improvement plan provides a framework for analyzing problems and addressing instructional issues in a school (MOE, 2013b: 6).

1.16.7. Secondary School

It refers to schools with grades 9 to 12. That is, it refers to a school comprising grades 9-12. Secondary Schools enroll learners who complete successfully the final grade (grade 8) of primary education. The system of secondary education in Ethiopia is constituted of two cycles. The first cycle called General Secondary provides grades 9 and 10 and enrolls learners who successfully pass grade 8 of primary level. The second cycle, also called Preparatory Program, is constituted of grades 11 and 12 and accepts learners who score pass-mark at the grade 10 national examination. Here in Ethiopia, secondary education is of four-year duration and given in two stages, junior and senior levels of two years each which are designated as first cycle secondary level education and second cycle secondary level education respectively. Secondary education completes the provision of general education that began at the beginning of the second cycle of primary level education and aims at laying the foundations for lifelong learning and human development, by offering more subjects or skill-oriented instruction. Currently, the structure of Ethiopian education consists of:- at least three years of early childhood education (kindergarten education) for children with ages utmost (up-to a maximum of) six years or (for children between the ages of four to six years); four years of basic education at the first cycle primary level education for children officially within the age range of seven to ten years, and four years of general education at the second cycle primary level education for pupils formally in the age category of eleven to fourteen years; two years of general secondary education, and additional two years preparatory level secondary education for those learners who will succeed to pursue their further education at tertiary/higher level which requires at least three years to graduate from the program/university department. That is 3 years (kindergarten level learning) + 8 years (4+4) primary level education + 4 years (2+2) secondary level education + 3 or more years tertiary/higher-level education. According to the present education system and structure of Ethiopia, general education begins at the beginning of the second cycle primary level education (at grade 5) and terminates at the final grade of first cycle secondary level education (at grade 10).

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1.16.8. Special Wereda/District

Special Wereda/District is an administrative hierarchy next to Region (SNNPRS, 2001: 123). It refers to an administrative unit that is directly responsible to Region (SNNPR). It is a sub-unit of the regional state. It has an administrative status of Zone. That is, there is no other administrative hierarchy in between Region and Special Wereda/District. Similarly, there is no hierarchy of administration between Special Wereda/District and Kebele, which is the lowest administrative unit directly responsible to either Special Wereda/District or Wereda/District which is an administrative sub-unit of a Zone. The Woreda/District Administration is next to the Zonal Administration hierarchy (SNNPRS, 2001: 128). Hence, the Kebele Administration is the last (when the chain of command of administration is viewed from top-down) and/or the first grass-root level (when the hierarchy of government is seen from bottom-up) administrative hierarchy of the Region SNNPRS (SNNPRS, 2001: 135).

1.16.9. Zone

The Zone or Special Wereda/District is an administrative hierarchy next to Region (SNNPRS, 2001: 123). It is an intermediate administrative level between Regions and Weredas/Districts. It refers to the administrative classification of Regions, according to the current reclassification of the country (Ethiopia) into a Federal Democratic Republic form of government, into Zones. Each Zone comprises Weredas/Districts and Weredas/Districts are also further divided into Kebeles, which is, as indicated above, the lowest level of the governmental unit of administration. The only difference between Zone and Special Woreda/District in the hierarchy of administration in the SNNPR is that Zone is an intermediate administrative level between Regions and Woredas/Districts in the SNNPR; whereas Special Woreda is an intermediate administrative level between Regions and Kebele in the SNNPR. There are no Woredas/Districts, which is the administrative unit next to Zonal Administration hierarchy in the SNNPR, within the Special Woredas/Districts hierarchy of administration.

1.17. LIMITATIONS OF THE STUDY

Limitations refer to factors or conditions beyond the control of the researcher. It may affect the execution of the study as well as the validity of the findings. This study may have the following limitations.

- Time and financial constraints have influenced in limiting the size of the sample, the duration of the study, and the geographical area covered which may affect the findings of the study. The outbreak of the COVID-19 (Corona Virus) pandemic and the following lockdown of secondary schools have exacerbated the problem of time and financial constraints of the study. Likewise, the time for data collection was not convenient to respondents and participants since it was in the middle of the COVID-19 (Corona Virus) pandemic outbreak and the resulting lockdown of secondary schools.
- The research tools developed might not fully reflect the local realities, and therefore, the study might not comprehensively reveal the internal feelings and perceptions of the study population about the problem under investigation.
- Since the study was based on data obtained from sample secondary schools in the study zone and Special Woreda/District, the findings of the study on instructional leadership role execution and its effect on school improvement programs may not unfold all problem areas concerning secondary schools' principal's instructional leadership roles execution to enhance school effectiveness in other schools of the study site/area as well as schools in other Zones and Special Woredas/Districts in the Region (that is, SNNPR). Moreover, the sample that was selected might not be representative of all the secondary schools in the study area.

1.18. DELIMITATION OF THE STUDY

Delimitation in this study delineated the boundaries in terms of content, level of education, subjects, as well as the location of the study. Accordingly, this study included randomly selected seven secondary schools with grades 9 to 12 in one Zone, and in one Special Woreda / District of South Nations, Nationalities and People Region (SNNPR) in Ethiopia. They were secondary schools in Hadiya Zone and Helaba Special Woreda /District. Consequently, principals, vice-principals, school improvement program coordinators, supervisors, teachers, students' council

members, and Parent-Teacher-Student Association (PTSA) members in the secondary schools in the specified Zone and Special Woreda/District were the respondents and participants of this study. In terms of the content, the study focused on exploring the effect of principals' instructional leadership roles on the school improvement program (SIP) in the government secondary schools in SNNPR in Ethiopia.

1.19. STRUCTURE OF THE THESIS

The whole study is presented in six chapters.

Chapter One: General orientation of the study

Chapter one focuses on the orientation of the study. This chapter provides a general overview of the study, including introduction, the background of the study, the rationale for the study, problem statement and research questions, aims of the study, the research design and methodology through which the research is conducted, ethical aspects of research, the proposed contribution of the study, the definition of key terms, thesis map and delimitation of the study.

Chapter Two: Review of related literature

Chapter two deals with the literature review that focuses on the conceptual perspectives of leadership and educational leadership; the concept of instructional leadership; different models of instructional leadership; and the theoretical framework of this study, which is Hallinger's (2011) Instructional Leadership Model and its dimensions. The chapter also presents barriers to instructional leadership, and it briefly deals with distributed leadership that may help in creating a positive sense of cooperation and collaboration while leading schools as a social organization. Besides, the chapter concentrates on explaining the school as a unique institution that requires visionary school leaders and/or principals who are effective and efficient in planning as well as implementing school improvement programs that could be considered as a key strategy to enhance school effectiveness. Additionally, characteristics of effective schools, characteristics of effective principals, and characteristics of instructional leaders as major components of school effectiveness are also assessed in this chapter. Knowledge and skills required of principals as instructional leaders and as top executives of schools in particular, and roles and responsibilities of school

principals while leading schools are also presented in this chapter. Furthermore, this chapter also presented essential highlights on the standards set for Ethiopian school principals.

Chapter Three: Evolution of Education in Ethiopia and School Improvement Program

This chapter focuses on a brief overview of the evolution of education in general and on the development of modern education in Ethiopia in particular. A glimpse at traditional education as an overview of the evolution of education in Ethiopia; the development of modern education in Ethiopia; the major educational reform attempts in Ethiopia since the inception of modern education; trends of national examination as an important aspect of school improvement program to enhance school effectiveness in the Ethiopian education system; educational structure and its implications at different eras in the history of modern education in Ethiopia; and School Improvement Program (SIP) with its objectives and principles as a key strategy to enhance school effectiveness are reviewed in this chapter. Moreover, school improvement program (SIP) related issues that include planning, implementation, and monitoring and evaluation of school improvement program (SIP); roles of principals in the implementation of school improvement program; success factors in the implementation of school improvement program; challenges encountered in the implementation of school improvement program; and strategies to deal with the challenges in the implementation of SIP are also deliberated in this chapter.

Chapter Four: Research methodology and design

Chapter four has made its emphasis on discussing the research methodology focusing on the research paradigm, the design of the study, the study site, sampling, data-collection instruments and procedures; data-analysis techniques, trustworthiness/transferability, and validity/reliability of the data, and ethical considerations.

Chapter Five: Presentation, analysis and interpretation of data

Chapter five has emphasized the presentation, analysis, and interpretation of both quantitative data and qualitative data simultaneously

Chapter Six: Summary of the major findings, conclusions, recommendations, and implications for further research

Finally, chapter six, this last chapter of the study, dealt with a summary of the major findings, conclusions, recommendations, and implications for further research.

1.20. SUMMARY OF THE CHAPTER

The overall introduction to the study is briefly presented in this first chapter. The source and importance of the problem and the way forward to find answers to the research questions are elucidated. This was followed by the expected contributions of the study, and research philosophy and paradigms. The description of research methodology that includes sources of data, instruments of data collection, methods/tools of data analysis, and population, sample size, and sampling techniques of the study are also briefly presented. How to maintain/ensure trustworthiness /transferability and validity/reliability of data is also treated and explained in this first chapter of the study. This chapter also included the delimitation/scope of the study, the definition of key terms, ethical considerations, the theoretical framework of the study, and the limitations of the study. Finally, the chapter presented chapter outline/division as an organization of the entire study and a summary of chapter one.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. INTRODUCTION

This part of the study (Chapter two) focuses mainly on presenting a review of the related literature concerning the conceptual and theoretical framework of the study. Accordingly, it presents conceptual perspectives of leadership and educational leadership, the concept of instructional leadership, different models of instructional leadership, and the theoretical framework of this study that is Hallinger's (2011, 2009) Instructional Leadership Model and its dimensions. The chapter also presents barriers to instructional leadership and it (the chapter) briefly deals with distributed leadership that may help in creating a positive sense of cooperation and collaboration while leading schools as a social organization. Besides, the chapter concentrates on explaining the school as a unique institution that requires visionary school leaders and principals who are effective and efficient in planning as well as implementing school improvement programs that could be considered as a key strategy to enhance school effectiveness. Additionally, characteristics of effective schools, characteristics of effective principals, and characteristics of instructional leaders as major components of school effectiveness are also assessed in this chapter. Knowledge and skills required of principals as instructional leaders and as top executives of schools in particular, and common roles and responsibilities of school principals while leading schools are also presented in this chapter.

2.2. CONCEPTUAL PERSPECTIVES OF LEADERSHIP AND EDUCATIONAL LEADERSHIP

Before viewing educational leadership let us consider the concept of leadership that may help in clearly conceptualizing the notion of educational and/or school leadership that encompasses all aspects of instructional leadership, which is the focus of this particular research/study. Makau and Tanui (2014: 2) asserted that leadership should be defined broadly as a social process in which a member of a group or organization influences the interpretation of internal and external events, the

choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations and shared orientations.

Van Fleet (1991: 157) views leadership as a route whereby one person influences a person or group towards the achievement of a goal with no force or coercion. Lunenburg and Ornstein (2004: 135) share a similar view that leadership is a process of getting things done through people or influencing others to work towards a shared goal. Leadership is a multidimensional phenomenon, (DePree, 1989 cited in Algahtani, 2014: 75), which has been defined as a behavior; a style; a skill; a process; a responsibility; an experience; a function of management; a position of authority; an influencing relationship; a characteristic; and an ability (Northouse, 2007).

Bush and Glover (2014: 554) define leadership as the process of having a positive influence upon others while leading/coordinating organizations and/or schools (a typical example of organization/institution of the education system of a certain nation/country) to the achievement of the desired purposes and influence their staff and other stakeholders to share the vision of the organization/school. Leadership is about learning together and constructing meaning and knowledge collectively and collaboratively (Northhouse, 2010: 3). Leadership, the same author goes on to explain, involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through continuing conversations. So, school leaders and/or principals, as heads of their respective schools, are expected to work critically on positively influencing the way the major stakeholders of schools (teachers, department heads, supervisors, learners, Parent Teacher Student Association members/PTSA, and principals themselves) perceive instructional leadership roles of schools where teaching and learning are going on.

Leadership is the effort to influence the behavior of individuals or members of a group to accomplish organizational, individual, or personal goals. It is a major way in which people (leaders) change the minds of others and move organizations forward to accomplish identified goals (McGregor, 1960). Koontz and Donnell (1976) stated leadership as influencing people so that they will strive willingly towards the achievement of group goals. It is a process by which one person influences the thoughts, attitudes, and behaviors of others. In connection to this, Northouse (2007) defines leadership as a process whereby an individual influences a group of individuals to

achieve a common goal. These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows:

(a) Leadership is a process;

(b) Leadership involves influencing others;

(c) Leadership happens within the context of a group;

(d) Leadership involves goal attainment; and

(e) These goals are shared by leaders and their followers.

Thus, leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Without leadership, a group of human beings quickly degenerates into argument and conflict, because we see things in different ways and lean toward different solutions. Leadership helps to point us in the same direction and harness our efforts jointly. Therefore, leadership is the ability to get other people to do something significant that they might not otherwise do. It is energizing people toward a goal. Without followers, however, a leader isn't a leader, although followers may only come after a long wait (MOE, 2013c: 17).

Leadership is regarded as the single most important factor in the success or failure of institutions such as schools. It is a process of influencing workers (in schools both academic/line and non-academic/staff personnel) to achieve the desired expectations. In organizational management including school as social organization line personnel refers to individuals who are directly responsible for performing the objectives of the organization/school (teachers in the case of educational institutions/schools while staff personnel refers to support workers such as cleaners and guards). To reach the school expectations, principals should be prudent enough to influence and gain support from the stakeholders in the school community. Effective leadership is a key factor in the life and success of an organization. Leadership transforms potential into reality. Leadership is the ultimate act that brings to success all of the potent potentials that are in an organization and its people. Leaders propose new paradigms when old ones lose their effectiveness (MOE, 2013c: 17).

Leadership may be viewed as a process whereby an individual (or group of individuals) influences a group of individuals to achieve a common goal. Thus, school leadership may be viewed as a

process whereby school leaders influence teachers, other professionals, and learners to achieve the goals of the schools (The European Trade Union Committee for Education/ETUCE, 2012: 7). School leadership operates within diverse and dynamic education contexts. The roles of school leaders have continued to evolve in response to new challenges, including decentralization and more demands for accountability (ETUCE, 2012: 7).

According to Marishane and Botha (2011), defining educational leadership is not an easy task for an educational practitioner. Its description depends on the manner (how), the time (when), and the position (where) in which one stands when looking at it, and one's ability to defend a particular viewpoint (why). They further elaborate that it depends also on the conditions (context) under which such a definition or description is made.

School leadership, which could also be designated as educational leadership, is an area that provides opportunities to guide others through teaching, training, research, and services. It focuses on pedagogy, epistemology, and human development (Sabeena and Muthaiah, 2017: 2597). According to Southworth (2002: 7), educational leadership focuses on the education system and is about education; it is integral about teaching and learning processes and outcomes, and it is about a school. Moreover, educational leadership, According to Peleg (2012: 5), is a long-term campaign and grows out of knowledge and experience. It requires patience and time which means that the fruits of good leadership can be enjoyed in the long run. In essence, educational leadership refers to the school leadership that has been identified as a key element in the effectiveness of schools and/or educational organizations/institutions (Brauckmann & Pashiardis, 2010: 12).

Instructional leadership, which involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources, and evaluating teachers regularly to promote learner learning and growth (Sabeena and Muthaiah, 2017: 2597), has been considered as one of the numerous educational leadership theories and perspectives that have been emerged and explored most frequently until these days. These include educational leadership theories and perspectives such as transactional leadership, in which leaders focus on the relationship between the leader and follower; transformational leadership, in which leaders focus on the beliefs, needs, and values of their followers (Burns, 1978); distributed leadership, which is a conceptual and analytical approach to understanding how the work of leadership takes place among the people and in context of a

complex organization like school (Spillance, 2001); and teacher leadership, which refers to the process by which teachers, individually or collectively, formally influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the goal of increased learner learning and achievement (Sabeena and Muthaiah, 2017: 2597).

According to Gonos and Gallo (2013: 158), the prerequisites for leadership can be organized into four main categories as follows: knowing yourself; knowing the employees and understanding them; having knowledge and skills of using management methods and procedures, and displaying the behavior of a manager which corresponds with the situation.

According to Leithwood and Reihl (2003) and Leithwood et al. (2006) cited in (Peleg, 2012: 5), the educational leader is responsible for:

- Creating the school vision and establishing the direction which enables the achievement of high performance from both the learners and teachers as expected.
- Understanding and developing people to get appropriate skills (teachers, other staff members, and learners) by providing intellectual motivation and leadership to achieve set goals in the school.
- Re-structuring the organization: The principal has to provide a conducive and productive environment while sustaining good relationships with all stakeholders in the school as well as the community as a whole.
- Managing the education system and the learning: Providing good working conditions for teachers and learners so that quality education is provided in the school.

Moreover, school leaders play a vital role in the provision of quality education and in ensuring equity and equal educational opportunities for all learners. School leaders create conditions for effective teaching and learning in their institutions, they provide the necessary resources, they support and motivate their teachers and learners. School leaders can help in creating and maintaining a positive school climate and a culture of peace, tolerance, equity, inclusiveness, cooperation, hard work, order, and discipline in their schools for the benefit of the whole school community (ETUCE, 2012: 7).

School, as a social organization, needs knowledgeable and skillful school leaders and/or principals if it is to attain its objectives effectively. School leaders or principals, to be successful in managing

schools, should equip themselves with the necessary management skills that include conceptual skills (the ability to integrate and coordinate the school's activities, and the ability to view school in its entirety as an organization), human skill (the ability to work effectively with others or group of people and to build cooperative effort within the team/group), and technical skill (the ability to use tools, techniques, and/or approaches in a specialized manner which correspond in education as the ability to have understanding of, and proficiency in the methods, processes, procedures, and techniques of the teaching and learning activities) (Ayalew, 1991b: 3). On the other hand, having such skills critically requires school leaders' and/or principals' understanding and awareness of the concept of leadership and educational leadership in general and the concept of instructional leadership in particular. The concept of leadership and educational leadership are reviewed in the preceding section. The next section discusses the concept of instructional leadership.

2.3. THE CONCEPT OF INSTRUCTIONAL LEADERSHIP

The history and the emergence of the idea of instructional leadership, as Hallinger (2011a: 125) citing Bridges (1967, 1982) mentions, dates far back to the 1960s. Moreover, Hallinger, Wang, Chen, and Li (2015: 2), citing different scholars (such as Bridges 1967, Erickson 1967, and Lipham 1981), trace the development of instructional leadership as a practice-related construct/prescription rather than a theory-driven construct that emerged in the USA during the 1950s and 1960s. Instructional leadership has long been advocated as a primary responsibility of principals. What is unclear, however, is the role that instructional leadership plays in the current era in the daily work lives of principals, how they practice as instructional leaders, and toward what instructional outcomes they strive for (Reitzug, West, and Angel, 2008: 694).

Various explanation of instructional leadership has been stated by many researchers and scholars in educational leadership. One of them is a type of leadership that affects school's development and leadership that uses knowledge in solving academic problems and educating teachers to know their roles to realize the school goal (Hassan, Ahmed, and Boon, 2018: 425). Instructional leadership has become an increasingly important aspect of reforming and improving schools (Hoy & Miskel, 2005: 29). Instructional leadership constitutes the core business of a school as an organization and its principal as an instructional leader of the school. In this regard, the concept

needs to be understood in the context of managing an educational organization and/or school to attain its main goals.

Instructional leadership could be viewed as a leadership approach (in educational organizations/institutions and/or schools) that allows school management bodies/school governing bodies to focus entirely on the teaching and learning process or instruction of the schools. Instructional leadership could be conceptualized as a type of school leadership that authorizes school principals to work on the teaching and learning tasks as all their functions that contribute to learners learning in the schools (Seong, 2015: 6 citing Sheppard, 1996). It may be described as those actions that school principals take, or delegate to others, to promote growth in learners' learning (Mestry, 2017: 261). Likewise, Fullan (1991) considers instructional leadership to be an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace about shared goals, teacher collaboration, teacher learning opportunities, teacher commitment, and learner learning.

It can be argued that instructional leadership helps principals identify a school vision, empower and inspire teachers, and innovate school classroom-based strategies to improve teaching and learning for teachers and learners (Mestry, Koopasammy-Moonsammy & Schmidt, 2013). Moreover, instructional leadership has to be made analogous to educational leadership which focuses on the technical core responsibilities of schools, namely teaching and learning, by defining the school's mission, managing the instructional program, and promoting school learning climate (Hoy and Miskel, 2008).

On the other hand, instructional leadership has also been characterized as the identification, acquisition, allocation, coordination, and use of the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning (Spillane, Halverson, and Diamond, 2004: 11). According to Nkobi (2008: 18), instructional leadership seeks to improve the teachers' quality of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards school work as well as their personal life.

Moreover, instructional leadership, according to Sisman (2016) as cited in Hassan, Ahmed, and Boon (2018: 425), should be viewed as to the power and behavior used by school leaders, teachers,

and school supervisors to affect individuals and situations in school to enhance the overall teaching and learning process. The same author keeps on emphasizing that the most important aspect that differentiates instructional leadership and other educational leadership is that instructional leadership focuses more on the teaching and learning process in school. He added that five behaviors of instructional leadership should be practiced by school leaders and/or principals which are:

(1) Identifying and sharing school objectives;

(2) Administrating curriculum and instructional process;

(3) Evaluating instructional process and learners' academic achievement;

(4) Supporting teachers while enhancing their quality; and

(5) Creating a positive learning environment and school climate.

These instructional leadership functions conform to the dimensions and its constituent elements of Hallinger's (2011, 2009) instructional leadership which has been selected as an appropriate theoretical framework of this research/study. This is so because, identification of school objective and sharing it with the major stakeholders of school (principals, supervisors, teachers, parents-teachers-students association/PTSA members, learners, and other education experts at different levels or tiers of education) bear a resemblance to constructing and communicating or spreading of school goal as the components of defining school goal which is the first dimension of Hallinger (2011, 2009) instructional leadership. Administrating curriculum and the instructional process is very similar and the same with supervising and evaluating instructions and coordinating curriculum as main functions within the instructional leadership dimension of managing an instructional program of Hallinger's (2011, 2009) instructional leadership model. Evaluating instructional process and learners' academic achievement, supporting teachers while enhancing their quality, and creating a positive learning environment and school climate are analogous tasks/activities with the task of monitoring students' development within the instructional leadership dimension of managing instructional program and with the activities of protecting instructional period, visible presence of school leaders and/or principals, providing incentives for teachers and learners' learning and promoting professional development within the instructional leadership dimension of promoting school climate in Hallinger (2011, 2009) instructional leadership model. Thus, Hallinger (2011, 2009) instructional leadership model encompass the main functions of instruction (teaching and learning related functions/tasks or activities) that

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require to be performed by school leaders and/or principals as well as by the major stakeholders of school (teachers, supervisors, parents-teachers-students association/PTSA members, learners in the schools and other education experts at different levels or tiers of education which include educational experts in the Federal Ministry of Education, Regional Education Bureaus, Zonal Education Departments, and Woreda/District Education Offices and academic authorities in the schools of primary, secondary and tertiary level education).

In addition, Hassan, Ahmed, and Boon (2018: 425) citing Hallinger (2011, 2000) stated that instructional leadership is about an effort exerted and roles executed by school leaders to improve the teaching and learning process that involves teachers, parents, learners, and a combination of planning, organization, facilities, and school culture. School leaders need to ensure each individual in the school cooperates and helps one another in executing the best educational program. Likewise, Southworth (2002: 79) states that instructional leadership is strongly concerned with teaching and learning including the professional learning of teachers as well as learner growth. Similarly, Bush (2008: 401) views instructional leadership as a very important dimension because it targets the school's core activities, teaching, and learning.

Although instructional leadership can mean different things to different people, its functional definition, according to Nkobi (2008: 490), refers to school-based leadership focused on assisting teachers in their classroom practice to achieve the objectives/goals of educational institutions/organizations and/or schools through improving the overall teaching and learning process of the schools and ultimately enhancing the academic performance of the learners. Thus, the effects and outcomes of learner learning are unquestionably addressed while considering the concept of instructional leadership. That is why, instructional leadership, like Joyner, Ben-Avie, and Comer (2004: 93) point out, is viewed as the critical element in improving learner achievement.

In this study instructional leadership is considered to be leadership applied in the schools to improve the teaching and learning process of schools and in due course enhance learners' academic achievement. In addition, instructional leadership, as an approach of leading schools with due emphasis on teaching and learning, is likely to be a key input for school leaders and/or principals, while implementing new initiatives and reforms in the education system at the school level. The

best example in this regard is the principals' attempt in the schools of Ethiopia to put into practice the well-known educational reform agenda that has been designated as a school improvement program/plan (SIP). SIP focuses primarily on instructional aspects of schools. School leaders and/or principals, as instructional leaders, should put forth effort not only in implementing the SIP as a reform and change initiative but also in evaluating the impact and outcomes created as a result of SIP implementation at the school level. Unquestionably, full-scale implementation of school improvement program/plan, which focuses on the key variables of schools as its major sphere of influence or domains that include (teaching and learning, creating safe and orderly school climate/environment, school leadership, and community involvement), requires the commitment of the school leaders and/or principals as instructional leaders.

Emphasizing instructional leadership, as the style/approach of managing schools to accomplish the goals of the school, and considering SIP as a key strategy to attain effectiveness of schools are two lately introduced initiatives or reforms in the Ethiopian education system particularly at the school level. Different functions in each dimension of instructional leadership models are related to aspects in the domains of SIP in schools. Emphasizing the execution of instructional leadership roles at the school level is directly related to and considered as putting forth the effort to implement SIP. Conversely, an attempt to put SIP into practice at the school level shows the extent that instructional leadership is emphasized in schools. Hence, effective and efficient execution of instructional leadership roles by the major stakeholders of schools in general and by educational leaders and/or principals, in particular, become a school culture through the full-scale implementation of SIP that could be considered as a decisive tool for school effectiveness. After all, both instructional leadership and school improvement programs (SIP) are not mutually exclusive. Rather, they complement each other. Studying different models of instructional leadership may shed more light in this regard. This study also partly attempts to explore the effect of principals' instructional leadership roles on school improvement programs (SIP).

Reviewing the models of instructional leadership may help in clearly identifying and recognizing the common instructional leadership roles that need to be executed/performed by major stakeholders of the school that include school leaders and/or principals. Identifying the general instructional leadership roles of school leaders and/or principals may in turn support school leaders and/or principals to have a comprehensive picture of instructional leadership and to adopt the

leadership approach/style (instructional leadership approach/style) that suits their respective schools and the schools' situations best. Moreover, exploring different models of instructional leadership through different literature assessments may also add worth mentioning values to its notion that may help educators in having a deep understanding of the concept of instructional leadership and its constituents as well as its application in the schools. Moreover, analyzing models of instructional leadership may enable educational leaders to come up with the relevant and appropriate instructional roles that school leaders and/or principals must adhere to in executing their roles. Based on such assumptions, different models of instructional leadership are reviewed in the subsequent sections.

2.4. MODELS OF INSTRUCTIONAL LEADERSHIP

The leadership of school leaders' regardless of their position designation as principal or headmaster is among the key factors that can affect the academic achievement of learners directly or indirectly. Based on previous research, as Hassan, Ahmed, and Boon (2018: 424) signify, a strong relationship between learner achievement and leadership of school leaders was proven. Different approaches, the same authors went on explaining, have been outlined and attempted to improving learner achievement through the improvement of school leaders' performance. One of the approaches strongly suggested is that school leaders/principals should act as instructional leaders who are actively involved in teacher development activities by planning, coordinating, and evaluating the teaching and learning process at school. Other recommended approaches that complement the instructional leadership role of school leaders and/or principals are that the school leaders need to act as the main agent of change in ensuring the vision and mission that can be acknowledged parallel to the school's goal for learners' success and that school leaders have to create a conducive school environment and support teaching and learning process inside and outside the classroom. Thus, school leaders and/or principals are key inputs to improve learners' academic achievement. As a result, principals, as instructional leaders of their respective schools, should carry out their instructional leadership roles effectively and efficiently, and should also act as change agents to positively influence others to do the same concerning instructional tasks of the school.

Researchers tend to characterize instructional leadership through the traits, behaviors, and processes a person needs to lead a school effectively. Several models of instructional leadership have evolved over the past two decades (DiPaola & Hoy, 2008: 3). A model is a roadmap to success in what one wants to accomplish. It is proven that instructional leadership is, as Hassan, Ahmed, and Boon (2018: 425) indicate, a leadership model that is still relevant and trusted to bring schools under the ministry of education to keep moving forward in empowering learners' academic achievement and personality to produce quality human capital. Models of instructional leadership, According to Duke (1997: 80), are useful for describing the instructional leadership role in promoting teaching and learning.

Researchers define instructional leadership through the traits, behaviors, and processes a person needs to lead a school effectively. Thus, a multitude of conceptual models that demonstrate instructional leadership exists. That is, there are about as many versions of instructional leadership as there are people who write about it. Accordingly, various instructional leadership models have been developed by education scholars to define dimensions and functions or roles that can be practiced by school leaders and/or principals in winning their responsibilities as instructional leaders. This section will review the prevailing conceptualizations of instructional leadership and attempts to relate different instructional leadership models with what is going on practically in schools as instructional leadership activities to enhance the quality of education and ultimately to advance the academic achievement of learners. As a result, in this study, the following five main instructional leadership models that are frequently discussed by academic researchers are reviewed very briefly. They are Hallinger and Murphy's (1985) Instructional Leadership Model; Murphy's (1990) Instructional Leadership Model; Weber's (1996) Instructional Leadership Model; Alig-Mielcarek's (2003) Instructional Leadership Model; and Hallinger's Instructional Leadership Model (2011, 2009) which is selected as an appropriate theoretical framework for this study.

2.4.1. Hallinger and Murphy's (1985) Instructional Leadership Model

The Hallinger and Murphy (1985) instructional leadership framework was based on observations of elementary principals and a review of the literature on school effectiveness. That is, (Hallinger and Murphy, 1985) have developed their model of instructional management or leadership by examining the instructional leadership behaviors of elementary principals and reviewing the

literature on school effectiveness. From these analyses (from their empirical and theoretical analyses), they created a framework based on functions and processes. The framework of Hallinger and Murphy (1985) instructional leadership or management consists of three major dimensions and eleven job descriptors. The three major functions/dimensions of instructional leadership were defining the mission, managing the instructional program, and promoting a positive school climate (Mestry, 2017: 262).

Defining the school mission included framing school goals and communicating these goals to the staff and community as the fundamental functions of this dimension. Principals are also required to manage the instructional program, which has been one of the Hallinger and Murphy (1985) instructional leadership or management dimensions. This dimension (i.e., managing instructional program) was elaborated in terms of supervising and evaluating instruction, coordinating curriculum, and monitoring learners' progress. Creating a positive school climate is another important dimension of the Hallinger and Murphy's (1985) Instructional Leadership Model that could be realized by protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, enforcing academic standards, and providing academic incentives for learners as the main functions of the dimension. According to Hallinger and Murphy (1985: 223), "Principals can influence learner and teacher attitudes through the creation of a reward structure that reinforces academic achievement and productive effort; through clear, explicit standards embodying what the school expects from learners; through the careful use of school time; and the selection and implementation of high-quality staff development programs". Hallinger & Murphy's (1985) conceptualization of instructional management is illustrated in Table I below.

Though Hallinger and Murphy's (1985) Instructional Leadership Model was part of the early effort exerted to construct instructional leadership model by the academic authority of the globe, this instructional leadership model has been considered as the base for the development of the subsequent instructional leadership models at different times by the same and different academic authorities. It also became a basic groundwork and infrastructure to cultivate the recently established Hallinger (2011, 2009) Instructional Leadership Model which is the theoretical framework of this study. Moreover, Hallinger and Murphy's (1985) Instructional Leadership Model and Hallinger (2011, 2009) Instructional Leadership Model share a similar framework and

the same instructional leadership or management dimensions while defining the constituent elements that establish the main roles of school leaders and/or principals in each of their instructional leadership/management dimension.

Table 2.1: Framework of Instructional Management (Hallinger & Murphy, 1985)

Defines the Mission	Manages Instructional Program	Promotes School Climate
▪ Framing school goals ▪ Communicating school goals	▪ Supervising and evaluating instruction ▪ Coordinating curriculum ▪ Monitoring student progress	▪ Protecting instructional time ▪ Promoting professional development ▪ Maintaining high visibility ▪ Providing incentives for teachers ▪ Enforcing academic standards ▪ Providing incentives for learners

Source: Alig-Mielcarek (2003: 39).

As a result, when school's stakeholders tend to put the Hallinger and Murphy's (1985) Instructional Leadership Model practical in the school at this point, they are required to review recent instructional leadership models including Hallinger (2011, 2009) Instructional Leadership Model (the theoretical framework of this study) to equip themselves with the new ideas and assumptions innovated to enhance the application of instructional leadership as a mode of managing schools. Additionally, through assessing different instructional leadership models, school leaders and/or principals would be aware of the strengths and weaknesses of each instructional leadership model to build upon the strengths and minimize the impact of weaknesses while applying instructional leadership as an approach to managing schools. On the other hand, for practical reasonableness sake, Hallinger (2011, 2009) Instructional Leadership Model, as a recently developed instructional leadership model with different innovative modifications and as an instructional leadership model empirically proved in the schools, should necessarily complement Hallinger and Murphy's (1985) Instructional Leadership Model implementation in

the schools. Such setup may contribute to the school leaders' and/or principals' effectiveness and efficiency while employing instructional leadership as a strategy or an approach of managing schools and executing their main instructional leadership roles, which have been the building blocks of different instructional leadership models and their dimensions.

2.4.2. Murphy's (1990) Instructional Leadership Model

Murphy's Model (1990) augmented Hallinger and Murphy's Model. He continued to refine and elaborate the model with a systematic and comprehensive review and integration of the research from four major sources: the literature on effective schools, school improvement, staff development, and organizational change. Based on this review, he sketched and elaborated an instructional leadership framework that consisted of four basic dimensions of instructional leadership which have been broken down into sixteen different roles or behaviors that need to be practiced by an instructional leader. He further noted that principals ineffective schools (schools where the quality of teaching and learning were strong) demonstrated instructional leadership, both directly and indirectly. To reiterate, Murphy's (1990) instructional leadership framework was based on his research. The scope of his research mainly focuses on school efficacy/effectiveness, school improvement, staff development, and organizational changes when his research is viewed concerning the contents of the research.

The first dimension of instructional leadership is creating a mission and goal in which these will act as the foundation in developing a shared vision and goal, and ensuring all activities and efforts executed by the school are heading towards that vision and goal. Murphy had divided this dimension into two main functions which are first, to construct school goals and secondly, to spread school goals. According to Murphy (1990), learners' academic achievement becomes the basis or foundation of school goal construction. The constructed school goal needs to be shared frequently whether formally or informally to both stakeholders and collaborators that include mainly learners, parents, and teachers to make sure all activities that are carried out in school are heading towards the goal that was constructed together.

The second dimension is learning management that highlights the role of school leaders' management in administrating the teaching and learning process in school. This dimension involves five functions such as: promoting quality education; supervising and evaluating learning;

allocating and protecting instructional periods; coordinating curriculum, and monitoring learners' progress.

The instructional leaders may encourage quality teaching through discussions with teachers in curriculum meetings, teachers' instructional evaluation, visits to the classroom like learning walks, discussion during observation sessions, and many more. In addition, school leaders should protect the instructional periods properly through a suitable procedure. Instructional leaders and teachers should discuss together coordinating school curriculum through goal and objectives adjustments to fulfill the current demand of the national curriculum. Moreover, instructional leaders should also always monitor learners' progress by using evaluation data so that the goal and teachers' approaches during the teaching and learning process can be modified according to learners' needs.

The third dimension is promoting academic learning climate which refers to school leaders' actions that could influence norms, beliefs, and attitudes of teachers, learners, and parents of a school. This dimension encompasses four functions which include: creating positive standards and hope; maintaining high visibility; providing incentives for teachers and learners; and promoting professional development. According to Murphy (1990), principals can instill a school learning climate conducive for development through the teaching and learning process by setting positive standards and hopes, maintaining high visibility, providing incentives for teachers, and promoting professional development.

The fourth dimension which is to create a friendly and supportive school environment explains the instructional leaders' role to create an organizational structure and enhancing processes that would support teaching and learning executions. Principals, who succeeded to practice this dimension, can create a safe and organized learning environment; provide opportunities for meaningful learners' involvement; instill cooperation and cohesiveness among staff; outsource foreign sources to support school goals; and form relationships between homes and school.

To summarize, developing a mission and defining goals remained a fundamental feature of instructional leadership, but managing the instructional programs was expanded to include the principal's roles of promoting quality instruction and monitoring learner progress. Murphy (1990) also expanded the notion of promoting a positive school climate to include both promoting an academic learning climate and developing a supportive work environment. Thus, the elaborated

model of instructional leadership now had four basic dimensions and16 functions as indicated in Figure 2.1 below rather than having three dimensions as that of Hallinger and Murphy's (1985) and Hallinger (2011, 2009) Instructional Leadership Models.

However, this leadership model has its shortcomings. According to Alig-Mielcarek (2003), Murphy's Instructional Leadership Model has flaws as compared to the Instructional Leadership Model constructed by Hallinger (2011). This Instructional Leadership Model is not tested empirically in schools. This model is created based on literature research and deep observation by Murphy towards school leadership. Thus, relying upon and adopting Murphy's (1990) Instructional Leadership Model, which has not been proved empirically in educational institutions and/or schools about its effectiveness, while managing schools may cause an adverse effect that could not be repaired easily. To minimize such consequences, school leaders and/or principals must be aware of the strengths and weaknesses of different models of instructional leadership.

On the other hand, having awareness on the merits and limitations of various models of instructional leadership on the part of the major stakeholders of schools in general and the part of school leaders and/or principals, in particular, require critical analysis on each of the instructional leadership models in terms of its dimension as well as its constituent elements that build essentially the major instructional functions of school leaders and/or principals. It also requires understanding the assumptions behind each instructional leadership model and the extent to which the models are to be practically applied in the schools effectively and efficiently to enhance the quality of education and eventually to advance the academic performance of the learners. This concept holds for school leaders and/or principals who tend to apply Murphy's (1990) Instructional Leadership Model in the schools.

Figure 2.1: Murphy's (1990) Comprehensive Instructional Leadership Model/Framework

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                          ┌─────────────────────────────────────┐
                          │   Instructional Leadership Model    │
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Creating Mission and Goal	**Learning Management**	**Prompting Academic Learning Climate**	**Creating Friendly and Supportive School Environment**
Constructing school goal	Promoting quality teaching	Creating positive standards and hopes	Creating safe and organized learning
Spreading school goal	Supervising and evaluating learning	Maintaining high visibility	Providing opportunities for meaningful learners' involvement
	Allocating and protecting instructional period	Providing incentives for teachers and learners	Fostering cooperation and cohesiveness among staffs
	Coordinating curriculum	Promoting professional development	Outsourcing foreign sources to support school goal
	Monitoring learners' progress		Forming relationship between homes and school

Source: Hassan, Ahmed, and Boon (2018: 426) and Alig-Mielcarek (2003: 43).

2.4.3. Weber's (1996) Instructional Leadership Model

Weber (1996) addressed the need for instructional leadership regardless of the school's organizational structure and concluded that even if an instructional leader was not packaged as a principal, such a leader was imperative. He concluded from his review of the research that, "The leaderless-team approach to a school's instructional program has powerful appeal, but a large group of professionals still needs a single point of contact and an active advocate for teaching and learning" (Weber, 1996: 254). Weber's point is especially touching in today's educational arena of shared leadership and site-based management, and he emphasizes the conclusion that instructional leadership is necessary regardless of the hierarchical nature of a school organization.

Weber's Model (1996) of instructional leadership incorporated research about shared leadership and empowerment of informal leaders. He, an expert of collaborative concept in the management field, has identified five essential domains of instructional leadership that include: defining the school's mission; managing curriculum and instruction; promoting a positive learning climate; observing and improving instruction; and assessing the instructional program. His model is consistent with the two earlier models and incorporates many of the same elements. In this regard, Weber (1996) avers that effective instructional leadership would depend to a large extent on two important factors, that as, the flexibility that a school principal exhibits in sharing leadership duties, and the clarity with which a principal matches leadership duties with individuals who can perform them collaboratively (Mestry, 2017: 262 - 263).

The first dimension is defining the school's mission. Weber explained that defining school mission is a dynamic process that demands cooperation and energy mobilization of all parties including leaders, staff (staff refers to supportive personnel in the school but it doesn't include line personnel who are directly responsible for the execution of the objectives of the school that is teaching and learning-related tasks), teachers, learners, and parents to create a clear, honest and achievable mission.

The second dimension is managing curriculum and learning. According to Weber, the effort of managing curriculum and learning should be by the school mission. Instructional leaders should have the skills to guide teachers in the aspect of the teaching and learning process whether inside or outside the classroom so that learners could get the best learning experience. School leaders

should also assist teachers to use best practices to enable learners to achieve academic achievement goal that has been set by the school.

The third dimension is promoting a positive learning climate. To ensure that this dimension is achieved, school leaders and/or principals should communicate school goals widely by setting high achievement goals among learners, creating an organized learning condition, and improving teachers' commitment level in accomplishing their tasks.

The fourth dimension is observing and improving teaching quality. Through this dimension, school leaders may execute observation of teachers' teaching activity as it is an interaction opportunity between teachers and school leaders. This observation is a professional development opportunity for both parties in sharing best practices, new knowledge, and user experience that are hard to find in reading materials.

The fifth dimension is evaluating the teaching program. Instructional leaders are expected not only to be initiators of innovative ideas but also they are actuators and pioneers in contributing ideas for planning, designing, administrating, and analyzing various kinds of evaluation in evaluating the effectiveness of a curriculum and the overall teaching and learning processes of the school. Continuous evaluation of this curriculum, as well as the overall teaching and learning programs of the school as an instructional leadership role, would enable teachers to fulfill learners' learning needs effectively because improvement will be made based on the evaluation.

Nonetheless, this model also has its flaws. According to Alig-Mielcarek (2003), although Weber's Instructional Leadership Model (1996) is a combination of research findings on leadership sharing and teachers' ability to create schools that prioritize learners' academic achievement, this model has not been empirically tested as compared to Hallinger's Instructional Leadership Model (2011) and it cannot be proven if there is a positive correlation between the five dimensions in this model and learners' academic achievement. Thus, school leaders and/or principals should be aware of such hard facts while applying various instructional leadership approaches in the process of leading their respective schools. Attaining school objectives by using different reform attempts (such as school improvement program/SIP, instructional leadership approach) as instruments of school effectiveness and as systems that help to realize school improvement requires critical analysis on the part of school leaders and/or principals so that they can have a clear insight about different

instructional leadership models. It is only then that school leaders and/or principals will succeed in applying the right instructional leadership model that suits their school best.

Figure 2.2: Weber's Instructional Leadership Model (1996)
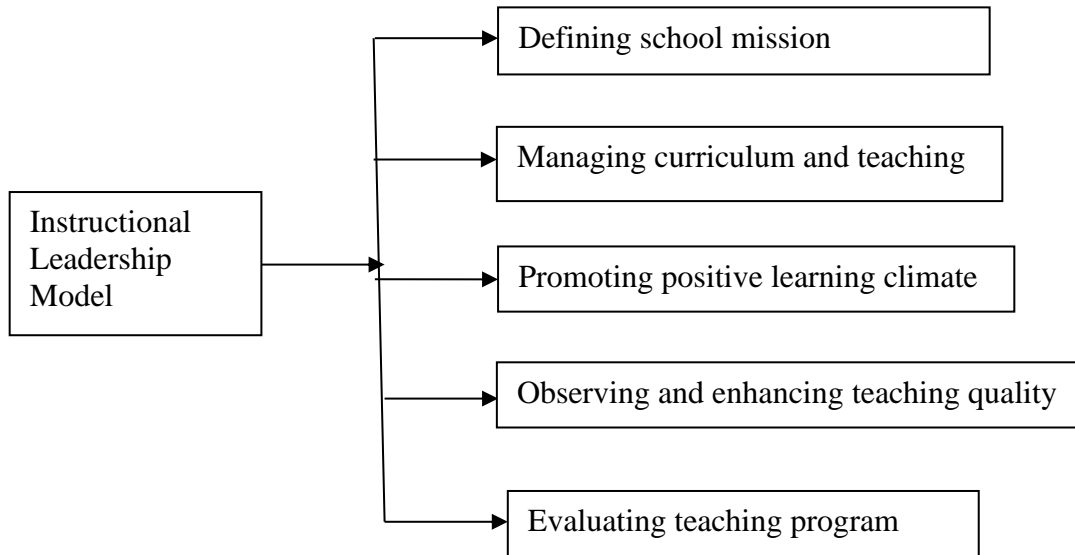
Source: Hassan, Ahmed, and Boon (2018: 427).

2.4.4. Alig-Mielcarek (2003) Instructional Leadership Model

Alig-Mielcarek's Instructional Leadership Model (2003) found three distinct similarities that emerged from a study of the three models (Hallinger & Murphy, 1985; Murphy, 1990; and Weber, 1996) discussed here just above. All three indicated the importance of instructional leaders in defining and communicating goals, monitoring and providing feedback on the teaching and learning process, and promoting and emphasizing the importance of professional development (Mestry, 2017: 263). Accordingly, by synthesizing the above three models, Alig-Mielcarek (2003) came up with an instructional leadership model that composed of three dimensions which are labeled as defining and communicating shared goals; monitoring and providing feedback on teaching and learning process; and promoting school-wide professional development (Alig-Mielcarek, 2003: 29). These three processes, as noted by Mestry (2017: 263), are consistent with Leithwood and Louis (2011) core leadership practices such as setting direction; developing staff; developing the organizational culture; and managing the instructional program which is emphasized as to the functions that the learners' achievement is influenced by.

Table 2.2: Instructional Leadership Model of Alig-Mielcarek (2003)

Instructional Leadership		
Defines and communicates shared goals	Monitors and provides feedback on the teaching and learning process	Promotes school-wide professional development
This means that the leader works collaboratively with staff to define, communicate, and use the shared goals of the school. Goals are used in making organizational decisions, aligning instructional practice, purchasing curricular materials, and providing targets for progress. These goals focus the staff around a common mission to achieve.	This dimension describes the activities of an instructional leader around the academic curriculum. These activities include being visible throughout the school, talking with learners and teachers, providing praise and feedback to teachers, learners, and the community on academic performance, and ensuring that the instructional time of the school is not interrupted.	Encompassed in this dimension are behaviors that are consistent with life-long learning. The instructional leader encourages teachers to learn more about learner achievement through data analysis, provides professional development opportunities that are aligned to school goals, and provides professional literature and resources to teachers.

Source: Alig-Mielcarek (2003: 48)

Through synthesis and theoretic grounding, Alig-Mielcarek (2003) has created an instructional leadership model which has been designated as a simplified model as clearly indicated in Table 2.2 that describes elements of the Simplified Model of Instructional Leadership. That is, Table 2.2 illustrates the three dimensions of instructional leadership as indicated here below.

The above-mentioned various instructional leadership models and their constituent elements are not mutually exclusive rather they seem to be mutually inclusive. These different instructional leadership models presented here above could be considered as both a set of tools and lenses to look at principals' instructional leadership roles that are expected to be executed in their respective

schools. Besides, they could also be deliberated as a list of varied instructional leadership models that may be taken into attention in looking for the management approach that suits each school's situation best and is applied while managing schools based on the circumstances of each school. All of these models show the importance of the following fundamental leadership functions in the school. These are: defining and communicating goals; promoting and safeguarding teaching and learning tasks/functions in the school to bring about proper interaction among the teachers, learners, and curriculum within the classroom during instruction by conducting critical monitoring and evaluation and providing appropriate as well as balanced feedback on the teaching and learning process; promoting the importance of professional development and frequently looking for mechanisms that help in increasing professional capability of school personnel that includes principals, supervisors, teachers, parents-teachers-students association/PTSA members, and student council members; and creating safe and orderly school environment. These activities are the prerequisites to bring about quality education in schools and eventually to realize the better academic achievement of learners.

2.5. THEORETICAL FRAMEWORK OF THE STUDY AND ITS MAIN DIMENSIONS

The model proposed by Hallinger (2011, 2009) was selected as an appropriate theoretical framework for this study. He suggests, as cited by Mestry, (2017: 263 - 264), the following dimensions (very similar to the above models) as prerequisites for effective instructional leadership. The three dimensions are defining school goals, managing instructional programs, and promoting school climate. These three dimensions comprise ten (10) functions that explain in detail the roles and tasks of instructional leaders in the school.

Figure 2.3: Hallinger's (2011, 2009) Instructional Leadership Model

Instructional Leadership Model

Defining School Goal	Managing Instructional Program	Promoting School Climate
Constructing school goal	Supervising and evaluating instructions	Protecting instructional period
Spreading school goal	Coordinating curriculum	Always seen/visible
	Monitoring learners' development	Providing incentives for teachers
		Promoting professional development
		Providing incentives for learners' learning

Source: Hassan, Ahmed, and Boon (2018: 427).

The first dimension, defining school goal, comprises two functions which are (1) constructing school goal and (2) spreading school goal. The second dimension is managing the instructional program. This dimension has three functions which are (1) supervising and evaluating instructions, (2) coordinating curriculum, and (3) monitoring learners' development. The third dimension is promoting school climate which comprises of five functions that are (1) protecting instructional period, (2) always seen or visible, (3) providing incentives for teachers, (4) promoting professional

development, and (5) providing incentives for learners' learning. The three dimensions and their constituents are depicted in Figure 2.3 (Hallinger's, 2011, 2009 Instructional Leadership Model).

Further explanations regarding the dimensions of Hallinger's (2011, 2009) Instructional Leadership Model and their corresponding functions are reviewed in the next section. Detailed explanations, as indicated by Hassan, Ahmed, and Boon (2018: 428 - 429), on these dimensions are as follows:

2.5.1. Defining School Goal

The dimension of defining school goal has two functions as stated previously which are constructing school goal and spreading it (Hallinger, 2011, 2000; and Hallinger & Murphy, 1987). Through this dimension, the main role of school leaders is to set school goals. School leaders should know what is to be achieved by the school and the direction they are heading to. A school that has no direction in the educational process has no criteria to measure whether they have succeeded in executing the process or not. This dimension focuses on leaders' role in carrying out their responsibilities together with the people under them to ensure that the school has a clear and measurable goal and has a timeline for students' academic progress. School leaders and/or principals are also responsible for clarifying the constructed goal so that all parties are aware of it and this could ease supports and aids from the school community to ensure that the goal is achieved (Hallinger, 2005). Thus, this dimension is more or less similar to the aspects of leadership and management, and community involvement aspects of school improvement program (SIP) domains.

Based on this model, the goal may be constructed by the school leader, and/or collaboratively with other school stakeholders and collaborators. However, it is appropriate to question if the school has a clear goal that would enable everyone in the school community to support and cooperate towards the goal. This is because sometimes, there is a blurry, confusing, and even conflicting goal that would lead to difficulty in getting the desired outcome based on the goal that has been set (Hallinger, 2011, 2000; and Hallinger & Murphy, 1987).

The role of instructional leaders in defining school goals can be seen more clearly in research was done by Hallinger and Murphy (1986) on an effective primary school in California. From the

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interview with the school leader and teachers, six characteristics that a school leader should have in defining school goals had been summarized.

- Firstly, the school's vision and mission should be clear and understandable for everyone in the school community. The goal should be written or displayed around the school to ensure that everyone can see it easily and making them aware and concerned about the school's direction. Thus, this characteristic involves aspects of leadership and management, and community involvement aspects of school improvement program (SIP) domains.

- Secondly, the goal of the school should focus on academic development based on the needs of the school and suitability. Hence, basing the school goal on academic development entails teachers, learners, and curriculum aspects that are within the teaching and learning domain of SIP.

- Thirdly, the school goal should be all teachers' priority in doing their tasks. Therefore, the attempt to make the goals of the school to be the main concern of all teachers is related to the SIP domains of creating a safe and orderly school environment, and of the leadership and management aspects.

- Fourth, the goal should be accepted and verified by all teachers in the school. This characteristic is also associated with creating a safe and orderly school environment, and the leadership and management aspects of SIP domains.

- Fifth, the goal should be excellently articulated by the leader. When this feature is compared with the aspects of SIP domains, it has similarities with the leadership and management domain aspects.

- Finally, the goal should be supported by everyone in the school community. Thus, this characteristic could also be easily linked with all aspects of the domains of SIP (the SIP domains consist of: teaching and learning, creating a safe and orderly school environment, community involvement, and school leadership and management)

Thus, the functions associated with the first dimension of Hallinger's (2011, 2009) instructional leadership model (that is, the dimension of defining school goal) are essential inputs that school

leaders and/or principals should have in need of while managing SIP as a strategy to accomplish school effectiveness. In organizational and/or school effectiveness thinking, goals can be seen as a major defining characteristic of the effectiveness concept itself (Scheerens, 2000: 29). The same author goes on to explain that the question of whether a school chooses the right goals or objectives can be seen as a fundamental question that takes precedence over the question of instrumental rationality, concerning the attainment of the given objectives. In this respect, the well-known distinction between "doing the right things" and "doing things right" is at stake. Finally, one of the tasks of the school, as an organization, should be considered to be ensuring that goals or attainment targets are shared among the members of the school. This is particularly relevant for organizations such as schools, in which teachers traditionally have a lot of autonomy. Hence, the school leader and/or principal himself/herself should portray the best example in realizing the goal.

2.5.2. Managing Instructional Program

The second dimension is managing the instructional program. This dimension focuses on controlling and coordinating things related to curriculum, teaching, and learning. It calls for the proper interaction among the curriculum, teachers, and learners in an instructional room and/or classroom. According to Hassan, Ahmed, and Boon (2018: 428), this dimension is the biggest task and challenges that school leaders have to face because the curriculum and teaching is the core function of a school. Failure in accomplishing the task of managing instructional programs efficiently and effectively will cause failure in getting the desired outcome on learners' academic achievement. There are three functions under this dimension. They are: supervising and evaluating instructions; coordinating curriculum; and monitoring learners' progress (Hallinger, 2011, 2000; and Hallinger & Murphy, 1987). These are similar aspects of the teaching and learning domain of SIP at the school level.

According to Hallinger (2011, and 2000), the first function of this dimension, which is supervising and evaluating instruction, refers to the school leaders' initiative to ensure that the school goal can be fully translated and practiced in the process of teaching and learning in the classroom. This function addresses teachers' aspects in the process of teaching and learning which has been the first domain of SIP.

For the second function which is coordinating curriculum, school leaders should align teaching objectives with learning activities in the classroom, assessment process and coordinating instructional program, and using the right instructional media. School leaders and/or principals should also assign curriculum experts and senior teachers who would be responsible for coordinating curriculum, analyzing learners' examination results, and making decisions to choose curriculum materials that suit the learners' needs and interests best and that agrees with the existing circumstances of the school environment and the technological advancement of the globe. Thus, this function calls for curriculum aspects in the overall process of teaching and learning.

Furthermore, the third function, which is monitoring learners' progress, principals should hold a continuous discussion with teachers regarding learners' academic development and achievement, giving specific opinions and initiate ways of improvements for the teaching and learning process to enhance learners' achievement. This function deals with learners' aspects while running the teaching and learning function of schools.

Based on the explanation above, the second dimension needs the active involvement of school leaders and/or principals in boosting, supervising, and monitoring the overall teaching and learning process in school. Therefore, principals should have the knowledge, experience, and expertise in teaching and learning and at the same time, be committed to all school enhancement programs. Through this dimension, principals require to be an expert in all instructional programs in school. The functions of this dimension, when compared to the aspects of SIP domains, are very much related to the aspects of the teaching and learning domain.

2.5.3. Promoting School Climate

The third dimension is promoting school climate. There are five functions in this dimension which are (1) protecting instructional period, (2) always seen or visible, (3) providing incentives for teachers, (4) promoting professional development, and (5) providing incentives for learners' learning (Hallinger, 2011, and 2000). Hallinger (2011, 2000) had modified the leadership model and concept that was constructed with his partner which is Hallinger and Murphy's Instructional Leadership Model (1987, 1985). Nonetheless, after doing several validity and reliability tests, Hallinger has dropped one of the six functions in the third dimension which is strengthening

academic standards. Thus, for this latest leadership model, the dimension of promoting school climate only has five functions as stated above and it remains the same until today.

According to Hallinger (2011, 2000), the third dimension refers to norms and attitudes of teachers and learners that affect the learning process in school. Principals should create a school climate, directly or indirectly, through their capability in maintaining visibility to ease communication, discussion and to provide a platform to approach teachers and learners, creating a reward system to boost the school community's productivity towards enhancing learners' academic achievement, creating clear standards comprising the school's expectation for the learners, protecting teaching period and taking part in development programs for the school community that is aligned with the school mission.

Thus, the specific functions of this dimension have many similarities with all aspects of the four SIP domains. That is why this dimension is considered as having the widest scope and purpose as compared to the two previous dimensions. This proves the view that an effective school will usually create an academic press through the development of high standards and expectations for learners and teachers to excel in academics and learning. In the aspect of teaching, an effective school creates a continuous development culture, where every success in practicing a good deed that contributes to school development shall be rewarded (Barth, 1990; Glasman, 1984; Hallinger & Murphy, 1986; Heck, Larsen, & Marcoulides, 1990; Leithwood & Montgomery, 1982; Mortimore, 1993; Purkey & Smith, 1983). The principal should also portray good examples in morals and practices that can create a continuous development climate in the aspect of teaching and learning (Dwyer, 1985).

Principals, as leaders of schools, are expected to have an in-depth understanding of different models of instructional leadership. Principals should also identify the strengths and weaknesses of each model of instructional leadership to be able to adopt the instructional leadership model that suits their school best. Besides, school leaders and/or principals need to be aware of the barriers of instructional leadership and to put forth the effort to minimize the challenges that hinder the full-scale execution of instructional leadership roles in their respective schools. To this effect, barriers to instructional leadership are examined briefly here.

2.6. BARRIERS TO INSTRUCTIONAL LEADERSHIP

There is an emphasis on the role of leadership in the improvement of the overall teaching and learning process of educational institutions and/or schools to enhance the quality of education and subsequently the academic achievement of learners in their respective schools. This emphasis, as Le Fevre and Robinson (2015: 60) citing Pont, Nusche, and Moorman (2008) denotes, is seen in policies that challenge and support leaders to reach more ambitious learner achievement targets by focusing their work on the quality of teachers, teaching and learning (including the pedagogy and the efforts exerted by learners), and the curriculum. One of the drivers of this new emphasis, the same authors quoting different writers such as Leithwood, Harris, and Hopkins (2008), and Robinson (2011) went on explaining, is recent empirical research on the impact of what is variously known as instructional, learning-centered, or pedagogical leadership on learner achievement and wellbeing.

Instructional leadership seeks to improve the most powerful school-based determinants of learner achievement that could be noted as the quality of teaching and learning and the curriculum (important classroom instruction variables that call for the effective interaction among the teachers, learner, and the curriculum to attain quality education and consequently to improve academic performance of learners). The practices involved in such leadership include setting and communicating academic goals; providing necessary resources; planning, co-coordinating, and evaluating the quality of teaching and the curriculum; participating in and promoting teacher learning; and ensuring a school environment that is safe and supportive for both staff and learners (Goldring, Porter, Murphy, Elliott, & Cravens, 2009; Robinson, Lloyd, & Rowe, 2008; and Hattie, 2009). Research confirms that in schools where teachers report more of these types of leadership practices (practices of instructional leadership), learners' learning and achievement is, on average, higher than in comparable schools (Robinson et al., 2008).

The barriers to improving the quantity and quality of instructional leadership are considerable. As Flath (1989) and Fullan (1991) emphasize, the main causes indicated for less emphasis given to instructional leadership are as follows:

- Lack of adequate capacity building (lack of in-depth training) programs concerning leadership in general and instructional leadership in particular;

- Lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning;
- Misconception on the part of the school community about the actual role of principals as instructional leaders (that is, the community's perception of the principal's role as that of a manager); increased paperwork; and
- Time constraints to carry out functions of instruction.

Likewise, Oplatka (2004: 434) notes that contextual conditions in which schools in developing countries work and the cultural values defining the role of the principal pose a potential obstacle to the effectiveness of the principal's instructional model.

Given the goal of strengthening system-wide capacity for instructional leadership at the school level, Hallinger (2012: 48-60) by citing different authorities considers some of the barriers that impede or lead principals away from enacting this role in practice. To put it differently, even though practical wisdom and research support the belief that instructional leadership is important to school improvement, it was earlier noted that some scholars and practitioners questioned both its relevance and viability as a guiding metaphor for school leadership (Barth, 1986; Cuban, 1984). These scholars observed that despite decades of rhetorical support for this role in the professional literature, its implementation in practice was more aptly characterized by its scarcity than by its prevalence. Accordingly, four obstacles have been identified that constrain principals from exercising strong instructional leadership. These are:

- Lack of expertise in curriculum and instruction (upon assuming their administrative role, many principals lack the expertise and confidence to focus on this part of the job) (Hallinger, 2012: 60);
- Professional norms (that is, long-standing professional norms that state that educational decision making is the teacher's domain may also militate against the exercise of instructional leadership) (Barth & Deal, 1982; Marshall, 1996);
- System expectations (it has also been the case that most school systems have traditionally placed a higher priority on managerial efficiency and political stability than on instructional leadership); and

- Role diversity (it is well documented that the principal's workday comprises many briefs, fragmented interactions with different actors) (Dwyer, 1986; Horng, Klasik, & Loeb, 2010; Marshall, 1996; Martin & Willower, 1981; Peterson, 1977 - 78).

As a result, it is often difficult for principals to schedule the uninterrupted blocks of time necessary for planning and assessing curriculum, observing lessons, and conferencing with teachers. In addition, teachers, parents, learners, and central office staff hold widely varying expectations of the principal (Marshall, 1996, 2004). This multiplicity of roles and expectations tends to act as a counterforce, fragmenting both the principal's vision and allocation of time.

Moreover, some barriers slow down the pace of improving the quality of instructional leadership. These barriers, as pointed out by Le Fevre and Robinson (2015: 59-60) citing different authorities, are as follows:

(a) The due emphasis is given to the so-called managerial/administrative functions/roles that distract principals from the core business of improving teaching and learning (Hallinger, 2005; and Murphy, 1990);

(b) Shortage of knowledge as well as skills on the part of principals about the use of instructional leadership for school effectiveness as well as learner learning (Nelson & Sassi, 2005; and Stein & Nelson, 2003); and

(c) Deficiency concerning the principals' human skill. Human skill refers to the ability of instructional leaders/principals to work with and coordinate different people in the school. That is why human skill is called a relational skill that is required for helping principals, teachers, and other stakeholders improve their practice. Human skills focus on principals' relational skills which are said to be important to build the trust needed to improve teaching and learning**.**

As the range of tasks carried out by the principal has expanded in the wake of educational reform and social developments that are characterized by complex challenges, the role of the school leader and/or principal has become too complex for one individual to perform alone. As a result, principals should design strategies and mechanisms to reduce the burden of their workload and alleviate the effects of the barriers of instructional leadership in the process of managing schools. One plain method to accomplish this objective is the division of instructional leadership functions among the major stakeholders of schools that include supervisors, department heads, and teachers

to mention some of the main stakeholders of schools. Such a situation by itself calls for the right leadership style that suits the school as an organization.

Leadership style, as Bellibas & Liu (2016: 3) citing different authors such as Glanz (2002) and Hersey & Blanchard (1981) indicate, can be understood as the perceived behavior pattern that a leader exhibits when attempting to set direction and influence their subordinates. Thus, school leaders and/or principals need to acquaint themselves with the leadership approaches/styles that allow them to delegate and divide the roles that they are assigned to execute. Division of tasks among school personnel enhances team spirit and promotes cooperation and collaboration and subsequently adds value to school effectiveness. Developing the culture of delegating tasks and activities associated with instructional leadership roles of school leaders and/or principals have to be considered as part of an effort on the road to the school improvement program of schools.

The challenges possibly become greater in large secondary schools where the scale of the responsibilities and tasks is more complex and where direct communication and interaction between the school leader/principal and the teachers is complex. Numerous authors indicated that school leaders should be distributed among members of the school team (Bush & Glover, 2003; Goleman, 2002; Gronn, 2002; Harris, 2004). If leadership is fundamentally a process of social interaction between the school leader/principal and other individuals in the organization, how can this interaction take place when there is one leader and one hundred or more teachers? Hence, school leaders have to involve other members of the school team in leading the school and distribute leadership functions. One of the leadership styles that promote cooperation and collaboration is the recently developed approach called distributed leadership. That is why Bellibas and Liu (2016: 3) assert instructional leadership and distributed leadership as the two most fervent leadership styles that have been emphasized in recent research.

Distributed leadership is briefly presented in the following section.

2.7. DISTRIBUTED LEADERSHIP

Neither superintendents nor principals can do the whole leadership task by themselves. Successful leaders develop and count on contributions from many others in their organizations. Structures and processes need to exist in schools to support shared leadership in which everyone has collective

responsibility for learner learning (MOE, 2010: 16). Principals typically should depend on key teachers for such leadership, along with their local administrative colleagues. In site-based management contexts, parent leaders are often crucial to the school's success. Superintendents rely for leadership on many central office and school-based people, along with elected board members. Effective school and district leaders make savvy use of external assistance to enhance their influence (Leithwood, Louis, Anderson, and Wahlstrom, 2004: 7).

The term "distributed leadership" was introduced and developed as a conceptual lens to shift the unit of analysis in the study of leadership from the individual leader to an examination of the patterns or varieties of leadership distributed across the organization, including engagement in collaborative action (Gronn, 2002: 424; and Yukl, 1999). In this tradition, distributed leadership is an analytic lens for understanding leadership as a feature of organizations that recognizes that leadership practice is the product of the interactions of leaders, followers, and their situations. Thus, leadership is distributed in the sense that it is not simply the sum of individual actions, but it emerges in the dynamic and shifting interactions between leaders, followers, and the situation (Spillane, 2006 as cited in Kelley and Dikkers, 2016: 395).

In the 2015 proposed Model Standards for Educational Leaders, the Council of Chief State School Officers notes the pressure of increased expectations on educational leaders and posits that in the current era, leadership is best understood as a responsibility distributed across many individuals in the school organization. Today, education leadership is a collaborative effort distributed among several professionals in schools and districts (Council of Chief State School Officers, 2015 as cited in Kelley and Dikkers, 2016: 393). Accordingly, Distributing leadership in secondary schools is very important for the achievement of the education system goal. So, leaders are expected to distribute their leadership role to teachers, learners, and other members of the community (Seid & Serawit, 2018: 7).

Measuring leadership as an organizational characteristic has the advantage of capturing leadership practices that take place without assuming that the burden of these practices falls on a single school leader. Recognition that leadership, like Kelley and Dikkers (2016: 394 - 395) indicate, can be distributed provides opportunities to consider:

(a) Ways in which organizations distribute leadership tasks based on the distinct skills, experiences, and interests of members of the leadership team;

(b) The extraordinary initiative of individual members of the organization (who may be entering the pipeline for future formal leadership positions, or may simply have an interest in developing aspects of the organization that they feel responsible for or care deeply about);

(c) The work of informal leaders to embrace, participate in, and lead change efforts locally in their peer group, department, grade level, or broadly in the school; and

(d) Leadership that emerges in the spaces between individuals working collaboratively together to advance school goals.

Besides, various authors, such as (Bennett, Wise, Woods, & Harvey, 2003; Bush & Glover, 2003; Goleman, 2002; Gronn, 2002; and Harris, 2004), have indicated that school leaders should be distributed among members of the major stakeholders (principals, supervisors, teachers, parent-teacher-student Association/PTSA members, school board members, and learners) of school as the range of tasks carried out by the principal has expanded in the wake of educational reform and social developments that characterized by complex challenges. The role of the school leader and/or principal, the same authors keep on explaining, has become too complex for one individual to perform alone. Regarding the complexity of functions about administration and management of educational institutions and/or schools, emphasis has been given as a unique feature/characteristic that schools exhibit since educational institutions/schools primarily involve the human factor which makes the task of managing and leading schools more complex. Likewise, Hargreaves and Fink (2006) claimed that the future of leadership must be embedded in the hearts and minds of many individuals, and not rest on the shoulders of a few school leaders and/or principals.

The following section presents a brief explanation of the unique features of educational and/or school organization and management.

2.8. SCHOOL AS A UNIQUE INSTITUTION/ORGANIZATION

Indeed, schools and other educational institutions differ sharply from industrial plants and other similar organizations. By legal definition and common agreement, the schools are charged with the major share of the responsibility of providing education to the citizenry. Since the

management/administration of any institution derives its character, at least in part, from the functions of the institution, the specialized nature of schools and management has also its source in the objectives, purposes, and methods used by schools (Ayalew, 1991b: 10).

School and/or educational institutions and their management require a distinctive value framework, firstly for the reason that the major input by itself as row material that is to be processed is human beings (that is, learners and/or trainees); and secondary schools and/or educational institutions differ from all the rest in the range of their functions and the centrality of their relationships to the other social institutions/organizations. It is evident that all organizations in society, whether social service giving or manufacturing enterprises, need qualified manpower to attain their goals. Schools and/or educational institutions are the training ground for this personnel. Thus, school leaders and/or principals should pay greater attention and act effectively and efficiently to satisfy the need of other organizations and society at large.

To serve the purpose of teaching and learning, the principal and/or school leader should primarily deal with teachers, learners, supervisors, and other school personnel, that is, the human factor that makes his/her task more complex. Additionally, when schools or educational institutions are compared to other organizations, schools are relatively more visible to the public and educational issues are more sensitive to many members of the community (Ayalew, 1991b: 6). Thus, school leaders and/or principals have to deal with different individuals and groups who have diverse interests and expectations.

Therefore, if principals, as instructional leaders, are committed to fully materialize the effectiveness of schools, they have to be well aware of the peculiar features of educational institutions and/or schools. Understanding the different characteristics that make schools and/or educational institutions different from the rest of the organizations may augment the managing capability of school leaders or principals and subsequently, it may add value for principals and school leaders in their endeavor to boost their school effectiveness.

The following section focuses on presenting the concept of school effectiveness.

2.9. SCHOOL EFFECTIVENESS

School effectiveness refers to the performance of the organizational unit called the school the place where formal teaching and learning, the major mission of the school as an organization, is going on. Schools are social institutions that are meant to serve the public as a whole through educating their children and being a source of skilled manpower for all public and private organizations that are supposed to serve the people of the nation in all aspects of their life. The performance of the school, as an organization, can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the learners at the end of a period of formal schooling (Scheerens, 2000: 18). The public is expected to spend many funds directly as well as indirectly for the effective and efficient functioning of schools. Accordingly, there should be a system that makes schools and their leadership accountable and responsible for what they are doing. Such situations call for an understanding of what is meant by school effectiveness and the characteristics of effective schools.

The term school effectiveness has been widely used since the beginning of the 2nd half of the 20th century. It was frequently related to the school effort to make changes toward improving the learners' level of achievement (Faizal, et.al. 2011: 1705). School effectiveness refers to the performance of a school as an organization or as a system. It includes all contextual variables related to the school such as teaching, learning, administration, learners, and community involvement that enhance positively overall work and working conditions at school (Saleem, Naseem, Ibrahim and Huaain, 2012: 242). Effective schools are those that are focusing on improving learner achievement and enhancing the quality of teaching and learning. School effectiveness focuses on answering questions regarding "what works and why" to bring about change in the desired direction in education (Sinay & Ryan, 2016: 6). Thus, school effectiveness refers to the status of a school in realizing/attaining its objectives/goals.

For a long, there has been a major shift towards allowing educational institutions greater self-management and self-governance in a variety of forms in several countries throughout the globe (in both developing and developed countries) in a drive to improve school effectiveness. Despite its widespread practice and implementation of these and other more recent initiatives to enhance school effectiveness in schools, no clear or uniformly accepted set of guidelines or assumptions about the assessment of school effectiveness exists (Botha, 2010: 605). Moreover, the lack of a set

of shared assumptions about the actual evaluation of school effectiveness has been noted earlier hopefully since the beginning of the search for effective schools (Brouillette, 1997: 569).

Anyhow, based on the concept 'school effectiveness' that refers to an organization and/or a school accomplishing its specific objectives (Beare, Caldwell & Millikan, 1989: 11), determining school effectiveness needs to be based on the school's level concerning the following aspects.

- Having the right amount of inputs (are resources such as financial, materials, human, time, and information) that support the teaching and learning process and used to implement activities related to the overall instructional tasks;

- Designing and materializing the correct through-put/process (regular efforts needed to produce the outputs in schools) of teaching and learning that needs to be evaluated based on the criteria/rubrics set;

- Having the right amount of outputs (products or services needed to achieve the outcomes) regarding quality as well as quantity (that is, number of learners who are promoted to the next grade and/or education level in the case of secondary education);

- Attaining the standard about the outcomes (set of the beneficiary and societal/population-level changes needed to achieve the goal that usually illustrated as knowledge gained, attitudes changed in a desirable direction, and best practices developed) as a result of schooling/education in the schools; and

- Impacts (statement of results to achieve the policy intentions) effected.

That is, school effectiveness refers to the extent of the school's success in achieving the objectives/goals which could be reviewed based on the criteria/rubrics that serve to appraise the performance of schools. That is, while appraising school effectiveness, it should be in terms of input (inputs into a school or school system include, among others, learners with certain given characteristics and financial and material resources); through-put/process (processor throughput within a school can be understood as all the instruction methods, curriculum choices and organizational preconditions that make it possible for learners to acquire knowledge, develop skills, and bring about desirable behavioral change as attitude aspect/element of education); out-put (outputs include learners attainment at the end of schooling in terms of learning behavior, knowledge gained, skills obtained, attitude change, etc.); outcomes (some educators tend to designate the outcomes of school as long term outputs that could be considered as the effects on

the societal level or the lifelong effects on individuals, for example, dispersal of school graduates on the labor market as well as in different offices, social mobility, earnings, and work productivity) (Scheerens, 2000: 20 - 21); and impacts. Managing as well as performing just above mentioned functions to attain the intended objectives of the school requires the commitment of school leadership in general and the school principal as instructional leader in particular. School effectiveness, therefore, could indicate how well the school is managed by the principal and how well parents and the communities are involved (Botha, 2010: 607).

One of the touchstones of effective schools is the impact on learners' education outcomes in terms of learners' test or examination results obtained during the formal assessment, even though, a long-standing problem in this regard has been to find ways to measure learners' progress or achievement that identifies the school's contribution separately from other factors such as learner ability, background, and socio-economic environment. That is why, as Gray (2004: 187) states, examination results need to be considered as an important measure of academic learning even-if it lacks to give the whole picture about the effectiveness of a school academically, and give little information about other outcomes. Concerning this, Bennet, Crawford, and Cartwright (2003: 176) define an effective school as a school in which learners progress further than might be expected.

Previous research on the use of pupils/learners' performance data, as Kelly & Downey (2011: 416) citing several writers such as (Day, et al., 2008; Stevens, Brown, Knibbs, & Smith, 2005; Verhaeghe, Vanhoof, Valcke, & Van Petegem, 2010; Van Petegem & Vanhoof, 2007; and Bush Edwards, Hopwood Road, & Lewis, 2005) indicate, has drawn heavily on the practice and views of school leaders rather than school teachers. Additionally, it (pupils'/learners' performance data) has been proved very useful for various education initiatives in the USA (Wayman & Stringfield, 2006; Young, 2006) and Europe (Verhaeghe et al., 2010) about:- decision making on different issues of a school (Messelt, 2004); receiving valid, reliable and up-to-date/timely performance feedback (Schildkamp & Teddlie, 2008); conducting dependable self-evaluation (Schildkamp, 2007; Schildkamp, Visscher, & Luyten, 2009); and having curriculum reform that would be relevant with the context of the school environment (Schildkamp & Kuiper, 2010).

The term 'school effectiveness', as indicated above, refers to the aspects related to inputs, processes (through-put), outputs, outcomes, and impacts of a school as an organization.

Furthermore, we can discern school effectiveness, according to Cheng (1996), as internal and external (or as categories of internal technical school effectiveness and external societal school effectiveness respectively). Internal school effectiveness can be regarded as the school's technical effectiveness if its outputs are limited to what happens in or just after schooling (for example learners' character in terms of learning behavior, acquired skills, and changes in attitude), while external school effectiveness/ external societal school effectiveness can be regarded as the positive impact of the school's outputs on society or individuals' lives (such as social mobility, earning power and work productivity) (Botha, 2010: 607- 608).

The effectiveness concept depends on establishing means-goals associations, which can be seen as formally analyzable as cause (means) and effects (attained goals) analysis (Scheerens, 2015: 10). In reality, it is extremely difficult for any school to maximize its effectiveness in all aspects at the same time because every school works within multiple environmental constraints and time frames and because many schools have very scarce and limited resources (Hall, 1987: 28). As a result, every school may, in the process of pursuing multiple goals, experience different pressures from its respective environment, and therefore each school needs to develop its own specific and comprehensible priorities and criteria that could cope up with its existing situation. That is why Cheng (1996: 41) has declared school effectiveness as the extent to which a school can adapt to internal and external constraints and achieve its multiple goals in the long run. To put it differently, the different categories of school effectiveness can be compatible with each other and eventually work in harmony if schools can learn, adapt and develop. Thus, school effectiveness in this study needs to be understood as to mean the state at which the school functions properly in all aspects and experiences high learner attainment.

While determining assessment approaches to school effectiveness, we need to be clear that the formulation, definition, and measurement of school effectiveness are complex issues. The category of school effectiveness envisaged should be specified explicitly in terms of the school's inputs, processes, outputs, outcomes, and/or impacts as an organization and determine the mechanisms of how such important components of a school has to be measured. From an organizational perspective, there are many different approaches for the conceptualization, formulation, and measurement of school effectiveness. Earlier researches into the issue of school effectiveness, as vividly indicated by Botha (2010: 609 - 610) citing different scholars (such as Cameron &

Whetten, 1983; Nadler & Tushman, 1983; Cameron, 1984; Hall, 1987; Caldwell & Spinks, 1992; and Cheng, 1993: 96), have identified seven indicators designated as "The Indicator Approach /TIA)" that form the framework of the assessment approach. These effectiveness indicators are: - goal; external resource; internal process; satisfaction; legitimacy; organizational and ineffectiveness. Let us briefly discuss each of the school effectiveness indicators that are identified through the so-called "The Indicator Approach (TIA)".

A school is effective if it can accomplish its stated goals within given inputs. These goals or objectives are quantifiable, are set by the authorities or the school itself, and can be measured against predetermined criteria such as the objectives in school development plans and academic achievement in tests and/or examinations. This indicator is widely used in schools for evaluation purposes because goals and tasks assigned to teachers are clear and specific, outcomes of teachers' performance are easily observed and the standards upon which the measurement of teacher effectiveness is based are clearly stated.

Because scarce and valued resource inputs are needed for schools to be more effective, the acquisition of resources by itself could be considered as the primary criteria of a school's effectiveness.

A school is effective if its internal functioning is effective. Internal school activities are often taken as criteria for school effectiveness. This indicator includes aspects such as leadership, communication channels, participation, adaptability, and social interactions in the school.

The satisfaction indicator defines an effective school as one in which all the stakeholders are at least minimally satisfied. It assumes, therefore, that satisfying the needs of the principal, teachers, learners, and the public is the school's main task. Satisfaction is, according to this view, therefore the basic indicator of a school's effectiveness.

A school is effective if it can survive undisputed and legitimate marketing activities. One important aspect that makes a school effective is only if the school has had to strive for legitimacy in a competitive environment.

The organizational indicator assumes that environmental changes and internal barriers to school functioning are inevitable and that a school is effective if it can learn how to make improvements and adaptations to its environment.

The ineffectiveness indicator assumes that it is easier for stakeholders to identify and agree on the criteria of school ineffectiveness than on those of effectiveness. It is easier to identify strategies for improving school effectiveness by analyzing school ineffectiveness rather than by analyzing school effectiveness. This means that a school is effective if there is an absence of characteristics of ineffectiveness. This indicator includes aspects such as conflicts, problems, difficulties, weaknesses, poor performance, and poor results.

It becomes clear that each of the indicators mentioned can be seen as closely related to the goal indicator. For example, the resource indicator is not different at all from the goal indicator but simply emphasizes the need for a school to encourage and expect teachers to maximally exploit allocated resources and locate new resources (Botha, 2010: 610).

Faizal, et.al. (2011: 1706), by citing different authors (such as Sharifah and Lewin, 1993; Edmonds, 1979; Harris, 2002; Marzano, 2003; Purkey and Smith, 1983; and Teddlie and Reynolds, 1999) assert that the primary factor of the effective school depends on the effectiveness of variable input such as school leadership, teacher and learners. They went on to explain that the success factor of a school depends on the professionalism of the principal's leadership. Likewise, Davis and Thomas (1989: 12) reflected that situation as follows: "I haven't seen a good school is led by a poor principal or a poor school being led by a good principal….. I have seen less successful schools were changed to become excellent and effective and famous schools decline abruptly. For every case, the rise or fall can easily be associated with the leadership quality".

On the other hand, when viewed in terms of its benefits, school effectiveness that could be attained through improving the quality of schooling is expected to provide an incentive for parents to enroll their children in school (access); improve equity in access to quality education, especially for girls and disadvantaged children in rural areas; to ensure that children are promoted on time to higher grade levels (internal efficiency) and to ensure that children complete school (attainment) with quality learning outcomes (MOE, 2012: 18). This operation, the same MOE (Ministry of Education of the Federal Democratic Republic of Ethiopia) goes on elucidating, will also contribute to the

macro objectives related to both poverty reduction and economic growth by supporting the quality and relevance of primary and secondary education, both of which would help Ethiopia create more educated and skilled labor force. The following section presents school effectiveness domains which indicate various essential school-related variables that seem to be the descriptions of the necessary inputs in the school.

2.9.1. Domains of School Effectiveness

School effectiveness focuses on bringing about change in the desired direction in school. Effective schools are those that are focusing on improving learner achievement and enhancing the quality of teaching and learning. Thus, school effectiveness includes all variables related to the school. Accordingly, the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2012: 18 citing World Bank, 2000) points out school effectiveness domains in the school as: the curriculum and its assessment; instructional media/aids; teacher supply, training, and professional development/support; school leadership, internal organization, and culture; the well- being, attendance and motivation of all pupils or learners; school links and partnerships with parents and the community; accountability mechanisms and processes, including school governance; quality assurance and support systems, especially at the local level; and the physical environment of the school (location, health, and safety, equipment, etc.). Figure 2.4 below clearly depicts how all these school variables are interrelated with each other and correlated to effective teaching and learning in the school to improve the overall quality of learning/education and in due course to enhance the academic performance of learners in the school.

Figure 2.4: Domains of School Effectiveness

The physical environment of the school (location, health and safety, equipment, etc.)

The curriculum and its assessment; instructional media/aids

Quality assurance and support systems, especially at local level

Effective Teaching And Learning

Teacher supply, training and professional development/ support

Accountability mechanisms and processes, including school governance

School leadership, internal organization and culture

Links and partnerships with parents and the community

The well- being, attendance and motivation of all pupils

Source: World Bank (2000) as cited by MOE (2012: 18)

School effectiveness has been made to have its model designated after its name as "School Effectiveness Model" with domains that entirely focus on realizing the quality of education and eventually on improving the academic performance of the learners through creating effective teaching and learning processes in the school. General Education Quality Improvement Program (GEQIP) takes a holistic approach to improve the quality of general education here in Ethiopia by adapting the concept of the school effectiveness model. Figure 5 presents the eight domains of the school effectiveness model. The eight domains of school effectiveness that contribute to high-quality teaching and learning are; (i) curriculum; (ii) teacher quality and professional development; (iii) school leadership and management; (iv) general well-being of learners; (v) linkage between

schools and communities and stakeholders; (vi) school governance and accountability; (vii) quality assurance; and (viii) physical infrastructure and environment of the school (that include location, health, and safety, equipment, etc. of the school) (MOE, 2012: 18).

Domains of school effectiveness conform to the dimensions of instructional leadership in terms of its intent as well as content since both the school effectiveness model and instructional leadership approach concentrate on the main mission of the school which is teaching and learning-related tasks/activities and on the necessary inputs that are the requisites to create effective teaching and learning process. Moreover, domains of school effectiveness bear a close resemblance to domains of school improvement program (SIP) that encompasses teaching and learning, learning environment, community participation, and leadership and management. Thus, school effectiveness as a model that backs excellence in teaching and learning in the school, instructional leadership as an approach of school management that primarily focuses on the tasks related to teaching and learning, and school improvement program/SIP as a key strategy to enhance school effectiveness appear to be complementary as well as supplementary to one another. Such complementarities and similarities among the three important notions (school effectiveness model, instructional leadership dimensions, and school improvement program/SIP domains) need to be understood by school leaders and/or principals. If this is so, surely instructional leadership contributes meaningfully towards effective planning, implementation, and monitoring, and evaluation of SIP, and in turn SIP also positively contributes to the successful execution of instructional leadership roles of principals and towards school effectiveness.

Thus, school effectiveness reasonably depends on the effectiveness of school principals in performing their instructional leadership roles in the schools. To enhance school effectiveness, school leaders and/or principals should certainly comprehend the characteristics of an effective school as well as the characteristics of an effective principal. Correspondingly, both the characteristics of an effective school and of an effective principal are presented in the next sections respectively.

2.9.2. Characteristics of Effective School

Various theories have been offered to explain what leaders do, how they behave, what attributes they possess, and how varying situations affect styles of leadership (Andrews 1985; McCormack-

Larkin 1985; Hallinger and Murphy 1985). How we define leadership of the school principal seems to determine the extent to which it is a key element in producing an instructional effective school.

A multilevel presentation stimulated the conceptualization of educational effectiveness the integration of system-level, school-level, and classroom-level factors. Although effectiveness is seen in a multilevel framework, which integrates system, school, and teaching effectiveness, the emphasis is on the school level and organizational theory (Scheerens, 2015: 10).

School effectiveness is viewed as the effectiveness of the school as well as the efficiency of the school (Beare, 2007: 33). The former (effectiveness) indicates the right quality and quantity of outputs produced by schools, whereas the latter (efficiency) tells us that the goals/objectives of schools are attained by the optimal use of resources. This view is also expressed by Scheerens (2000: 20) that school effectiveness may refer to the economic aspect used to have the required quality and quantity of output in terms of producing civilized citizens for the nation in particular and the globe/world in general.

Hence, the focus is given by researchers, as Putman (2012: 17) notes, is to examine the factors of effective schools by stating that many researchers gave attention to the study of schools that are more successful than others. These studies attempted to assist the educators in identifying the features of schools that demonstrate success. Besides, it seems logical to argue that effective schools give much attention to students' learning (Sullivan 2009: 463). In this connection, Busher, Harris, and Wise (2000: 191) also claim that the quality of teaching and learning is a central issue in the improvement process of schools, and effective schools are characterized by the special attention they give to teaching and learning. They also invest significant time and resources in the development of teachers to contribute to the performance of the schools.

Earley and Weindling (2004: 156 citing Edmonds,1982: 4) described some of the characteristics of effective schools where students may achieve academically more than expected as: the principal's leadership and attention to the quality of instruction and/or teaching and learning process; a pervasive and broadly understood instructional focus; an orderly, safe school environment conducive to teaching and learning; teacher behaviors that convey the expectation that all learners are expected to obtain at least minimum mastery; and the use of measures of learners' achievement as the basis of program evaluation.

Earley and Weindling (2004: 157) further highlight more detailed factors on which consensus has been reached as the characteristics of more effective, or high-attaining schools as:

- An emphasis on learning (that is, ensuring that the curriculum they employ has significance for all the learners, and the teachers have high anticipations and values, and reward the most excellent performances);

- Classroom management (that is to say ensuring that time is spent on the subject matter of the lesson, …and teaching strategies are appropriate to the topic and type of lesson, and proper feedback is given to learners);

- Discipline school climate (it means keeping high-quality order and promoting a protected and orderly climate);

- School leadership (to mean that the leadership functions are extensively distributed through the school, and an administrative approach which encourages collegial work and shared decisions making styles need to be exercised);

- Vision and monitoring (that refers to owning comprehensible and achievable targets for school improvement, and utilizing regular monitoring);

- Staff development (that is to mean that there exists a school-wide and efficient school development plan);

- Parental involvement (that means the parents are respected as full partners in the learning practice, and there are constructive home-school links); and

- Outside support (which refers to securing support from other external agencies).

A more comprehensive profile of effective schools has been described by MacBeath (2007: 66), which incorporated ten items of the profile of an effective school such as " a learning school; high expectations; shared goals; ownership of change; effective leadership; effective communication; focus on learner learning; home-school partnership; positive relationships; and staff collaboration". This list suggests that schools can improve and become effective if they are ready to learn, have the expectation that their learners can achieve to the maximum of their abilities, and focus on the learners' learning. This is likely to take place if the schools have shared goals with members of the school community, transparent communication strategies, space for community engagement, and a smooth working environment.

Besides, effectiveness in planning is also one of the factors that characterize school effectiveness. Busher, et. al. (2000: 191 - 192) confirm that planning is found to be one of the critical factors that determine school effectiveness. They further emphasize that in improvement planning at the school level, proper planning is an instrument to stir the school's performance forward. Besides, Earley and Weindling (2004: 158), MacBeath (2007:66) and Busher, et. al. (2000: 187) highlight that leadership effectiveness is one of the requirements of effective schools as it helps people to be collaborative. Effective leadership facilitates collaboration among the members of the school community and sets teamwork and collaboration among the staff as criteria to ensure school effectiveness (Busher, et. al. 2000: 187).

Consequently, effective schools are characterized by leadership that influences the context of the school for improvement. Characteristics of an effective school primarily depend upon the characteristics of the effective principal who focuses on the teaching and learning processes of the school. Having awareness and insight on the part of principals about the characteristics of the instructional leaders should be part of their effort not only in conceptualizing school effectiveness but also in realizing their schools' effectiveness. The characteristics of effective principals and the characteristics of the instructional leaders are two much related important concepts that school leaders and/or principals need to be familiar with and comprehend for school effectiveness. The two issues are discussed shortly in the next sections respectively.

2.9.3. Characteristics of Effective Principal

Effective principals display caring attitudes toward staff members, learners, and parents. Most importantly, effective principals expect and help teachers to design and facilitate learning experiences that inspire, interest, and actively involve learners (O'Donnell & White, 2005: 5). Rutherford (1985: 32) notes that effective principals: (1) have clear, informed visions of what they want their schools to become (visions that focus on students and their needs); (2) translate these visions into goals for their schools and expectations for their teachers, learners, and administrators; (3) continuously monitor progress; and (4) intervene in a supportive or corrective manner when this seems necessary.

The principalship is a well-established position of the chief executive who provides instructional leadership by coordinating curricula, co-curricular programs and is responsible for the general

administration of the secondary school (Joshua, 2012: 63). The same educator goes on to explain that the principals being instructional leaders are in the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers to stimulate them for scholarship and best practices in curriculum delivery.

Persell and Cookson (1982: 22), who reviewed more than 75 research studies, report recurrent behaviors that seem to be associated with a strong principle: (1) demonstrating a commitment to academic goals,(2) creating a climate of high expectations, (3) functioning as an instructional leader, (4) being a forceful and dynamic leader, (5) consulting effectively with others, (6) creating order and discipline, (7) marshaling resources, (8) using time well, and (9) evaluating results.

Taken collectively, these lists of characteristics suggest that the principal who is a strong leader function as a forceful and dynamic professional through a variety of personal characteristics, including high energy, assertiveness, ability to assume the initiative, openness to new ideas, tolerance for ambiguity, a sense of humor, analytic ability, and a practical stance toward life (Smith and Andrews, 1989: 8).

A central part of being a great leader is cultivating leadership in others (The Wallace Foundation, 2013). The principal is the leader and manager of the school but this task needs experience and knowledge to differ from others. According to Abdikadir (2013: 13 - 14), characteristics of an effective school principal comprise:-

- Plans school activities and provide guidelines.
- Respects the wishes of the school population reply to their requirements and listens.
- Indicates and commands school population and never dictates orders.
- Networks to the school population and makes timely contacts.
- Consults with school population and conducts constructive changes.
- Instructs school population and accepts new ideas.
- Participates in school activities and encourages teamwork.
- Attracts the school population and motivates them to learn and teach hard.
- Leads the school population in the right direction and learns from them.

Likewise, to advance school effectiveness, school principals should have the required knowledge and skill. In this regard, McGuire (2001) states the catalog of essential knowledge and skills required for effective school principals as follows: leaders know and understand what it means and what it takes to be a leader; leaders communicate clearly and effectively; leaders collaborate and cooperate with others; leaders persevere and take the long view; leaders support, develop and nurture staff; leaders hold themselves and others responsible and accountable; leaders never stop learning and honing their skills, and leaders dare to take informed risks. Moreover, effective principals, as Kara (2010: 166, citing Smith & Andrews, 1989: 11) indicates, are strongly expected to view resource provision as encouragement of human resources that help the schools and students achieve success. That is, resource provision goes much more than money or supplies provision.

Thus, school leadership, according to Lyons (2010) as cited in Makau and Tanui (2014: 9), has become a priority in education policy agendas both nationally and internationally because it has been widely accepted that it plays a key role in improving school performance by motivating teachers, as well as influencing the school climate. It is therefore imperative that principals know and have an in-depth understanding of what it means to be an instructional leader.

Principals, as the top executive of their respective schools, are said to be effective and efficient in executing their roles and responsibilities only when they are in a position to attain the objectives/goals of the schools they are assigned to coordinate and lead/manage. Achieving the objectives of the school require principals to play an important role as instructional leaders who give due emphasis to the teaching and learning-related functions. Thus, principals, to be effective and efficient in accomplishing the goals of their respective schools, should understand not only the characteristics of effective principals but also the characteristics of instructional leaders. Characteristics of instructional leaders are briefly presented here as follows.

2.9.4. Characteristics of Instructional Leaders

Even though the concept of instructional leader is well known, currently t paucity of literature on what particular behaviors an instructional leader needs to display or what clear set of skills s/he needs to possess. The knowledge base on instructional leadership seems to keep evolving (MOE, 2013d: 13). Instructional leaders do have characteristics that are shared by many other leaders of other styles. But they also have some unique ones. Many researchers, however, seem to determine

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characteristics that suggest strong instructional leadership. Smith and Andrews (1989), as cited in MOE (2013d: 12), have compiled a list of characteristics from existing literature that suggest strong instructional leadership as high energy, assertiveness, ability to assume initiatives, openness to new ideas, tolerance for ambiguity, a sense of humor, analytic ability, a practical stance toward life, referent power, strong motivation, and high self-esteem.

According to Smith and Andrews (1989: 8 - 9), the principal who displays strong instructional leadership:

- Places priority on curriculum and instruction issues;
- Is dedicated to the goals of the school and the school district;
- Can rally and mobilize resources to accomplish the goals of the district and the school;
- Creates a climate of high expectations in the school, characterized by a tone of respect for teachers, learners, parents, and community;
- Functions as a leader with direct involvement in instructional policy by communicating with teachers; supporting and participating in staff development activities; establishing teaching incentives for the use of new instructional strategies; and displaying knowledge of district adopted curriculum materials.
- Continually monitors learner progress toward school achievement and teacher effectiveness in meeting those goals. Teacher evaluation is characterized by frequent classroom visitation, clear evaluation criteria, and feedback, and is used to help learners and teachers improve performance.
- Demonstrates commitment to academic goals, shown by the ability to develop and articulate a clear vision of long-term goals for the school, and to strong achievement goals that are consistent with district goals and priorities.
- Effectively consults with others by involving the faculty and other groups in school decision processes. Teachers feel they are genuinely encouraged to exchange ideas.
- Effectively and efficiently mobilizes resources such as materials, time, and support to enable the school and its personnel to most effectively meet academic goals.
- Recognizes time as a scarce resource and creates order and discipline by minimizing factors that may disrupt the learning process.

Going through a review of related literature, as indicated in MOE (2013d: 12 - 13), depicts three inherent attributes common in strong instructional leaders: vision, the ability to communicate that vision, and the ability to create trust in the workplace. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. The principals, as instructional leaders, need to provide leadership to clarify instructional goals and work in collaboration with the teacher to improve teaching and learning to meet these goals, making him an instructional leader. The role of the instructional leader is to help the school to maintain a focus on why the school exists, and that is to help all learners learn (Makau and Tanui, 2014: 9).

An instructional leader and/or a principal needs to focus more on redefining his or her role to become the primary learner in a community that is striving for excellence in education. Scholars assert that instructional leadership is viewed in the context of learning communities. Learning communities often operate on networks of shared and complementary expertise rather than working in hierarchies or isolation. People who are involved in a learning community usually own the problem and become the agents of its solution. Instructional leaders also make learners' learning a priority by setting high expectations for performance so that it will keep them motivated and keep striving for the best. Instructional leaders create a culture of continuous learning for adults and get the community's support for the school to succeed, in contrast to other leaders (MOE, 2013d: 13).

Likewise, in the process of describing the characteristics of an instructional leader, the same document of Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2013d), makes a distinction between instructional and transformational leadership models: Instructional leaders focus on school goals, the curriculum, instruction, and the school environment. Transformational leaders focus on restructuring the school by improving school conditions. Characteristics of instructional leaders essentially encompass the roles expected to be executed by school principals as instructional leaders. Some of the important roles of principals as instructional leaders of schools are roughly reviewed here under the subsection of "Principal as an Instructional Leader".

2.9.5. Principal as an Instructional Leader: Essential Input for School Effectiveness

Instructional leadership is in many ways a shared responsibility. It engenders a common sense of commitment and collegiality among the staff. Effective school principals establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, a routine check of lesson notes and subject dairies, observation of classroom instruction, continuously monitor learners' progress to determine whether their instructional goals are being met, provide feed-back on learner performance, motivation of teachers for improved performance, reinforcement of learners for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes (Joshua, 2012: 63).

Beck and Murphy (1993), in their book Understanding the Principalship: Metaphorical Themes, the 1920s - 1990s as cited in Reitzug, West, and Angel (2008: 694) and Seong (2015: 6), have identified the dominant metaphors that characterize the principalship literature for each of the decades from 1920 through 1990. They trace the changes in metaphors from the principal as "values broker" in the 1920s and "scientific manager" in the 1930s and a "democratic leader" in the 1940s to the principal as "bureaucratic executive" in the 1960s and "humanistic facilitator" in the 1970s. They conclude their analysis with literature from the 1980s, which they found metaphorically characterizes principals as "instructional leaders". Although, Murphy (2002) more recently proposed moral steward, educator, and community builder as three new metaphors to frame the role of principals, an analysis of the principalship literature of the 1990s, according to Monroe (2003), revealed instructional leadership as a continuing dominant metaphor (Reitzug, West, and Angel, 2008: 694). Other scholars, such as Mangin (2007) and Murphy (1990), have also supported the continued significance of instructional leadership as a core responsibility for principals. In addition, as noted by Reitzug, West, and Angel (2008: 694) citing Firestone and Riehl (2005) and Lugg, Bulkley, Firestone, and Garner (2002), the high-stakes accountability environment spawned by No Child Left Behind (NCLB) points to the continued salience of instructional leadership as the currently prevailing metaphor in the 21st century.

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As an instructional leader, principal, as Sabeena and Muthaiah (2017: 2598) assert, has to perform various duties which include:

- Setting the mission, vision, goals, and objectives of the school;
- Creating an environment within the school that is conducive to teaching and learning;
- Implementing the school curriculum and being accountable for higher learning outcomes;
- Developing the school education program and school improvement plan;
- Offering educational programs, projects, and services that provide equitable opportunity for all learners in the community;
- Introducing new innovative methods of instruction to achieve higher learning outcomes;
- Administering and managing all personnel, physical and fiscal resources of the school;
- Recommending the staffing complement of the school-based on its needs;
- Encouraging staff development; and
- Establishing school and community networks and encouraging the active participation of teachers' organizations, non-academic personnel of public schools, and parents-teachers-community associations.

Moreover, instructional leadership, as noted by Sabeena and Muthaiah (2017: 2598), can be fostered through various activities while performing leadership roles such as:

- Collaborative teaming;
- Learn strategies that can be used to foster continuous school improvement;
- Understand how to build supportive school cultures that promote and support adult and learner learning;
- Develop knowledge about individual and organizational change processes;
- Develop knowledge of effective staff development strategies;
- Understand important sources of data about their schools and learners and how to use data to guide instructional improvement efforts; and
- Learn public engagement strategies, including interpersonal relationship skills.

The role of the principal as an instructional leader reemerged notably in the last two decades of the 20th century. In Ethiopia, instructional leadership was introduced very recently as the new initiative to improve the quality of education in schools and as the emphasis on school

effectiveness became more prominent and more accountability was placed on the principal to ensure enhanced learner performance. In the 21st century, there is a growing realization that headship is a specialist occupation that requires specific preparation. According to Bush (2008), the following reasons account for this paradigm shift:

- The expansion of the role of school principal; in decentralized systems, the scope of leadership has increased.
- With the increasing complexity of school contexts; principals have to engage with their communities to lead and manage effectively.
- Recognition that preparation is a moral obligation; it is unfair to appoint new principals without effective induction.
- Recognition that effective preparation and development make a difference; principals are better leaders following specific training.

Principals are a key element in school improvement efforts. The emphasis on accountability, brought about by the passing of the No Child Left Behind Act, insists that school leaders not only implement effective programs but also provide evidence of their success and justification for changes (Spring, 2005: 3). He goes on to explain that principals typically have sufficient freedom to establish priorities within their schools. With instructional improvement at the top of that prioritized list, principals have the power to organize teaching and learning so that those main concerns, such as improved instruction, are addressed.

Principals can arrange instructional schedules, set aside time for grade-level teams to meet, provide released time for teachers to attend professional development, monitor progress and implementation to ensure that Scientifically Based Learning Research (SBLR) strategies are implemented school-wide. Thus, principals as instructional leaders have the responsibility to prioritize, align, assess, monitor, and learn to achieve improved learner outcomes. To elaborate on these roles and responsibilities of principals as school leaders, Spring (2005: 4) had this to say:

- Alignment is a broad issue that a principal must understand and address. Principals must impart upon teachers the importance of aligning. Monitoring is a crucial component of the principal's responsibility. The principal follows up by asking questions, visiting classrooms, and reviewing subsequent data to guarantee instructional changes are

occurring and progress is being made. Principals should follow the advice of the adage, "Don't expect what you don't inspect". If instructional changes are not inspected, instructional leaders and/or principals should not expect improvements.

- As the school leader works to improve learner achievement, the principal collaborates with teachers on alignment, instruction, and assessment issues; provides released time for teachers to attend professional development sessions; and offers constructive feedback and support. Principals must be well informed about the professional development teachers receive. Providing teachers' time for professional growth and personally attending those professional development sessions reinforces the principal's conviction in the positive aspects of a continuous learning environment.

- Effective principals are adept at prioritizing, informed about alignment issues, knowledgeable about assessments, and supportive of participants' collaborative efforts to learn and improve. They are the leaders who will open the door to school improvement and increased learner achievement.

Likewise, Peleg (2012: 7) states that for a school to be productive and successful there should be quality leadership, good staff administration as well as effective teaching and learning that meet the required standards. School principals need to be open-minded and should be willing to learn from others. Moreover, they should have the prerequisite knowledge and skills of leadership and educational leadership in general and instructional leadership in particular besides having a positive attitude towards the profession of teaching in schools to be committed and passionate to enhance the quality of education and in due course to improve the academic performance of the learners.

Accordingly, the variety of knowledge and skills required for instructional leaders and/or principals to be effective as well as efficient in executing their roles are discussed in the following section.

2.10. KNOWLEDGE AND SKILLS REQUIRED FROM PRINCIPALS AS INSTRUCTIONAL LEADERS

The principal's role in instructional leadership has usually been thought of as one of communicating high expectations to teachers and learners, supervising instruction, monitoring assessment and learner progress, coordinating the school's curriculum, promoting a climate for learning, and creating a supportive work environment (Wood, 2016: 8).

The instructional leaders, as MOE (2013d: 14, citing DuFour, 2002) indicates, need to have up-to-date knowledge on three areas of education: curriculum, instruction, and assessment. Concerning curriculum, principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, curricular sources and conflict, and curriculum evaluation and improvement. Concerning instruction, principals need to know about different models of teaching, the theoretical reasons for adopting a particular teaching model, and the theories underlying the technology-based learning environment. Regarding assessment as a tool to improve teaching and learning, principals need to know about the principles of learner assessment, assessment procedures with emphasis on alternative assessment methods, and assessment that aims to improve learner learning. The instructional leader monitors classroom practice alignment with the school's mission. Visiting classrooms is a supervision strategy that positively affects teachers (Yasin, Bashah, Zainal, Pihie, Fooi, and Basri, 2016: 393).

As far as skills of instructional leadership are concerned, Whitaker (2007: 89) identified four skills essential for instructional leadership that make principals instructional leaders to be: resource providers; instructional resources; good communicators; and a visible presence. Below are those skills as presented by Jenkins (2009) by adding her personal experience on the concepts (MOE, 2013d: 13 - 14).

Effective instructional leaders need to be resource providers. It is not enough for principals to know the strengths and weaknesses of their faculties; they must also recognize teachers' desires to be acknowledged and appreciated for a job well done. From my experience, teachers seek only tiny morsels of praise and the assurance that I am there to support them as a resource provider.

Effective instructional leaders need to be instructional resources. Teachers count on their principals as resources of information on current trends and effective instructional practices. Instructional leaders are tuned in to issues relating to curriculum, effective pedagogical strategies, and assessment. For example, teachers come by my office daily to seek suggestions on the best way to teach a child who is not grasping concepts.

Effective instructional leaders need to be good communicators. They need to communicate essential beliefs regarding learning, such as the conviction that all children can learn and no child should be left behind. Likewise, effective instructional leaders need to create a visible presence. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction. As an administrator, more than half of my day is spent focusing on these objectives (Whitaker, 1997).

Moreover, MOE (2013d: 14, citing Blase and Blasé, 2000) indicates specific skills required of instructional leadership as:- making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching.

Furthermore, to perform his/her roles and duties effectively and efficiently, the principal, as Sabeena and Muthaiah (2017: 2598) and MOE (2013d: 14) citing Lashway (2002) and as Marishane and Botha (2011: 93 - 94) citing Mendez-Morse (1991) note, must possess certain skills to carry out the tasks of an instructional leader. These are interpersonal skills, planning skills, instructional observation skills, and research and evaluation skills as presented here below.

2.10.1. Interpersonal Skills

These are skills that enhance the ability of principals to work cooperatively with different groups of people in schools as social organizations and that are essential to the success of principals. Interpersonal skills maintain trust, spur motivation, give empowerment, and enhance collegiality. Relationships are built on trust, and tasks are accomplished through motivation and empowerment wherein teachers are involved in planning, designing, and evaluating instructional programs. Empowerment leads to ownership and commitment as teachers identify problems and design

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strategies themselves. Collegiality promotes sharing, cooperation, and collaboration, in which both the principal and teacher talk about learning and teaching (Brewer, 2001).

2.10.2. Planning Skills

Planning begins with clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm. The next step is to assess what changes need to occur and which may be accomplished by asking the people involved, reading documents, and observing what is going on within a school.

2.10.3. Instructional Observation Skills

The aim of instructional observation (supervision) is to provide teachers with feedback to consider and reflect upon. Teachers should also be expected to learn to make their judgments and reach their conclusions. Not only can effective instructional leaders help guide classroom instruction through supervision, but they can also play a primary role in bettering it.

2.10.4. Research and Evaluation Skills

Research and evaluation skills are needed to critically question the success of instructional programs, and one of the most useful of these skills is action research. Through research and program evaluation, effective instructional leaders can be armed with a plethora of information to make informed decisions about increasing learning at their schools.

On the other hand, Haileselassie and Abraha (2012) state that building an effective relationship in schools and leading and managing change/adaptation are requisite skills that instructional leaders need to possess. These two key skills required to be developed by principals as instructional leaders are briefly explained as follows.

Building an effective relationship in schools: The role of the instructional leader in team building and developing team cohesion is aimed at defining common goals (MOE, 2013d: 15). In school settings, everyone wants to be safe, to be appreciated, to be accepted as part of the school community, and be recognized as contributing to the school's effectiveness or outcomes.

Leading and managing change/Adaptation: Change takes time. Experience has shown that the time required to make significant improvements in a school typically requires several years (MOE, 2013d: 15). Making sure that the school staff maintains commitment and enthusiasm over time is an important challenge to the school leader. Many well-conceived school improvement plans have failed because people expected results too quickly. The leader is charged with balancing the management of the process of change and its anticipated goals.

If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both learners and teachers to make a more meaningful learning environment.

In agreement with the above skills, Marishane and Botha (2011: 94) claim that the task of being an instructional leader is both complex and multidimensional. If principals believe that growth in learner learning was the primary goal of schooling, then it was a task worth learning. A principal who possesses this knowledge and skills is likely to become an effective instructional leader through sharing, facilitating, and guiding decisions on instructional improvement for the betterment of learners' education.

Additionally, McGuire (2001) states the essential knowledge and skills for effective school principals. These are that principals as school leaders need to: know and understand what it means and what it takes to be a leader; communicate clearly and effectively; collaborate and cooperate with others; persevere and take the long view; support, develop and nurture staff; hold themselves and others responsible and accountable; be committed and never stop learning and honing their skills, and have the courage to take informed risks.

If a school is to achieve its goals effectively and efficiently, it requires visionary school leaders and/or principals. That is, for school leaders and/or principals to be champions in managing schools, they are supposed to develop themselves with the management skills compulsory while leading and managing their respective schools. Such skills include technical skills (skills related to employing the right pedagogy, applying continuous assessment mechanisms in instructional classrooms, and implementing learner-centered instruction); human skill (the ability to work effectively with supervisors, teachers, PTSA members, learners, and other stakeholders); and

conceptual skill (the ability to view school in its entirety as organization). These management skills that are expected from school leaders and/or principals, as top-level management when we consider school as a unit of analysis, are presented in the following section.

2.11. SKILLS OF MANAGEMENT REQUIRED FROM PRINCIPALS AS TOP EXECUTIVES OF SCHOOLS

To perform the functions of leadership/management (planning, organizing, staffing, leading, controlling, evaluating, communicating, providing feedback) of schools and to assume multiple roles, school leaders and/or principals require different leadership/management skills. Accordingly, three skills are essential to the successful management of schools. They are technical, human, and conceptual skills.

2.11.1. Technical Skill

Technical skill refers to the ability to use tools, techniques, or approaches in a specialized manner. It implies an understanding of and proficiency in, a specific kind of activity particularly one involving methods, processes, procedures, or techniques. Technical skill involves specialized knowledge, the analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline.

In education, technical skill assumes an understanding of and proficiency in the methods, procedures, and techniques of the teaching and learning activities (Sergiovanni and Carver, 1980: 13) as cited in Ayalew (1991b: 3). In non-instructional areas, it also includes specific knowledge in finance, accounting, scheduling, purchasing, construction, and maintenance.

Hence, for a school leader and/or principal, as the top executive at the school level, the nature of technical skills required is two folds (Ayalew, 1991b: 3) citing Szilagyi (1981: 28). First, the school leader and/or principal should have developed some expertise in the work being done in schools (that is, teaching and learning). Secondly, he/she should have the skills requisite for managing/supervising or running the work being done.

2.11.2. Human Skill

All the managerial/supervisory levels in schools require skills in dealing with people. Human skill refers to the school leader or principal's ability to work effectively as a group member and to build cooperative effort within the team he/she heads (Sergiovanni and Carver, 1980: 13). It involves working with people. School leaders and/or principals must be able to work with and understand communications, attitudes, and motivations to achieve cooperation in the schools. It calls for the ability to select, motivate, work with and lead teachers, supervisors, PTSA members, department heads, and learners either individually or in groups in schools. Human skill is demonstrated in the way the individual perceives (and recognizes the perception of) his/her superiors, equals, and subordinates, and in the way, he/she behaves subsequently. As such, it requires considerable self-understanding and acceptance as well as appreciation, empathy, and consideration for others. Its knowledge base includes an understanding of and facility for adult motivation, attitudinal development, group dynamics, human need, morale, and the development of human resources (Ayalew, 1991b: 3).

2.11.3. Conceptual Skill

Conceptual skill refers to the ability to integrate and coordinate the organization's activities as a whole. This skill is related to the ability to see the total picture, how the different parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part. It is sensing of the organization as a whole and the total situation relevant to it. Conceptual skill, thus, involves the talent to see the organization in its entirety. Accordingly, the school executive or principal must have the ability to see the school, the district in which it operates, and the total educational program as a whole. This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization in general (Sergiovanni and Carver, 1980: 13).

Conceptual skill is used for abstract, reflective thinking, and the concept development involved in planning (creative strategy formulation) and policymaking. Therefore, it involves the formulation of ideas. Thus, technical skill deals with things, human skill concerns people, and conceptual skill has to do with ideas.

In summary, educational managers/leaders and/or principals, like the rest of their counterparts deal with people (i.e., learners, teachers, family, clerks, etc.), they have to relate schools to other organizations in the environment. Hence, the skill required of them in working with others to be an effective group member and to be able to build cooperation within the team they lead (i.e. human skill), and ability to recognize the interrelationships of the various factors involved in the situation (i.e. the conceptual skill) tend to be similar to that of the managers in other types of organizations. The difference in their activities seems to lie more in the mechanisms of the particular job for which they are responsible (i.e. the technical skill that is related to teaching and learning in the school context) (Ayalew, 1991b: 4).

Besides having the variety of knowledge and skills required, instructional leaders and/or principals should be responsive and insightful about the roles expected of them while managing their respective schools. The succeeding part deals with the overall roles and responsibilities of principals while leading their respective schools.

2.12. COMMON ROLES AND RESPONSIBILITIES OF PRINCIPALS WHILE MANAGING AND LEADING SCHOOLS

The principal is the professional as well as the administrative leader of the school, and as such, he/she is directly responsible for its successful operation. The major effect of the principal is in the field of educational leadership and supervision, with stress on the improvement of teaching and learning. To bring about this improvement, he/she should call upon all of the resources of the school to be used properly.

The principal's role in instructional leadership has traditionally been thought of as communicating high expectations for teachers and learners, supervising instruction, monitoring assessment and learner progress, coordinating the school's curriculum, promoting a climate for learning, and creating a supportive work environment. More recently, principal instructional leadership has shifted from a focus on the principal as "an inspector of teacher competence" to the principal as "a facilitator of teacher growth" (Marks & Printy, 2003: 374). As Reitzug, West, and Angel (2008: 695) citing different authorities such as (Huffman & Hipp, 2003; Marks & Printy, 2003; and Mitchell & Sackney, 2006) signify, collaborative inquiry with teachers; creating opportunities for

reflection, discourse, and professional growth; and the development of professional learning communities have been part of this shift.

The principal should devote her/himself exclusively to the duties of the principal during normal school hours. The principal has ultimate responsibility for every aspect of his/her school's ethos, life, and curriculum. The school principal's roles mainly incorporate the following activities relating to education, community involvement, and control and organization of the activities (MOE, 2013c: 41 - 42).

About educational activities, the school leader needs to:

- Provide educational leadership for the school community.
- Implement in collaboration with the staff, a curriculum, based on an integration of faith, culture, and life that promotes the intellectual, social, cultural, and physical development of the children.
- Make specific provisions for the implementation of the planned activities of the school.
- Provide for the induction, personal faith formation, and professional development of staff.
- Manage the supervision and evaluation of staff.
- Maintain the standards of educational instruction.

Concerning community involvement, the school leader needs to:

- Strive to nurture a sense of community.
- Keep parents regularly informed of learner progress and school events.
- Provide for the pastoral care of staff.
- Provide for sound standards of pastoral care of learners and a disciplined and caring learning environment.
- Encourage and provide opportunities for parents to be contributing members of the school community.
- Encourage and facilitate appropriate learner leadership and participation.

In connection to control and organization of all the school activities, the school leader needs to:

- Work co-operatively with the stakeholders to implement policies.
- Work cooperatively with the School Board.

- Ensure that all of the legislative requirements of the school are met.
- Manage school finances with the School Board following the approved annual budget.
- Engage staff and terminate appointments on behalf of the employing authority.
- Plan, provide, and maintain with the School Board, facilities best suited to the delivery of the curriculum.

School leadership is imperative in driving schools towards maximum effectiveness. A school leader and/or principal must set clear expectations about the role of the major stakeholders of the school (vice principals, supervisors, department heads, unit leaders, teachers, parents-teachers-students association members, students' council members as well as other stakeholders of school) and each employee in the school. Further, school leaders and/or principals must direct teachers towards viable and effective professional development and provide courteous but critical feedback that helps them advance their teaching practice (Sinay & Ryan, 2016: 65).

Thus, the above general/common roles and responsibilities of principals while managing and leading schools do not contradict the major instructional leadership dimensions and their constituent elements. In addition, the roles indicated as the broad functions of principals in the schools are attached and consistent with the instructional leadership dimensions and their components. As a result, applying the instructional leadership approach in the school would help in executing the overall roles and fulfilling the responsibilities of principals in the school.

The subsequent section presents the conclusion as the summary of chapter two. Besides, it introduces the main contents of the succeeding chapter (that is, chapter three).

2.13. SUMMARY OF THE CHAPTER

The chapter aimed to gather intensive as well as extensive conceptual and theoretical data and to identify the features of instructional leadership which affect school improvement program (SIP) planning, implementation, and monitoring and evaluation. Consequently, from the literature analysis one can conclude/infer that the major dimensions of instructional leadership (defining

school goal, managing instructional program, and promoting school climate) as well as its constituents (that include constructing school goal, and communicating/spreading school goal within the first dimension of defining school goal; supervising and evaluating instructions, coordinating curriculum, and monitoring learners' development are the elements that constitute the dimension of managing instructional program; and protecting instructional period/time, having school leaders and/or principals who are frequently visible in the schools, providing incentives for teachers, promoting professional development, and providing incentives for learners learning as the constituent elements of the dimension of promoting school climate) are the building blocks that make up the roles and responsibilities of school leaders in general and that constitute instructional leadership roles of principals in particular in the schools. Moreover, the specific components that form the dimensions of instructional leadership are mutually inclusive with the common or general roles and responsibilities of principals in the schools. So, the roles and responsibilities of school leaders, in general, do correspond with the dimensions of instructional leadership and its constituent components/elements. Therefore, instructional leadership, as an approach of leadership in schools, does agree with the general/common roles and responsibilities of principals in the schools.

However, there are commonly agreed barriers that negatively affect instructional leadership in the schools. Accordingly, a review of the relevant literature also identifies a lack of adequate capacity building (lack of in-depth training) programs concerning leadership in general and instructional leadership in particular; lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning; misconception on the part of the school community about the actual role of principals as instructional leaders (that is, the community's perception of the principal's role as that of a manager); increased paperwork; and time constraints to carry out functions of instruction are considered as the main causes indicated for less emphasis given to instructional leadership in the schools. Moreover, four obstacles have also been identified that constrain principals from exercising strong instructional leadership. These are lack of expertise (technical skill) in curriculum and instruction (i.e., upon assuming their administrative/managerial or directorial role, many principals lack the expertise and confidence to focus on the teaching and learning part of the job in the schools); professional norms (that is, long-standing professional norms that state that instructional or teaching and learning related task decision making is the teacher's domain may also militate against the exercise of instructional leadership); system

expectations (it has also been the case that most school systems have traditionally placed a higher priority on managerial efficiency and political stability than on instructional leadership); and role diversity (it is well documented that the principal's workday comprises many briefs, fragmented interactions with different actors).

Furthermore, deficiencies concerning the principals' human skills and conceptual skills are also considered as bottlenecks for the effective and efficient execution of instructional leadership roles of principals in the schools. Human skill refers to the ability of instructional leaders/principals to work with and coordinate different people in the school (School Board members, teachers, learners, supervisors, PTSA members, and the community at large). That is why human skill is called a relational skill that is required for helping principals improve their practice. Human skills focus on principals' relational skills which are said to be important to build the trust needed to improve teaching and learning. Conceptual skill refers to the ability to integrate and coordinate the school's activities as a whole. Conceptual skill is related to the ability to see the total picture, how the different parts of the school as an organization fit together and depend on each other, and how a change in one part of the school system can cause a change in another part. It is sensing of the school as a whole and the total situation relevant to it. Conceptual skill, thus, involves the talent of principals to see/view the school, as a full-fledged organization, in its entirety. Lack of such skills (conceptual and human skills) may be a serious cause to easily distract school leaders' and/or principals' responsiveness to functions/activities directly related to teaching and learning in the schools.

As to the mechanisms to minimize the negative effects of the barriers of instructional leadership in the schools, the distributed leadership, as one important approach of leadership in the schools, has been suggested because distributed leadership allows both cooperations as well as competition among stakeholders of the schools. Distributed leadership also calls for experience sharing and it also supports shared leadership in which every stakeholder of the school would have collective responsibility for learner learning and ultimately for enhancing academic achievement of the learners in the schools.

The following part, chapter three, presents a review on an overview of the evolution of education in Ethiopia (that is, a glimpse at traditional education), the development of modern/western/secular

education in Ethiopia, and its major educational reform/policy attempts toward school improvement and school effectiveness. Roles and responsibilities of school principals while leading schools in the Ethiopian education context are presented in the ensuing chapter (i.e., chapter three). Creating opportunities for continuous professional development and capacity-building programs for school principals and other major stakeholders of the school are also assessed briefly in the same subsequent chapter. Moreover, the following chapter also presents essential highlights on the standards set for Ethiopian school principals as part of the school improvement move and as inputs of schools to realize the effectiveness of the schools, and as a point of reference in professional development in terms of career promotion for school leaders and/or principals while working toward attaining the objectives and goals of the schools. The next chapter also considers the organizational structure/chart of secondary schools (grades 9 -12) in Ethiopia, which may help in comprehending the overall human resource distribution and composition in the hierarchy of the school as an organization. Furthermore, the concept of the school improvement program and its objectives and underlying principles, as well as other related issues concerning school improvement programs (SIP) are also discussed in the succeeding chapter.

CHAPTER THREE

ETHIOPIAN EDUCATION SYSTEM AND SCHOOL IMPROVEMENT PROGRAM

3.1. INTRODUCTION

Chapter three make its focus on the review of the Ethiopian education system and school improvement program. It mainly assesses the education system and school improvement program in Ethiopia. An analysis of school effectiveness and improvements in terms of school leadership in general and instructional leadership role execution of school leaders and/or principals in particular of a certain school requires the realization of existing facts in the country and issues related to the education system including its history. A comprehensive examination of the origins and progress of Ethiopian education, as attempts toward school improvement as well as school effectiveness, may provide much input for this study. However, in this study, a brief overview of the evolution of education in general and on the development of modern education in Ethiopia, in particular, has been made. Such assessment can serve as ground information to the problems related to the management of the schools and the roles that could have been played by school leaders and/or principals as executive heads of schools in Ethiopia. Thus, critically investigating the effect of principals' instructional leadership roles on school improvement programs in secondary schools in Ethiopia, which is the focus of this research, requires having the right enlightenment about the overall education system of the country (Ethiopia).

For that reason, in this study, a glimpse at traditional education as an overview of the evolution of education in Ethiopia; the development of modern education in Ethiopia; the major educational reform attempts in Ethiopia since the inception of modern education; trends of national examination as an important aspect of school improvement program to enhance school effectiveness in the Ethiopian education system; and educational structure and its implications at different eras in the history of modern education in Ethiopia are deliberated concisely in the following successive sections.

Moreover, the roles and responsibilities of principals in the modern Ethiopian education system and perspective; continuous professional development (CPD) as the role of the principal in the

Ethiopian schools; national professional standard for school principals in Ethiopia; career status and corresponding roles of school principals in Ethiopia; and an organizational chart of secondary school (grades 9 -12) in Ethiopia are also briefly reviewed in this chapter.

Furthermore, School Improvement Program (SIP) as a key strategy to enhance school effectiveness is also reviewed in the subsequent part. It specifically reviews SIP objectives and principles. It also considers the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP); roles of principals in the implementation of school improvement program; success factors in the implementation of school improvement program; challenges encountered in the implementation of school improvement program; and strategies to deal with the challenges in the implementation of SIP.

3.2. AN OVERVIEW OF THE EVOLUTION OF EDUCATION IN ETHIOPIA

Ethiopia has a long history in all aspects like education, cultures, norms, values, religion, farming style, and so forth (Eyasu, 2016: 1). On top of this, Ethiopia is also known for being home to different nations and people living together in diversity. Traditional education in Ethiopia goes back to the history of ancient times. Educational leadership has also been an integral part of Ethiopian traditional education. Historically, Ethiopia has an extended and rich history of traditional learning. Reviewing the history of education may help the investigator of this study/research to assess the impact of the past practices and experiences on the present educational situation of the country (Ethiopia) in general and the school system in particular.

The traditional education system of a nation comprises three aspects of which the first one is the indigenous education; the church education is the second and the most cited aspect of the Ethiopian traditional education; and the third aspect of the Ethiopian traditional education is the mosque education (Tesfaye, 2018: 3 - 5). Moreover, Joshi and Verspoor (2013) documented these facets as the three elements of the traditional educational dimension in Ethiopia.

Indigenous education is more of an informal nature in the sense that communal members obtain and accumulates knowledge, skills, attitudes, and insight from daily experiences and exposure (Haileselassie, 2013: 24). The same author goes on explaining that, as cited in Tesfaye (2018: 5),

the church and the mosque educations (which are also indigenized since their introduction) are of formal landscapes in that it is institutionalized, organized, structured and teachers mediate the learning. Taken together, this educational dimension played and continues to play a significant role in preserving and transmitting the cultural, spiritual, literal, scientific, and artistic heritage of the societies from generation to generation among all ethnic, cultural, religious, and linguistic groups of the nation (Areaya, 2008).

Education in general is a process through which human being develops desirable social skills and behavior and is a mechanism through which members of a society attempt to satisfy their spiritual and material needs (Amayo, 1984: 2). In the same token, Ethiopian societies had an educational means through which they teach the decedents about the necessary social skills and through which they satisfy their spiritual and material needs (Kebede, 2006; and Areaya, 2008). This kind of indigenous education was in existence with the Ethiopian societies long before the introduction of church and mosque education to the nation. Moreover, informal literacy such as inscriptions carved on stones was documented to exist with the inhabitant of a nation before the introduction of Christianity to the country (in the 4th century) (Ferede, 2013: 41). Moreover, as Teshome (1979: 10) states, traditional learning/education in Ethiopia was an enduring course and gradually brought improvement from one age to another age and from generation to generation. The older people were associated with understanding that the seniors were the magazine of knowledge in their communities.

However, the history of education in Ethiopia dates as far back as the introduction of Christianity itself in 330 A.D. (Pankhurst, 1955: 232). The Church which was founded in the 4th century was able to provide a sophisticated and peculiar type of education that takes as many as 30 years to complete and this remained as the main institution of education until recently (Ayalew, 2000a: 6; and 2008: 65). That is, traditional education was: seven years to *'Zema'* (literally called chanting/song) that has been designated as School of Music-hymn (Ferede, 2013: 42; and Pankhurst, 1974: 77). Nine years to *'Sewasew'* (exactly to mean language grammar), and four years to *'Kine'* (directly it means poem/poetry), and ten years to Old and New Testaments (Pankhurst, 1974: 77).

Church education here represents a particular type of education run by the Ethiopian Orthodox Tewahido Church (Teshome, 1979). Church education has four schools/structures/phases. The first phase has been '*Fedel Bet'* and/or '*Nebab Bet'* it means school of reading where basic instructions are provided to children (Zewudie, et al. 2000), which is corresponding to the elementary level education, the first stage which aims at training the child to read the alphabets first and religious books later on. At this stage, the child is constantly drilled to master the alphabet and gradually exposed to reading skills till she/he becomes proficient in reading).

The second school is *'Zema Bet'* (School of Music/hymn) (Pankhurst, 1974: 79) for learners who have completed *'Nibab Bet'*. This school represents secondary church education. While *'Zema Bet'* is of a very high order, learners study the musical notion and memorize all the poetic scripts composed for the praise of the Lord (Zewudie, et al. 2000: 9 - 10).

The third school is *'Kine Bet'* (literally to mean poetry school and it is supposed to be equivalent to College Education). *'Kine Bet'* together with *'Metshaf Bet'* (which is called 'School of Reading or House of Books' that refers to the school of commentaries where astronomy is taught, and it is the education level comparable with University Education even though it is believed to be analogous to secondary level education) represent College and University level education of the church (Zewudie, et. al. 2000: 9; and Pankhurst, 1974: 79). In fact, *'Kine Bet'* is a School of Composition of Poetry (Ferede, 2013: 42). Composition of the *'Kine'* that contains, as noted by Tesfaye (2018: 4) citing Chaillot, (2009: 528), *'Sam'* and *'Work'* (literally to mean Wax and Gold respectively) in which learners give a double meaning to words and sentences with symbolism and allusion as in parables, are learned at this level.

The *'Metshaf Bet'* (School of Commentaries), which is the fourth school, has four areas of specialization: the Old Testament, the New Testament, Dogma and philosophy, and astronomy (astrology). A scholar who succeeded in specializing in all the four areas of the *'Metshaf Bet'* retains the prestigious title 'Four Eyed' (Girmay and Baraki, 2014: 146). All the stages are almost parallel with the western education system that is a primary school, secondary school, and higher education respectively (Shoeb, 2014).

When viewed in another context, the evolution of Ethiopian traditional education, as Eyasu, Aweke, Kassa, Mulugeta, and Yenealem (2017: 2) indicate, goes back to the Aksumite kingdom

of the 4th century A. D. The prominent objective was to train priests, monks, teachers and *'debtors* (they are called priests according to Punkhurst, 1974: 79) (those who were and still are supposed to provide religious services for the Orthodox Church here in Ethiopia) among others (Solomon, 2008). Besides, traditional education in Ethiopia, in its long history of existence, has served as the main source of civil servants such as judges, governors, scribes, treasurers, and general administrators, and as a means of passing over the cultural values (Teshome, 1979: 11). Furthermore, it was a system by which the value, history, culture, virtue, etc. of society was transmitted from one generation to the other. Thus, church education served as a source of human resource for the then governments and as a museum in preserving the history, cultural, spiritual, and material heritage of the country. Yet ironically, this long literary heritage, which could have been used as "… a basis on which to build on the educational sphere unparalleled in Africa…" has played a debilitating role in the development of society in general and the introduction of modern education in particular (Ayalew, 2000a: 6).

Traditional education in Ethiopia, in terms of access, was very limited to only a few people and the country remained with a high illiteracy rate (Ayalew, 2000a: 6). Its curriculum too, the same author goes on explaining, did not only remain strictly religious but also highly conservative, discouraging inventiveness, curiosity, and critical mindedness. Its function was not to facilitate man's understanding of the world but rather, as Girma (1967: 4) states, was leading men to accepting the existing order of things as it is, to preserve whatever has been handed down through the years, and in turn to pass it on unchanged to the next generation.

As such, this traditional education system in Ethiopia has perpetuated unquestioning submissiveness, both to the social and natural order, and emphasized life after death to the extent of renunciation of all worldly activities. Professed by the leaders of the church, who had a great influence on both the monarchs as well as the people, it no doubts, among other things, contributed to the deterioration of the ancient civilization and low level of economic and technological development (Ayalew, 2000a: 6). The worst part was however that its existence was used by the Ethiopian church as a means of obstructing attempts to introduce a different type of education, especially by the missionaries. However, unquestionably, traditional Ethiopian education was considered effective, practical, and relevant to priests and deacons in their everyday life when serving churches (Teshome, 1979: 11 - 12).

In the history of Ethiopian traditional education, another constituent of learning in the country was under the control of Islam or Islamic institutions. Mosque education is the third aspect of Ethiopian traditional education. Mosque education has similar educational phases as church education (Girmay and Baraki, 2014). According to Wondemetegegn (2016: 75), its principal aims have been: teachings and dissemination of Islamic dogma and practice, training of the clerical class, and spread of literacy. Arab traditions and beliefs were taken on in much of southeast Ethiopia and they intensively arranged non-formal schools that were well known for advancing the beliefs and religious studies of Islam (Teshome, 1979: 59 - 60). The Islamic education was designed in the form of imparting skills and knowledge of the religious realm within the system, emphasizing the interpretation and recital of Arabic. Similar to the church, the mosque in the Muslim areas had an equivalent meaning in promoting Quran schools when they opened from the 7th century in Ethiopia. In both church and Quran schools, people desired to realize and nurture the learners to become reliable people who could take over any social responsibility.

On the whole, the development of the Ethiopian educational system was deeply rooted in the traditional religious education of which the two mainstreams were Christianity and Islam (MOE, 1996: 89). The traditional education dimension of the nation (Ethiopia) is, as indicated by Wondemetegegn (2016), still functional, but with a much-changed face. However, the external contact of the country/Ethiopia in the different domains has a direct bearing upon the traditional education offered in churches and mosques. Anyhow, traditional education and its management system should be considered as the base not only for the development of modern education in Ethiopia but also for the betterment of educational leadership both at the macro and micro/school levels.

Thus, school leaders and/or principals need to be aware of the evolution of Ethiopian traditional education because such education, since long, has been the base for the development of modern education in the country/Ethiopia. Moreover, those school leaders and/or principals who are insightful about the history of Ethiopian overall education and its system may utilize their know-how/knowledge and experiences as inputs while leading and managing schools in general as well as implementing new reforms/initiatives such as School Improvement Program (SIP) in their respective schools to enhance school effectiveness. Having this in mind, let us briefly look at the

development of modern education and its reform efforts in Ethiopia as it attempts toward school improvement and school effectiveness.

3.3. THE DEVELOPMENT OF MODERN EDUCATION AND ITS MAJOR REFORM EFFORTS IN ETHIOPIA: ATTEMPTS TOWARD SCHOOL IMPROVEMENT AND SCHOOL EFFECTIVENESS

It may be appropriate to trace here the historical development of modern education in Ethiopia, to understand how it developed at different periods. This approach could help to show the differences between the education policy and reform attempts of the three successive governments including the education policy of the government that is currently in power. Overall, the victory of Adwa (1896) and the foundation of Addis Ababa are taken as a springboard for the new developments in the education sector of the country. Every reform attempt since the inception of modern education in Ethiopia could be considered as an effort towards school improvement to attain school effectiveness. In such endeavor school leaders and principals played their role as initiators of reforms as well as agents of change.

Managing and leading schools effectively and efficiently may require fully conceptualizing the development of modern education and its reform efforts during different periods in Ethiopia. This may be so because the introduction and development of modern education and its reform efforts in Ethiopia has positively contributed to a great extent for the school improvement and ultimately to enhance school effectiveness. For that reason, missionaries attempts to introduce modern education; the need for modern education; the development of modern education in Ethiopia; trends of national examination in the Ethiopian education system as a significant step towards school improvement and to appraise school effectiveness; changes in educational structure since the inauguration of modern education in Ethiopia; and major educational reform attempts in the history of modern education in Ethiopia are the issues presented in the following sections consecutively.

3.3.1. Missionary Attempts to Introduce Modern Education

The arrival of the Jesuit missionaries in the first half of the 16th century and the advent of others in the 19th century influenced the long-existing conservative Ethiopian educational system (MOE, 1996: 89). However, the first attempt to open schools of a European type by the Jesuits in the 16th century collapsed when they were expelled after Emperor Susinyos was deposed. The next trial made was in the 1820s which was met by tremendous opposition from the Ethiopian church circle who feared the attempt made to convert the country to Catholicism in the 16th century (Ayalew, 2000a: 7; and 1989: 32). The same author goes on elucidating that attempts repeatedly made to introduce modern education in Ethiopia after that too were of no avail. The emperors, who most of the time were preoccupied with warfare, were "content with the traditional schools of the church" (Ayalew, 1989: 32). Although the imperials of Ethiopia had relations with the Europeans, they were interested in military and technological aspects (mainly acquisition of firearms) rather than education. Even Emperor Tewodros who is known for his progressive ideas was not keen on the introduction of secular education. He is quoted to have said to his English friend and advisor Bell that "he would have been more pleased with a box of English gunpowder than books he already possessed" when the latter presented him with some English texts (Pankhurst, 1976: 294).

Generally, until the end of the 19th century, education was left, as Ayalew (1989: 32) concludes, in the hands of the church which neither bothered to expand it nor to make it relevant to the socio-economic needs of the country (Ayalew, 2000a: 7). The need for modern education was dealt with briefly in the subsequent section.

3.3.2. The Need for Modern Education

Towards the end of the 19th century, however, several things accented to the need for modern education. The emergence of the country Ethiopia as a victorious nation over the Italians in the Battle of Adwa in 1896, while heralding a "promise of a new Ethiopia" for the nationals, gained international recognition for the country so that several European and Asian countries expressed their wishes to establish embassies and negotiate treaties (Ayalew, 2000a: 8). The war itself alerted the exceptionally far-sighted Emperor Menelik to realize the inadequacies of church education if Ethiopia was to remain independent. As Pankhurst (1976: 256) reports, upon his return to his capital victoriously from the Battle of Adwa the Emperor stated that "we need educated people to

ensure our peace, to reconstruct our country and to enable it to exist as a great nation in the face of European powers".

The innovations introduced, such as the formation of the Council of Ministers, the starting of postal, telephone, and telegraphic systems, the establishment of the state bank and printing press, the construction of the Addis Ababa-Djibouti Railway line, etc., all required a new type of personnel. In general, the development of the governmental bureaucracy and the growth of the modern sector required qualified civil servants (Assefa, 1967: 49).

In general, as Ayalew (1989: 32) verifies, the establishment of central state authority and permanent urban seat of power (MOE, 1984: 4); the development of modern sector economy (Assefa, 1967: 49); the arrival of foreign embassies because of the recognition gained after the battle of Adwa (Hess, 1970: 59); etc. were among the major factors that prompted the need for modern education in Ethiopia. Thus, modern education had to be started at the beginning of the 20th century and it officially commenced in 1908 with the opening of Menelik II School in Addis Ababa, marking a significant step in the history of education in Ethiopia (Ayalew, 2000a: 8).

3.3.3. The Development of Modern Education in Ethiopia

It has been more than a century and a decade since modern education took root in Ethiopia. The religious education that preceded modern/secular education had lived for many centuries. The history of education in Ethiopia has, however, been barely associated with social and economic development (Amare and Engida, 2002: 101). The history of modern education goes back to Imperialist Minilki II since 1908 (Alemayehu and Lasser, 2012). It was a u-turn in the history of Ethiopian education in all aspects to make it modern like the western type. Modern education was not introduced overnight but rather comes over a lot of resistance from both inside and outside countries. There was an ideal quarrel between religious leaders and the government. This was marked as the first reform in the Ethiopian history of education. Religious leaders were against modern education to preserve religious dogma from false teachings (Amare, 2005). In contrast, the government needs it for diplomacy for the sake of preserving the sovereignty of the country (Solomon, 2008).

Retrogression or progression of the development of the Ethiopian educational system, as declared by the Ministry of Education (MOE, 1996: 89), was and is intertwined with, among other things,

an evolutionary development of the socio-economic structure as well as with the external interaction and influence the country had or underwent in the long past. Although the history of education in Ethiopia dates as far back as 340 A.D. (MOE, 1996: 92), modern education was introduced at the beginning of the twentieth century and it officially, as noted by Ayalew (2000a: 95), commenced in 1908 with the opening of Menelik II school in Addis Ababa, which was considered as the marking of a significant step in the history of modern education in Ethiopia.

Since the introduction of modern education, as vividly indicated by Ayalew (2000b: 87), five different stages: The pre-war period (1908 - 1935), the occupation period (1935 - 1941), the post-war period (1941 - 1974), the Revolutionary period (1974 - 1991) and the post Revolution period (1991 to date) could be identified in the development of Ethiopian education system. From 340 A.D. up until 1908 was considered as a period of dominant traditional (religious) education (MOE, 1996: 92). During antiquity (ancient times), before the commencement of the traditional religious education in Ethiopia, the education system of the country was the typically informal type which was designated as indigenous education.

However, modern education in Ethiopia, as indicated by the Ministry of Education (MOE, 1996b:90) had started broadly with the shadow of European powers influence that was reflected initially in the first school, which was opened by Menelik II and which was a language school for English, French, Italian, Arabic, Ge'ez (one of the ancient languages in Ethiopia and still the Ethiopian classical language which has been used as a liturgical language by Ethiopian Christians and the Beta Israel Jewish community of Ethiopia), and Amharic (currently the working language at the federal level and some Regions including SNNPR of Ethiopia). These were the only subjects that were taught (learned). The curriculum of Teferri Mekonnen, the school that was opened in Ethiopia in 1925, also focused on teaching the above languages (Marew, 2000: 114). These were the main subjects in all provincial schools opened in the country at that time. Those, the same author went on saying, were the languages that were important in maintaining the international political relationship useful for the well-being of the emperors and the aristocracy.

Another further evidence for Ethiopian modern education's foreign influence, particularly during its first four decades since its inception, was that most of the schools especially in the capital (Addis Ababa), the place where nearly all schools of the time were located, had not only been led

by the foreigners as school Principals (Directors) but also had been used to adopt the curriculum of their own respective headship's original country (ESLCE Office, 1984: 10). That is why, as noted by Tekeste (2006: 7), in most Sub-Saharan African states education (broadly defined as a system of learning from textbooks and carried out in large classes) is a phenomenon that has a strong colonial legacy. Ethiopia has not been colonized; and many historians agree that the Italian colonial presence between 1935 and 1941 was too brief to be considered as colonial presence, the same Ethiopian educational veteran goes on to mention that yet the education system that the Ethiopian government implemented was very similar to those that prevailed in African states that were colonized for longer periods (Tekeste, 2006: 7). Mostly carried out by missionaries, education during the colonial times stressed some values at the expense of others; one of the highly privileged values was the acquisition of a foreign (European) language.

As a result, those school leaders (foreigners), the ESLCE document goes on elaborating, were authorized to import educational materials through donation or through purchasing and to recruit teachers from where they were easily obtained including from abroad. Moreover, these school leaders who were from different foreign countries in schools such as Menelik II and Wingate schools which were then led by Englishmen; Medhane Alem school by an American; Teferri Mekonnen by a French Canadian; Haile Selassie II school by an Egyptian …etc. forced schools to adopt and implement the educational curriculum of their respective principal's (school leader's) country.

As a concluding remark, Tekeste (2006: 7) states that though Ethiopia was the only African country never colonized, as indicated here above, in many aspects the record of colonialism, in the field of education was dismal. There were far too few schools and learners. The curriculum was impervious to local, national, or regional specificities. This was so due to the lack of a designed standard national curriculum for the schools of that (the then) time. During that time, the designing and formulation, as well as preparation of the school curriculum, was delegated to and left as the sole responsibility and duty of school leaders (principals) who were expatriates or foreigners (ESLCE Office, 1984:10; and Marew, 2000: 141).

During the 1908 -1946 period, subjects taught, periods assigned to each subject area, and very many other things showed a good deal of variation from one school to another in the country.

There was no single, uniform and standard Ethiopian School Curriculum developed and implemented by Ethiopians for Ethiopians. Neither was there a uniform and standard assessment method in the school of the country (Marew, 2000: 115).

As a whole, about the foreign influence in the historical development of modern (secular) education in Ethiopia, the Ministry of Education (MOE, 1996: 92) further summarizes its chronology as Egyptian and French influence period which run from 1909 - 1935 (beginning of secular education); Fascist intrusion (1935 - 1941); British influence (1941 - 1952); Canadian and American influence (1952 - 1974); and Ex-Soviet influence (1974 - 1991). That is why, as pointed out by Seyoum (1996a: 29; and 1996b: 4), the introduction of modern education for Ethiopia was an imported item just like the wireless and the automobile. Therefore, it is true that modern education in Ethiopia was and still (though relatively with a lesser degree) is considered as something imported and alien.

Thus, it is widely believed that modern education in Ethiopia has not evolved from traditional and/or indigenous educational practices. It was and still is (though to a lesser degree) considered as something imported from abroad and has been influenced by different countries at different periods. For this reason, the history of modern education in Ethiopia may be studied in terms of the period of influence imposed upon it by different countries from abroad.

In a summary, the major problem observed in the education system was that everything in the schools was alien to the learners and the Ethiopian society. That is, much of the content was not related to the life of the learners and the needs and culture of the Ethiopian society in general. Moreover, little or no effort was made to modify and adapt the school curriculum to local needs and circumstances.

Consequently, the following were those aspects of modern Ethiopian education which were most affected under the foreign influences: the structure and its organization; the school curriculum; higher education; teacher education; type of examinations; the language of instruction; and relevance of education (that is, having education within the Ethiopian context).

Moreover, the assessment methods used between 1908 - 1946 were alien to the Ethiopian situation (Marew, 2000: 114). Until 1935 students in most schools were required to sit for the French

government examination of competence. During the occupation of Ethiopia by the Italians, the occupation period lasted only for five years which was from 1936 - 1941 as is indicated by Ayalew (2000a: 16), the assessment methods used were Italian in nature, design, and administration. Immediately after the war, Ethiopian schools had followed British methods of assessment (mainly essay type) since British educators then held headships in the schools. For instance, the secondary school curriculum was geared almost entirely to the requirements of London University, General Certificate of Education. The same was true with grade 6 and grade 8 national examinations (Marew, 2000: 114).

Hence, this situation was considered as one of the barriers that delayed and hindered the preparation of learners' assessments at the national level and/or of the national examination for learners at the federal level both at elementary (primary) and secondary school levels until the thirty-eighth (38th) anniversary, which was 1946, since the inception of modern (secular) education in the history of Ethiopian educational development. As indicated above, it was in 1908 that modern education officially commenced in Ethiopia. The following section presents trends of national examination in the Ethiopian education system as a significant step towards school improvement programs and to appraise school effectiveness.

3.3.4. Trends of National Examination in the Ethiopian Education

The introduction and subsequent trends of national examination in the Ethiopian education system could have been considered as a significant step towards school improvement programs and to appraise school effectiveness. It brings about systemic change in the processes and practices of assessment which has been an important aspect of the teaching and learning process in the schools. The main objectives behind the administration of national examination at the school level, as indicated by the then Ministry of Education and Fine Arts (MOE, 1970: 7 and 8) were to help school leaders and/or principals evaluate the effectiveness of their schools instructional programs, and it was hoped that this will stimulate school leaders and/or principals so as to work hard to improve their respective schools overall educational program; to help teachers also evaluate the effectiveness of their instructional program with the hope that teachers improve their instruction and follow the curriculum; to help learners see themselves in relation to other learners of the same level and education, and this situation will put learners in a competitive frame of mind and, as a

result, more effort will be put into schoolwork; and to give guidance to those responsible for instruction in the schools by means of the types of questions, the manner of questioning and the area covered by the questions. Thus, the national examination could be taken as a key system of school improvement program since it focuses on enhancing the teaching and learning process of schools that includes specific elements such as the quality of teaching, learning and assessment, and curriculum that are the fundamentals of the teaching and learning domain of school improvement program (SIP).

However, it was in the 1945/46 (1938 E.C.) academic year that the first national examination called General Examination was administered in the history of Ethiopian secular education (MOE, 1970: 2). Grade six was then the final grade of the primary education at which the first national examination was managed. One of its objectives was the selection of learners that would proceed to grade seven. Its other objectives were to have a check on the standard of teaching especially of the three principal subjects (Amharic, English, and Arithmetic); and to aid in the standardization of the subject matter taught as well as the methods of teaching through the distribution of a uniform curriculum of studies, which was in operation during that time (MOE, 1970: 2).

During the first year of its inception, the national examination was administered to three hundred eighty-seven (387) learners who had completed grade six. In the 19 47/48 (1940 E.C.) academic year, a general knowledge examination was added to the battery of tests to ascertain the candidates' scores on several other subjects designated as Ethiopian History, General Geography as well as elementary scientific facts and matters of general information. The first National Examination that was commenced two years ago in 1945/46 academic year was also suggested a new name, the suggestion was initiated by the Committee of Directors of Post-Primary Schools of Addis Ababa (Yusuf, 1975: 44; and MOE, 1970: 2), called Elementary School Promotion Examination. The reason that the Committee had presented for its initiative was the purpose that the national examination had been serving (MOE, 1970: 2). It had been serving as a basis for promotion from grade six to seven, which was the beginning of secondary level education. However, the name General Examination was retained to describe more adequately its general function that includes the control of uniform teaching methods following the curriculum (Yusuf, 1975:44; and MOE, 1970: 2).

From this one can easily infer the roles played by school leaders and/or principals while managing changes in the schools such as the administration of national examinations, as a new initiative/reform at the school level. School leaders and/or principals, from the very beginning, have given due emphasis to changes in the schools as centers of educational reform attempts to enhance school effectiveness through introducing reforms of different aspects (like the beginning of national examination as a standardized assessment mechanism) as systems/parts of school improvement program (SIP).

As to the period of elementary and secondary education, in Ethiopia, this was being extended as rapidly as possible to meet standardized requirements (MOE, 1950: 34). In the first six years after the liberation of Ethiopia from the Italian occupation, the elementary school span was pegged at six years; and the pupils, after passing through the sixth grades (after grade six), took post-primary examinations and entered to what was considered as a preparatory grade before entry into the secondary and vocational school where they spent four years before graduation (MOE, 1950: 34). Later, however, the term elementary was extended to the eighth grade even though the last two years were made to be used as a preparation period for entrance into the secondary and vocational levels. After this period of schooling, the learners spent four years in a secondary school leading up to graduation, when the learners made themselves ready for College entrance or what was considered matriculation standard (MOE, 1950: 34). Thus, changes in the duration of elementary schooling might have resulted in variation of the grade levels at which the national examinations, which were considered as a visa to secondary education, used to be administered.

Before the introduction of the national examination of grade six, secondary school directors had used to select their students by studying the individual learner school achievement results and in addition by interviewing the learners who were attending grade six, which was then the peak grade of elementary education (MOE, 1970: 2). Through time the use of such subjective methods of selecting students for post-primary education was found to be outdated because of its nature of being time-consuming and unsatisfactory as the number of learners reaching grade six was increasing at a very fast rate (MOE, 1970: 2). As a result, the coming into effect of the General Examination, which was administered at the national level that could be called as Elementary School Leaving Examination at grade six, was considered as necessary to devise a means for the efficient selection of students.

However, the history of the Ethiopian National Examination system like the history of education underwent a series of changes (Yusuf, 1975: 44). For instance, on numerous occasions since 1941, as a result of a change in the level of the educational system (that is, due to frequent change of the educational structure by the same government as part of the educational reform and by successive governments at different times), there were changes in the grade level at which the national examinations used to be administered (Yusuf, 1975: 45). At first, the National Examination that was then called General Examination was given only to elementary school children who had completed grade six, and those who scored pass marks were made to be promoted to grade seven. This trend continued from 1945/46 (1938 E.C), the Ethiopian academic year in which the first national examination was administered in the history of the Ethiopian secular (modern) education system until 1948/49 (1941 E.C). During that time, secondary schools had included grades seven to twelve (Yusuf, 1975: 45; and MOE, 1970: 2).

Nonetheless, from 1949/50 (1942 E.C) onwards the General Examination, at the national level, was administered to eighth-grade candidates (MOE, 1970: 2). It went until the 1963/64 (1956 E.C.) academic year. This was so because of the extended duration of elementary schooling from six years to eight years. As a result, primary level education had included grades seven and eight while secondary level had included only grades nine through twelve (Yusuf, 1975: 45).

The third major change was in the 1964/65 (1957 E.C.) academic year. It was the year that the Elementary School Leaving Examination had once again continued to be administered at grade six. This was attributed to the change of the language of instruction in elementary/primary schools from English to Amharic (the current working language at the national/federal level and some regions including SNNPR) on one hand, and it was because of the decision made to complete elementary education curriculum within six years duration only, on the other (MOE, 1970: 3).

Thus, the National Examination of grade six reappeared in 1964/65 (1957 E.C) with the change of the school structure as well as the development of the new curriculum. But the Grade Eight National Examination, which had been in operation since 1949/50 (1942 E.C) academic year as the Elementary School Leaving Examination, had simultaneously continued to be given as a Junior Secondary Education Leaving Examination (MOE, 1970: 3). Currently, too, grade eight national examination, although it has no more service as a Junior Secondary Education Leaving

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Examination, has continued to serve for selection to enter the ninth grade and as a certification for completion of general primary education of the new curriculum based on the 1994 Education and Training Policy.

Therefore, generally, the Ethiopian National Examinations' picture for a long time depicted the Grade Six National Examination (Elementary School Leaving Examination), the Grade Eight National Examination (Junior Secondary School Leaving Examination), and the Ethiopian Secondary School Leaving Certificate Examination (ESLCE). That is, national examinations were given on completion of each level of education (Primary, Junior Secondary, and Senior Secondary Levels). ESLCE had been in operation at grade twelve and it had been serving as an entrance examination for the Colleges and Universities (tertiary level education) for a longer period.

Currently, based on the 1994 new Education and Training Policy's educational measurement and examination, national examinations are to be offered at the end of grades eight and ten to select those who would go to the general secondary and senior secondary schools respectively. The Ethiopian Higher Education institution Entrance Examination, which is designated as College Entrance Examination (CEE), is another type of national examination to be held at the national level for learners who would complete their preparatory program of second cycle secondary education. Hence, nowadays, Primary School Leaving Examination, Ethiopian General Secondary Education Certificate Examination (EGSECE), and College Entrance Examination (CEE) are national examinations to be held at the end of grades eight, ten, and twelve respectively as per directives of the Education and Training Policy's educational measurement and examination.

Thus, the changes in the grade level at which the national examinations used to be administered have been due to the variation in educational structure at different times since the beginning of modern education in Ethiopia. Change of educational structure may bring about change in the roles and responsibilities of school leaders and/or principals. The following section presents the trends of educational structure and its implications since the inauguration of modern education in Ethiopia.

3.3.5. Educational Structure and its Implications

Thus, despite the several decade-long foreign influences, attempts had been made at education reform by the same or successive governments. Consequently, curriculum changes and changes of

the educational structure have been experienced at different times in the history of educational development in the country (Ethiopia) as part of educational reform aspects. In the era of modern education in Ethiopia, successive changes of the educational structure had and still have their implications on the management of the school in general and on the administration of the overall teaching and learning process and of the national examination in particular. Besides, the grade levels at which the national examinations used to be administered varied as an outcome of different reform agendas of the educational system of a nation (Ethiopia) throughout its overall history of modern education. For instance, once the educational structure consisted of a three-tier system (4+4+4) four years of primary, followed by another four years of intermediate, culminating in four years of secondary (Seyoum, 1996b: 4); at another time it became 6+6 even though, the term elementary was later being extended to the eighth grade (MOE, 1950: 34) that made the educational structure to be 8+4 until 1963/64 (1956 E.C.), which was the academic year when an attempt, as noted by Seyoum (1996b: 5), to change the grade structure from the two-tier system (8+4) to a three-tier (6+2+4) system was introduced. This combination meant that a learner had to go through six years of primary education and two years of junior high school education and four years of senior high school education.

Presently, based on the existing Education and Training Policy (ETP) of 1994, the educational structure of the country (Ethiopia) is made to be 8 (4+4) +4 (2+2) which extends primary education to eight years. That is, with four years of basic primary education and another additional four years of general primary education; and four years of secondary education this is further subdivided into two years of general secondary and another two years of preparatory senior secondary education.

In general, at one-time primary (elementary) education was made to terminate at grade six levels. This trend had been put into practice since 1941 /42 (1934 E.C) until 1948/49 (1941 E.C.) academic year (ESLCE Office, 1984: 15). Nonetheless, there were times when primary education was made to be completed in less than six years. Once it was made to be of four years duration at the time that educational structure of the country (Ethiopia), as noted by Seyoum (1996b: 4), was made to consist of a three-tier (4+4+4) system.

At another time, beginning from 1949/50 (1942 E.C.) academic year up until 1963/64 (1956 E.C.), primary education was made to be extended to eight years and was also made to be completed at

grade eight level, except Teferri Mekonnen School for which up to grade six was elementary level. Teferri Mekonnen School also used to accept learners in grade nine directly after completion of grade six. This school had used to follow this practice from 1947/48 (1940 E.C.) to 1955/56 (1948 E.C.) academic years, and later it followed the same educational structure as others (ESLCE Office, 1984: 15).

Since 1964/5 (1957 E.C.), till recently (up until the introduction and implementation of the curriculum based on the 1994 Education and Training Policy), elementary education used to be completed at the grade six level, and another additional two years used to be added to attend junior secondary schools to join senior secondary education after completion of junior secondary education. At present, primary education also extends once again to eight years.

Hence, primary (elementary) education completion used to vary from time to time. This fluctuation might have been due to the foreign influences that had been exercised nearly in the whole life span (that is, from 1908 till to date) (MOE, 1996: 92), of the Ethiopian modern education in its historical development. Thus, there have been changes and variations, as indicated earlier, in the grade levels that the national examinations used to be administered due to the frequent change of educational structure because of the influences made by the external body (foreign influence) and/or the educational reforms at different times.

 Concerning the period of secondary education, due to variations that had been taking place in the number of years to complete primary (elementary) education, there have been and still change in the number of years to complete secondary education. As a result, it was 6+ (4, 5, 6) immediately few years after the liberation of the country from the Italian occupation 1943/44 (1936 E.C.) to 1948/9 (1941 E.C.) academic years; with another educational structure of 8+4 since 1949/50 (1941 E.C.) academic year until recently. The only exception being Teferri Mekonnen School (with 6+4 educational structure) as mentioned earlier although there was no difference as far as the duration of secondary education was concerned (ESLCE Office, 1984: 15-16). Currently too, though the number of years to pursue and graduate from primary level education increases (eight years of primary level education), about secondary level education, the same educational structure (8 years of primary level + 4 years of secondary level education is still used in the current education and Training Policy's curriculum which requires four years of secondary education. However, the four

years of secondary education are further subdivided, like the subdivision of the primary level education, into two cycles of general secondary education of grades 9 and 10 (First Cycle Secondary Education) and senior secondary education of grades 11 and 12 (Second Cycle Secondary Education), which is said to be a preparatory phase for higher education.

However, very recently based on the recommendations of the Ethiopia education development roadmap (2018 - 2030), change of the current structure of education from 8 (4+4) +4 (2+2), which prolongs primary education to eight years from the earlier six years and diminishes secondary education period to four years from the former six years (two years in grades seven and eight and four years in grades nine to twelve as junior secondary level and as senior secondary level respectively) to the 6+2+4 educational structure that resembles the educational structure of during the Derge regime seems to be the direction of these days. This combination shows that a learner needs to go through six years of primary education and two years of junior secondary education and four years of senior secondary education (MOE, 2018: 32 - 33).

Thus, all these changes, as reforms of the education of Ethiopia, may have impacted both directly as well as indirectly the leadership of schools in general and the instructional leadership roles of school leaders and/or principals in particular.

On the other hand, it is now been more than 11 (eleven) decades-old (that is, from the time 1908 until to date/2019, more than one hundred ten years) since modern education was introduced in Ethiopia. During all this time the education system of Ethiopia has passed through various stages. The emphasis has varied during the different periods. Therefore, it was very understandable that during different times in the history of modern education in Ethiopia, there has been a need for educational reform. Various attempts at educational reform have also been made. One notable step, as a remarkable educational reform accomplishment and as a worth mentioning school-improvement program, had been taken in 1963 to make Amharic (the official working language of the Federal Democratic Government of Ethiopia as well as of some Regional States including SNNPR the Regional State where this research has been conducted) the medium of instruction at the primary school level (Seyoum, 1996b: 5). That is why one veteran scholar, (Tekeste, 1990: 8), has characterized it as "the most significant reform of the decade".

Nonetheless, concerning the rationale behind searching for the right educational reform, as scrutiny of the education system shows, it has been plagued by numerous complex problems since its inception. It had been indicted on several counts that the criticisms that had been leveled at it are legion. For one thing, it was charged as being elitist, formalistic, rigid, and highly bureaucratic (Seyoum, 1996b: 2 - 3). In the face of such criticisms, it was natural for the successive governments to press, from time to time, for educational reform.

So, such changes as reforms of education at the macro-level (at the Federal and Regional level) as well as at the micro-level (at the School level) and its implementation, in any case, could add much burden upon the roles and responsibilities of school leaders and/or principals. Reviewing major educational reform attempts made in Ethiopia since the beginning of modern education may help in having the right insight about the educational management system of a country Ethiopia in general and school leadership and instructional leadership roles of principals in particular. Having this in mind, let us consider the main policy issues pursued in the different periods as the major attempts made at educational reform and school improvement programs in Ethiopia since the beginning of modern/secular education to enhance school effectiveness and improvement.

Figure 3.1: The Current Structure of the Ethiopian Education System Based on the ETP

The structure of the Ethiopian education system, showing: Pre-school and KG; Primary Education (1st Cycle Grade 1-4, 2nd Cycle Grade 5-8); ABE – Alternative Basic Education; PSLCE; General Secondary Education (1st Cycle Grade 9-10); EGSECE; TVET Level 1-5; Preparatory Secondary (2nd Cycle Grade 11-12); EHEECE; Undergraduate Degree Programs; and Postgraduate Degree Programs (MA/MSc, PhD).

Key:
KG – Kindergarten
ABE – Alternative Basic Education
PSLCE – Primary School Leaving Certificate Examination
EGSECE – Ethiopian General Secondary Education Certificate Examination
EHEFCE – Ethiopian Higher Education Entrance Certificate Examination
TVET – Technical and Vocational Education and Training
TVET Level 1 - National TVET Qualification Certificate 1
TVET Level 2 - National TVET Qualification Certificate 2
TVET Level 3 - National TVET Qualification Certificate 3
TVET Level 4 - National TVET Qualification Certificate 4
TVET Level 5 - National TVET Qualification Certificate 5
Preparatory Program – Secondary 2nd Cycle
MA. MSc – Masters Degree
PHD – Philosophical Doctorate Degree

Source: MOE (2015/16: 2)

3.3.6. Major Educational Reforms in the History of Modern Education in Ethiopia

Nevertheless, despite all the foreign influences, ever since the introduction of secular (modern) education some attempts, as indicated by Seyoum (1996b: 1), have been made at educational reform. Educational policy, as major educational reform agenda, is one of the most crucial components of sound educational development in any country. According to the Ministry of education in Ethiopia (MOE, 1996: 112), education policy formulation as a social responsibility attracts a wide popular interest. Educational change involves the society at large (government and technicians, parents and learners, teachers and administrators, the doctors and the illiterates, elites and common folk). Thus, managing change, as a result of the educational reform and/or educational policy, may be considered as both the opportunities as well as the challenges that educational leaders and/or principals at the school level are expected to extract and confront.

Despite this, historically, the Ethiopian education system was termed as too traditional and as it was mainly influenced by religious institutions (Dawit, 2015: 24). Modernizing the traditional education system required the country to launch different educational reforms (Shinn & Ofcansky, 2013: 135; and Teshome, 2012: 15). Though all the major education policies introduced in the country/Ethiopia were influenced by the ideology of its respective regimes (Tekeste, 2006: 7), the attempts to reform the education systems during the three regimes (the Imperial, the Socialist, and the Federal System of Governance) were mainly initiated due to the education systems' failure to satisfy the development needs in the country (Tekeste, 2006: 18; and Seyoum, 1996: 15).

Thus, since the 1940s Ethiopia has experienced three systems of political governance, each distinguished by its education policy and reform (Tekeste, 2006: 11; and Michael, 2017: 9). The three major attempts at educational reform that have already been alluded to were tried out during three different successive governments that claim to espouse divergent political philosophies.

The first system of governance was the Imperial system that started soon after World War II (WW II) and lasted until 1974 with a well-known attempt at educational reform called the Education Sector Review (ESR). The second was the military/socialist system that lasted until 1991, the government that was known by the educational reform designated as the Evaluative Research on the General Education System in Ethiopia (ERGESE). The third major educational reform attempt

is during the present federal system of governance which became fully operational after 1994 (the currently existing educational policy) known as Education and Training Policy (ETP).

That is, ever since the inception of modern education in Ethiopia, some significant attempts have been made at educational reform. Thus, the three major attempts at educational reform, as Seyoum (1996b: 1) also indicates, have been: the Education Sector Review (ESR); the Evaluative Research on the General Education System in Ethiopia (ERGESE); and the current and operational Education and Training Policy (ETP). Hence, to appreciate the attempts at educational reform, it may be appropriate to get a glimpse into the main highlights of the three key chronologically successive educational reform (ESR, ERGESE, and ETP) endeavors in Ethiopia.

3.3.6.1. The education sector review (ESR)

The need for the study of the Education Sector Review was borne out by dissatisfaction with the existing educational system (Seyoum, 1996b: 14). The dissatisfactions emanated both from internal (dissatisfactions within the country Ethiopia) and external (dissatisfactions from international organizations such as UNESCO, ILO) sources. At home, the young as well as the old, particularly the nobility and the clergy had an ax to grind against the educational system. Externally, the country had ended up almost at the tail end of most African states about its record in providing universal primary education. This embarrassing performance has been taken as an affront by those at the helm of the government of the tome (Seyoum, 1996b: 14).

Moreover, the dissatisfaction with the educational system, according to Seyoum (1996b: 5 - 6), set in and was criticized on several points, outstandingly:

    (a) It was elitist and as such only a selected few could get the opportunity for higher education.

    (b) Its curriculum remained highly academic-oriented despite some attempts to orient it towards technical-vocational education. Consequently, it gave rise to the problem of the educated-unemployed.

    (c) It was wasteful. Only six percent of pupils who began first grade could enter an institution of higher learning.

    (d) It did not provide equal access to all. It was urban and male-biased.

    (e) There was little that was Ethiopian in the curriculum. This was particularly voiced by conservative elements of the clergy and aristocracy.

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(f) Its administration was characterized by a bloated bureaucracy that stifled local initiative and efficiency.

From the early nineteen fifties (1950s) to the mid-nineteen sixties (1960s) the educational system of Ethiopia was made to be operated on a pattern of controlled expansion with emphasis on the production of semi-professionals and professionals that the country needed (Ayalew, 2000a: 41). Starting in the mid-sixties, however, two contradictory yet products of the same education system appeared (Ayalew, 2000a: 41). On one hand, the same well-known educator of Ethiopia goes on to explain that the educational system failed to respond to the popular demands for education and remained restricted to a small minority of the population. On the other hand, the economy failed to absorb even the few numbers of secondary school and university graduates. Consequently, instead of solving national problems, the education system, then, was turning to be a breeding ground for the country's economic, social, cultural, and political problems. It was, therefore, in the midst of this entire educational problem that the then government initiated a wide-ranging study of the education sector. Thus, the government had no alternatives but to respond by launching a nation-wide research study recognized as the Education Sector Review, which was one of the most widely known studies as an educational reform attempt in the history of modern education in Ethiopia (Seyoum, 1996b: 14; and 1998: 3). Education Sector Review (ESR) was indeed one of the boldest attempts at educational reform taken by the old imperial regime.

The Education Sector Review was the first of its kind in being a comprehensive attempt at educational reform. It attempted to make an in-depth study of the education sector but, it was discontinued by the 1974 Ethiopian revolution and subsequent regime change (Seyoum, 1998: 3). The objectives that it envisaged, as Seyoum (1996b: 13) confirms, were considered as all laudable. They (the objectives) ranged from the provision of basic education to all; to the development of scientific outlook, to equality of access to education; to the creation of an integrated society, and to narrow down the generation gap. That is, The Education Sector Review was, as Ayalew (2000a: 35) indicates, officially initiated in May 1971 with the following broad objectives:

- To analyze the education and training system of Ethiopia and its capability of promoting economic, social, and cultural development efficiently;
- To suggest, wherever necessary, ways to improve and expand the education and training system so that it might achieve aims relevant both to the society and the overall development of the country;

- To suggest ways in which education could best be utilized to promote national integration; and
- To identify priority studies and investments in education and training.

Specifically, the aims of education as formulated by the Education Sector Review (ESR), according to the then Ministry of Education of Ethiopia (MOE, 1972), were:

- To foster a rational and scientific outlook on life, to cultivate objectivity, intellectual curiosity, tolerance, and broadmindedness;
- To replace the traditionally negative attitude towards manual work with a positive one;
- To increase the earning capacity of the individual by providing relevant skill and knowledge to make people economically self-reliant;
- To cultivate the desire for life-long education when formal schooling has been completed;
- To provide scientific, technical, and vocational education, particularly at the secondary level, in keeping with the needs of the Ethiopian society and economy;
- To contextualize the content of education with the existing situation of Ethiopia and to promote the national language, Amharic, as the medium of instruction at the higher levels, and to give practical orientation to instruction at all levels;
- To create an integrated society by drawing upon the diverse cultural and linguistic elements and creating the condition for the formation of a truly national culture;
- To create national consciousness among all the peoples of the Empire;
- To foster the full participation of all the peoples of Ethiopia in the life of the nation;
- To reduce the generation gap between the educated young and the traditionally oriented old to bridge the gap between school and society;
- To prepare the nation's youth to live in a world community; and
- To equalize access to education among all as rapidly as possible;

A scrutiny of the list of participants of the study groups reveals the names of some secondary school principals and a few representatives of the teachers' association (Seyoum, 1996b: 15).

The imperial regime at the time appears to have been concerned with the problem of unemployed school leavers, particularly at the secondary level. Therefore it desired to put an end to the policy that had made each level of schooling a stepping-stone to the next higher level. Accordingly, beginning in the early fifties, with the launching of a series of the five-year development plan, it adopted what was called a "controlled expansion" of education, particularly at the secondary level.

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It is in line with this thinking that the government approved the recommendations of the Education Sector Review (Seyoum, 1996b: 17). The choice of the government, among the alternatives presented as a result of the Education Sector Review study, was thought to enable it to promote universal primary education, and at the same time to curb expansion at the secondary level which would also be in line with the policy of "controlled expansion" (Seyoum, 1996b: 17). Generally, the study as a plan was to construct an educational system with a broad base, while still limiting secondary education to a selected few learners by the economic resources and manpower needs of the country/Ethiopia.

The Education Sector Review, in general, was not only accepted by the government but was also praised internationally. In this regard, Ayalew (2000a: 38) writes that "the Education Sector Review is one of the most thorough, competent and enlightened appraisals of the educational system ever undertaken in an African country". Ayalew (2000a: 39) goes as far as commenting that how the report was prepared "would make it a significant document in the history of educational planning in Africa".

Yet how it was prepared was the first aspect that came under attack. Although it made use of the experience of both national and international experts, it forgot the benefits that accrue from consulting laymen (such as the pupils' or learners' parents, the rural peasants/farmers, the school's community as a whole, and that of the rest of the public in general) and professionals at the grass-root level (such as teachers from primary as well as secondary school levels and supervisors) (Ayalew, 2000a: 39; and Seyoum, 1996b: 15). Primary and secondary school teachers, who were to implement the scheme, were not involved at all. Parents were not informed. The mass media (newspapers, radio, and television) hardly mentioned it and even the so-called "parliament" was kept ignorant of what was going on (Ayalew, 2000a: 39). The same veteran educator went on explaining, in a word, as the leaders of the then Teachers' Association sarcastically referred to it, it was seen as a "Secret Review" and in fact, the copies of the report distributed to government offices were marked and/or stamped "restricted", which gave the impression that the proposals of the review were a "conspiracy against the people"- a lesson that should not be forgotten (Ayalew, 2000a: 40).

Therefore, the confidentiality with which the study was withheld from the general public gave rise to all kinds of rumors that gave a field day to those who were opposed to the regime to fabricate all sorts of rumors and distortions about the study (Seyoum, 1996b: 16). Thus irreparable damage had been done, contributing to the final demise of the study (Seyoum, 1996b: 16).

Content-wise, the review was also considered as both partial and sectarian (Ayalew, 2000a: 40). Whereas it decided that few learners would be going on the secondary level "selected on the grounds of aptitude and ability", it made no restriction on the non-government sector and/or school – a fact that makes it clear that the review proposed to affect only the children from poor families, leaving the higher classes to provide education to their children as much as they wanted to (Ayalew, 2000a: 40). On the other hand, whereas the review emphasized the importance of "integrated approach" and "the teaching of skills" it did not take heed of the realities of rural Ethiopia, especially the landholding system then. It forgot that reforms in other sectors of the country's socio-economic formation would have to be taken before any of the recommendations of the review were attempted. That is, to think of bringing about educational reform without overall socio-economic structural transformation would be to miss the whole essence of the educational reform process (Seyoum, 1996b: 16 - 17).

This was the situation that the Ethiopian revolution inherited. The outbreak of the 1974 revolution was, however, a death blow to the ESR. That is, though the imperial regime attempted to make a comprehensive study of the education sector with the help of the Education Sector Review (ESR) project, its recommendations were not put into practice because, as indicated above, of the 1974 Ethiopian revolution (Seyoum, 1998: 3; and 1996b: 7). The following section briefly presents the Evaluative Research on the General Education System in Ethiopia (ERGESE).

3.3.6.2. Evaluative research on the general education system in Ethiopia (ERGESE)

Similarly, like that of Education Sector Review, a country-wide study known as the Evaluative Research of the General Education System in Ethiopia (ERGESE) whose main focus was the improvement of quality of education in the country, was carried out in 1983. Just before the launching of ERGESE, the government had taken the unprecedented step of allowing a government monthly magazine "Yekatit", to publish an interview conducted with three Ethiopian

educators on the status of education in Ethiopia. In this interview the then principal of Menelik Secondary School, as indicated by Seyoum (1996b: 18), is quoted to have said:

> In Menelik Secondary school alone there are 11,600 regular and extension learners. As such teachers could not give individual help to each learner. Therefore, both learners and teachers seem to be engaged in distance learning. For instance, how would it be possible for a teacher to give homework or classwork? If there are 70 or 80 learners in a class, only 30 of them pass, the teacher could not know why the other 40 or 50 of them failed (Negussie, 1982: 6).

Therefore, this was the first signal that the military government for the first time officially recognized that there was something wrong with the education system. In fact, before this, the government was capitalizing on the achievements gained since the revolution in the literacy campaign as well as in the expansion of the school system (Seyoum, 1996b: 19). Before describing the state of Ethiopian education that prompted the ERGESE, let us consider the efforts initially made to enhance the education system of the country (Ethiopia) by the revolutionary military government.

One of the immediate measures taken by the revolutionary regime was to address the issue of primary education (Seyoum, 1996b: 7). Accordingly, in a policy directive issued on December 2oth, 1974 it was proclaimed that "under the banner of education for all, citizens shall have the right to free fundamental education (Provisional Military Administrative Council/PMAC, 1974)". Based on this declaration, the Ministry of Education took a step to reconcile its educational priorities to advance, "universal primary education within the shortest period commensurate with available resources" (MOE, 1977: 1). Furthermore, the educational system, as Seyoum (1996b: 7) notes down, was to be overhauled with socialist overtone. The new regime's educational policy, the same educator went on explaining, was envisaged in the 1976 program of the National Democratic Revolution (NDR), which was the comprehensive guide to government action. Referring to the education sector it states that there will be an educational program that will provide free education step by step, to the broad masses (Provisional Military Administrative Council/PMAC, 1977: 4). The fundamental aim of education during that time was to cultivate Marxist-Leninist ideology in the young generation; to develop knowledge in science and technology, in the new culture and arts; and to integrate and coordinate research with production to enable the revolution to move forward and to secure a productive citizenry (Tekeste, 1990: 20).

These above broad objectives were later condensed into slogans as Education for Production; Education for Scientific Inquiry/Research; and Education for Socialist Consciousness (Alemayehu and Lasser, 2012: 63; and Seyoum, 1996b: 8). Accordingly, the curriculum, by embodying the three above-mentioned broad educational goals, was revised with the central objective of the all-round development of the young. The goal no doubt was quite lofty (Seyoum, 1996: 19). But it sounded more of rhetoric than reality. It is difficult to imagine how such a goal of creating an all-rounded socialist personality could have been realized in a society that had just emerged from centuries of feudalism. Furthermore, it was also incomprehensible how the majority of the children coming from a traditional peasant background could have been indoctrinated with an alien and radical ideology as that of Marxism-Leninism (Seyoum, 1996: 19). The claimed purpose of these objectives was to gear the educational system to the social, economic, and political realities of the country then. Let's consider each of these wide-ranging educational purposes and their specific aims as presented concisely by Ayalew (2000a: 46 - 47) here below:

Education for Production

The basic theme of this slogan was to relate educational programs to productive work. Its specific aims were:

- To inculcate in the learners the dignity of labor, interest in manual interest in manual work, and appreciation for collective production;
- To enable maximum production both quantitatively and qualitatively based on government central development plan and other national obligations; and
- Release the schools from the outdated mode of production and make them models of development for the community.

Education for Scientific Inquiry

This objective rests on the philosophy that the world is knowable. Accordingly, education at all levels was to be geared to research to:

- Instill the attitudes of critical thinking and creativity; and
- Develop the habit of getting insight and analyzing and interpreting things and phenomena so that the learners will be able to understand and make better use of the environment, society, and nature in general.

Education for Socialist Consciousness

The whole purpose of this objective was the promotion of the theses of the newly adopted political ideology. Whereas the basic content was a study of Marxist-Leninist Philosophy with its specific aims that include:

- Making education an instrument to intensify the class struggle waged by the proletariat and the peasant farmers;

- Enabling learners to identify enemies and friends both at the national and international level, based on class analysis;

- Understanding the Marxist tenets and discipline, people's aspiring to build socialism should possess; and

- Encouraging cooperation for the common good and enhancing day-to-day relationships based on comradeship, honesty, and justice.

In the years between 1974 and 1981, the Ethiopian Educational system grew at a rate unprecedented in its history. The total number of schools increased by more than a hundred percent (100%) while total enrolments grew two and a half times. Participation rates also more than doubled at the primary as well as secondary levels as compared to the pre-revolution figures. Indeed the system was growing fast (Ayalew, 2000a: 51). However, behind these achievements were so many problems that prompted the state of the Ethiopian education system to launch a project in 1983 entitled Evaluative Research of the General Education System in Ethiopia (ERGESE).

The learner-teacher ratio at all levels, except in non-government senior secondary schools, has by far exceeded the maximum limits set by the ministry. The percentage of qualified teachers in the system had gone down to 31.4% in the primary, 6.4% in the junior secondary, and 17.9% in the senior secondary. The educational budget had decreased as a percentage of the total government budget, which indicates that resources were being diverted away from education. Besides, most of the recurrent budget was being spent on personal emoluments. The amount of money invested on materials and equipment has dwindled from year to year to reach only Birr 3, 12, and 16 per learner in the primary, junior secondary, and senior secondary respectively in 1980/81. With such meager resources, even the availability of basic teaching and learning materials was sporadic. Generally, social demand had exceeded supply and resources were being thinly distributed over a large population. The quantitative expansion was being achieved at the expense of quality. The declining quality was recognized by the government.

The need for reform was thus obvious. Accordingly, the Ministry of Education of the then regime responded by launching a project known as the "Evaluative Research on the General Education System in Ethiopia" (ERGESE). The purpose of the study was to investigate the quality of primary and secondary schooling in the country and to make recommendations. The four areas of concern identified for the study were curriculum development and teaching-learning process; educational administration, structure, and planning; educational logistics, supportive services, and manpower training, and educational evaluation and research (Ayalew, 2000a: 52).

The study found out that while educational opportunity has widened, there has not been a corresponding improvement in quality in the four areas examined. It also made many recommendations for improvement of which the most significant include (Ayalew, 2000a: 53):

- Taking measures for the professionalization of educational personnel;
- Increasing supply of resources and efficiency of their utilization;
- Re-examination of the curriculum concerning national needs and the nature of the learner;
- Rationalization of the organization and management of the education system; and
- Creation of a comprehensive structure and plan for scientific research and evaluation of educational programs and projects and assessment of pupil performance.

It was concluded that efforts for quality improvement at all levels should be carried out with the participation of all concerned and that resources of international donor agencies should be directed towards the critical problems and needs identified in the study. The report of the study was completed and submitted to the government on May 1, 1986. However, it did not materialize (Seyoum, 1996b: 3). That is, the government which was in the process of implementing its ten years National Perspective Plan (1984 - 1994), "quietly shelved" the study, and like the Education Sector Review it went down to the archives.

The Ten- Year Perspective Plan that was known as "Objectives and Directives of Ethiopian Education" envisaged eight years of universal general polytechnic education and a curriculum that would enhance integration into the world of work. The Ten- Year Perspective Plan that was adopted by the then government for the period 1984/85 – 1994/95 not only did stipulate the goals of education but also set definite targets. According to Ayalew (2000a: 55 - 57) citing the Ten-

Year Perspective Plan/TYPP (1984: 138), the following were the goals of the Ten-Year Development Plan in the education sector.

a) To provide education, at all levels, that would contribute to the prosperity and well-being of the broad masses;

b) To inculcate the principles and ideas of socialism;

c) To make education accessible to as many deserving children as possible as a first step towards the introduction of polytechnic education;

d) To produce middle-level manpower required for the political, social, and economic development of the country;

e) To eradicate illiteracy and to conduct continuing education;

f) To combine theory and practice in general education to helping accelerate socio-economic development and inculcate political culture; and

g) To carry out pedagogical research on the content, method, and quality of general education.

Generally, the government had made the Ten- Year Perspective Plan designed by the goals initiated by the Objective and Directives of Education ('*Yetmihirt Aktacha*') its priority. As a result, the recommendations of ERGESE remained a futile exercise. Though the government remained in power for about half a decade after the Ten-Year Plan was commenced, leave alone realizing the targets set, maintaining the already achieved rates of participation was found impossible because those years were when the civil war had reached a decisive stage in Ethiopia (Ayalew, 2000a: 57).

3.3.6.3. The current and operational education and training policy (ETP)

Towards the end of the collapse of the socialist regime, the relevance of the curriculum had become questionable. The quality of education had become suspect, and accessibility and equity to educational opportunity left a lot to be desired. Thus, there were signs of dissatisfaction with the educational system. Therefore, when the Transitional Government assumed the mantle of leadership in 1990, the necessity to bring about reform in the educational system was quite apparent (Seyoum, 1996b: 22). Beyond redressing the inherited education problems, the 1994 Education and Training Policy (ETP) was necessitated by the new political order which had radically structured the country into autonomous regional states. The new policy authors viewed education as a tool for development and for solving social, political, and economic problems;

"education enables individuals and groups to make all-rounded development by acquiring knowledge, abilities, skills, and attitudes", they argued. The metaphors, problem-solving, and integration of research and development (R&D) featured frequently in the policy document suggesting a pragmatic philosophy of education. Contrary to traditional views of education as an end itself, the policy authors viewed education as a critical factor for social change and wealth creation (MOE, 2018: 22).

The current operational Education and Training Policy (ETP) has been designed with the following general as well as specific objectives (Federal Democratic Republic of Ethiopia/FDRE, 1994: 7 - 11).

General Objectives of ETP

- Develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all.
- Bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.
- Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice, and peace, endowed with democratic culture and discipline.
- Bring up a citizen who differentiates harmful practices from useful ones, who seek and stand for truth, appreciates aesthetics, and shows a positive attitude towards the development and dissemination of science and technology in society.
- Cultivate the cognitive, creative, productive, and appreciative potential of citizens by appropriately relating education to the environment and societal needs.

The specific objectives of education, as stated in the policy, ranging from the promotion of relevant and appropriate education and training to the recognition of the rights of nations and nationalities to learn in their languages (Seyoum, 1996b: 23). Exclusively, specific objectives of ETP are:

- To promote relevant and appropriate education and training through formal and non-formal forms of education.
- To develop and enrich learners' inquisitive ability and raise their creativity and interest in aesthetics.
- To enable both the handicapped and the gifted to learn by their potential and needs.
- To provide basic education and integrated knowledge at various levels of vocational training.

- To satisfy the country's need for skilled manpower by providing training in various skills and at different levels.
- To make education, training, and research be appropriately integrated with development by focusing on research.
- To provide secular education.
- To make education a supportive tool for developing traditional technology, and for utilizing modern technology.
- To provide education that promotes democratic culture, tolerance, and peaceful resolutions of differences and that raises the sense of discharging societal responsibi1ity.
- To provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity, and justice, and who are endowed with moral values.
- To provide education that promotes the culture of respect for work, positive work habits, and high regard for workmanship.
- To recognize the rights of nations/nationalities to learn in their language, while at the same time providing one language for national and another one for international communication.
- To gear education towards reorienting society's attitude and value about the role and contribution of women in development.
- To provide education that can produce citizens who possess a national and international outlook on the environment, protect the natural resources and historical heritage of the country.
- To provide education that can produce citizens who have developed attitudes and skills to use and tend private and public properties appropriately.

Thus, the goals of Ethiopian education, as articulated in the Transitional Government's Education and Training Policy (ETP), appear to be enshrined in such democratic values as equality, liberty, justice, truth, and respect for human rights. These values ring out throughout the policy document. Understandably, therefore, the government's stance to embrace democracy, as indicated by Seyoum (1996b: 23), is very much in tune with the order of the day because the claim to espouse the values of western democracy, after the demise of socialism in the former Soviet Union, has been in vogue particularly in the so-called Third World Countries including Ethiopia among them. These values are also considered as basic rights of humanity irrespective of race, sex, age, geographical locations, cultural differences, and whatnot that have been reflected in the policy

(ETP) to express the democratic, as justified by the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) (1996: 105 - 106), nature and governance of the incumbent Government. This situation is considered, without any hesitation, as a welcome development for a society that had suffered a lot under a socialist regime. In addition, the specific objectives of education as stated in the policy range from the promotion of relevant and appropriate education and training to the recognition of the rights of nations and nationalities to learn in their languages.

Furthermore, change of curriculum and preparation of education materials accordingly; focus on teacher training and overall professional development of teachers and other personnel, and change of educational organization and management have been considered as areas of special attention and action priority from the very beginning of the policy formulation/design to realize/attain the general as well as the specific objectives set in the current operational Education and Training Policy (ETP) (FDRE, 1994: 33).

To enhance understanding and insight about the three major educational reform attempts since the introduction/inception of the so-called secular/modern/ and/or western type of education in the Ethiopian education system, let us compare and contrast the ESR of 1972, ERGESE of 1986, and ETP of 1994 concerning different aspects. Accordingly, the next section deals with a comparison among ESR, ERGESE, and ETP.

3.3.7. Comparison among the ESR of 1972, ERGESE of 1986, and ETP of 1994

Developing the capacity and awareness of school leaders and/or principals through discussion about the strengths and weaknesses of the previous educational policies/reforms of the land/country/Ethiopia would considerably help school leaders and/or principals and other main educational stakeholders to develop their confidence not only in implementing the reforms already in the process of implementation but also in initiating, designing, implementing, and monitoring and evaluation of the new educational reform ideas that suit their school situations best. So, having understanding among the school leaders and/or principals as well as among other major stakeholders of educational institutions/schools about, at least, the main educational reform attempts made since the beginning of western education in Ethiopia could be taken as part of

professional development that adds inputs and values for them in effectively managing their respective schools.

Having this in mind, a comparison among the three major educational reform attempts in Ethiopia have been made based on: the objectives of the educational systems of the three successive governments; their main focus of the educational systems; the combination of the participants who studied and prepared the reform documents; the main beneficiaries of the educational reform attempts during the periods; the stages and steps followed while preparing the educational reforms; the extent of participation by the concerned stakeholders and the transparency of the reforms to the public in general; the degree that the reforms were put into practice; and the participation of secondary school principals in the reform efforts. As a result, some comparisons, as (Ayalew, 2000a: 54) indicates, can be drawn among the ESR of 1972, ERGESE of 1986, and ETP of 1994.

a) The three reform efforts were made during three successive government periods with different ideologies. ESR was an educational reform attempt during the imperial period while ERGESE was the attempt at educational reform of the military or 'Derge' regime that claimed to be socialist. Socialist education aimed to mold citizens who have an all-rounded personality by inculcating the entire society with socialist ideology thus arming them with the required knowledge for socialist construction (Workers Party of Ethiopia/WPE, 1984: 10). Whereas the current ETP has been the educational reform attempt of the incumbent Government that has been announcing revolutionary democracy as its core political ideology. Thus, the objectives of the educational systems of the three consecutive governments were quite different. Consequently, the main objectives envisaged as a result of their respective educational reform attempts were reasonably different.

b) The three policies (ESR, ERGESE, and ETP) were attempts of educational reform to resolve a deep crisis facing the educational system. Their main focus was however different. ESR's concern was the quantity of education (particularly in terms of access and/or coverage of education) while ERGESE has centered on quality of education. Whereas ETP's focal point has been all-embracing educational problems related to relevance, accessibility, quality, and equity. That is, ETP recognizes that our country's education has been entangled with complex problems of relevance, quality, accessibility,

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and equity. Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided, which are well articulated in the ETP (FDRE, 1994: 2 - 3).

c) ESR was carried out by a combination of national as well as international experts while ERGESE was conducted by nationals only (that is, by Ethiopians only). That is, in the ERGESE, Ethiopians had assumed the entire responsibility. That is why Tekeste (1990) takes this as a demonstration of the availability of the know-how and competence within the country itself. Recently too, the participation of Ethiopian academics in the formulation of the present Education and Training Policy (ETP) was total. This has been a step in the right direction, even though the impact of foreign influence on the education system had remained entrenched during all the former regimes.

d) As far as the main beneficiaries, from the three consecutive educational reform attempts, are concerned, if one takes the Education Sector Review, it is meant to provide basic education to enable school-leavers to live off the land, though such a measure could not have materialized without effective land reform. Therefore, it should not be lost on those responsible for educational reform that socio-economic transformation is a prerequisite for educational reform (Seyoum, 1996b: 31 and 32). Under the socialist regime also, education that would benefit the broad masses was to be pursued. However, it proved to be more of socialist rhetoric than reality. The Transitional Government's education policy, too, has its beneficiaries. The policy seems to have been designed to benefit more of the rural people rather than the urban people who have been believed to be relatively privileged in terms of access to education since previously most schools have been located in urban centers. This point becomes the center of critic, considering the government's claim that its political power base lies in the rural rather than the urban areas (Seyoum, 1996b: 32). Further scrutiny also reveals that groups like ethnic minorities, women, people with special needs, and at long last even, teachers, the forgotten and unsung heroes (through the introduction of the new career structure for teachers) (MOE, 1996: 104), have been singled out to be beneficiaries according to ETP.

e) ESR was carried out by high-level and well-educated scholars of both national and international experts only. The ERGESE Study had, however, made a modest attempt to involve some sectors of the public. Teachers, students, and parents were, for instance,

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involved in filling a questionnaire. It could be said that ERGESE used a more participatory approach than ESR. In both cases, however, issues were not open to the national debate. Whereas the drafted policy of ETP was circulated for discussion to teachers in Addis Ababa and seven other Regional States (MOE, 1996: 107). In this regard, ETP, as an educational reform attempt, has passed through appropriate and relevant steps and stages as compared to its predecessors (ESR, and ERGESE).

f) The final documents of both studies (ESR, and ERGESE) were classified as "secret" and were inaccessible to the public. As Seyoum (1996b: 21) concludes that it appears that secrecy had become part of the tradition in Ethiopian educational reform. It also seems that no lesson had been learned from the reform attempt or the study made as a result of the Education Sector Review to minimize the harm created as a result of the inaccessibility of the study document to the public. However, unlike the Imperial regime's Education Sector Review, and the Socialist regime's ERGESE, the Transitional Government's Education and Training Policy (ETP) was not shrouded in mystery. Copies of the draft policy of ETP were circulated freely, and, for anyone interested they were available at the main office of the Ministry of Education of the Transitional Government of Ethiopia. In this respect, the Transitional Government seems to have made a radical departure in raising the veil of secrecy in educational policymaking (Seyoum, 1996b: 25).

g) The recommendations of both ESR and ERGESE were not implemented. ESR's recommendations were suspended by the government because of the public opposition. ERGESE was completed at the time when the regime was at its maximum height. Had it wanted, it had the political muscle to implement the recommendations of the study. In other words, unlike the Imperial regime's Education Sector Review, time was on the side of ERGESE (Seyoum, 1996: 20). In hindsight, however, it appears that the government from the very outset did not seem to have been keenly interested in the study; it was perhaps merely meant for public consumption. Consequently, the government of the time quietly shelved it and preferred to continue along the lines of the Ten- Year Perspective Plan (1984 - 1994) because of its own choice in an attempt to consolidate the educational gains of the 1970s on one hand and to avoid the social problems that came from the growing pool of unemployable secondary school graduates on the other. Whereas ETP is the only main

educational reform attempt that has been put into practice since the beginning of modern education in the country (Ethiopia).

h) During the three educational reform attempts, secondary schools principals were among the initiators (during ERGESE) of the policy/reform ideas as well as they were members of the task force (during ESR) who were given the responsibility to design the reform of education as the educational policy of the nation/country (Ethiopia). In addition, the Ministry of Education of Ethiopia had made an effort to hold meetings with teachers and principals in Addis Ababa as well as in seven other regions in an attempt to explain the draft education and training policy (during ETP) (Seyoum, 1996b: 15 - 24). Thus, as far as the participation of secondary school leaders/principals are concerned, they participated in the policy formulation beginning from initiating the reform/policy idea to being a member of the task team who was bestowed with the responsibility of coming up with the document known as educational policy/reform. This shows the extent that secondary school principals and teachers are important not only in playing role in executing instructional leadership activities and implementing educational policy at the micro (school) level but also in participating in the designing and formulation process of the educational policy at the macro level, the level at which policy/reform ideas and initiatives are formulated/deliberated/designed.

Regarding the extent of secondary school principals' participation in initiating and introducing the reform idea for the educational problems that the country/Ethiopia have encountered at the school level, one issue that deserves mentioning is about 'the shift system'. The shift system refers, in the context of education, to a scheme of school organization wherein the student body is divided into two or three parts and each part attends for part of the day on an alternative basis (Agedaw, 1972: IV; and Amberber, 1980: 7). It was Tickaher Hailu, one of the then secondary school principals, who initiated and introduced the shift system in the Ethiopian education system and the schools to combat one of the educational problems (the high learner population density when compared with the available educational inputs and facilities of the country/Ethiopia) of that time (the nineteen sixties). The Ministry of Education and Fine Arts of Ethiopia at that time had adopted the double-shift system policy for secondary schools in 1963 E.C. (that is, 1970/71) academic year, and it was first introduced in the same year in Menelik II secondary school where the initiator had been the principal of the school (MOE, 1973: 1).

The introduction of the double-shift system, according to the then Ministry of Education and Fine Arts of Ethiopia (MOE, 1973: 1), was hoped to accomplish the objectives of maximizing the utilization of school facilities; encouraging learners to study on their own; and encouraging them to engage themselves in some kinds of apprenticeship or employment to enrich their studies and gain some experience and/or to earn money for meeting their own expense. Thus, the institutionalization of the new program (double-shift system) which is different from the conventional system, which refers to a scheme of organization in which pupils attend school for the whole day (Amberber, 1980: 6), is primarily in fighting the educational problem related to the shortage of physical facilities. The technique of two or more shifts, which has evolved by the principal of a school, enables schools to double their enrollment without any additional expense for physical facilities such as buildings, desks, and blackboards.

This technique (double-shift system) has been called "Economy Method for Classrooms" or "The Tickaher Plan" after its initiator and developer Tickaher Hailu (World Confederation of Organizations of the Teaching Profession, 1965: 48). Variations in terminology may also be noted at the outset. Single-shift schools, for example, may also be called 'single-session' schools, 'unisessional' schools, and 'full-day schools, while correspondingly, double-shift schools may also be named as 'double session' schools, 'bi-sessional' schools, and 'half-day schools (Bray, 2000: 11). Regarding the terminological distinctions found in different countries about the shift system, Bray further mentions some evocative unofficial terminologies that have been used in different countries. For instance, in Zimbabwe, double-session schooling is also called 'hot seating' because the seats are said never to have time to cool down; and teachers in Mexico have been known as 'taxi teachers' because many teachers jumped straight into taxis at the end of each morning session to teach afternoon sessions elsewhere. In South Africa and Namibia, double-shift schooling is called 'platooning' that seems to imply a sort of military-style regimentation.

Thus, school leaders and/or principals are not only implementers of new reforms and policies at the school level, but also are initiators and agents of change and reform ideas both at the macro as well as micro levels of the education system of the country/Ethiopia. Such engagement on the part of the major stakeholders of schools (principals, supervisors, teachers, PTSA members, and learners) would help to materialize the overall goals of school through enhancing the quality of education in their respective schools and eventually improve the academic performance of

learners. Involvement of principals in the functions indicated just above (initiating and introducing change and reform ideas in their respective schools) goes in agreement with the instructional leadership activities related to promoting a positive school learning climate that includes several functions such as protecting instructional time; promoting teacher professional development; maintaining high visibility; providing incentives for teachers; and providing incentives for learning.

The ensuing section presents the roles and responsibilities of principals in the Ethiopian education system and perspective.

3.4. ROLES AND RESPONSIBILITIES OF PRINCIPALS IN THE ETHIOPIAN EDUCATION CONTEXT

Before dealing with the specific roles and responsibilities of school leaders and/or principals who have been working in the schools in Ethiopia, let's briefly look at the responsibilities and major duties/tasks of schools as organizations. As it might be clear for any educator and educational practitioner, the main objective of education should be creating citizens who have developed and been developing the capacity and culture of solving different problems and who have self-confidence. Education has also been expected to play a significant role in enhancing the development of the nation, building the country's democratic system that improves the freedom of its citizens in general and its learners, teachers, and other stakeholders in the school to create safe and orderly learning/school environment, and improving economic and social development of the people and the nation-state as a whole (MOE, 2001E.C: 47 - 48). Schools, where formal as well as non-formal educations are given, have important roles to play in realizing these just above mentioned objectives. Therefore, to attain the above major objectives of education, schools as social institutions/organizations, as per the description of the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2001 E.C: 48 - 49), are required to execute the following major functions/tasks.

- Produce citizens who work hard to uphold the dignity of humanity, who develop /have a positive attitude toward work and development, and who respect human and democratic rights of citizens, and who also work hard to make others respect the rights.

- Provide education that enhances knowledge and skills of citizens/learners to make them productive citizens who positively contribute to the well-being of the society and in enhancing the living standard of the community as a whole.

- Based on the existing curriculum, provide and relate education with the existing conditions of the school environment and pace of learners' learning. Identity and indicate problems/challenges that exist in the education process.

- Organizing various school committees and monitoring and evaluation of their performance.

- Based on the school's self-assessment report, planning, implementation, and monitoring and evaluating school improvement program/SIP that focuses on improving learners' academic achievement.

- Working with PTSA members while looking for (identifying) solutions for problems related to the overall teaching & learning of the school.

- At the end of each academic year, evaluating SIP and reporting the progress of the school to the overall school community and PTSA members.

- Having consultation on the problems exhibited at the school in the process of SIP implementation and reaching/arrive at a common consensus on the ways forward to solve the problems.

- Organizing & institutionalizing training and experience sharing programs for teachers and other education professionals/experts to enable them to have/gain the right or necessary professional ethics and knowledge, understanding, and skills. Professional development training and education will also help the major stakeholder of the school (Principals, Vice Principals, Unit Leaders, Department Heads, Supervisors, Teachers, and other educational experts in the school) be introduced with the new educational phenomenon/occurrences, educational research findings, and various teaching and learning methodologies/methods to build their professional know-how (capabilities).

- Provide learners in the school with guidance& counseling services on education and professional management.

- Organizing and facilitating and stabilizing supervision and mentorship programs in the school to help beginner and junior teachers and to improve the overall teaching and learning functions of the school. Such exercises help not only novice and junior teachers

but also senior teachers to strengthen their professional capability since mentoring others would be the best mechanism to learn most.

- Organizing and facilitating continuous professional development (CPD) programs for teachers in the school.
- Conducting basic and action researches in the school and putting the findings and recommendations of the researches into practice/operation based on the existing reality of the school/learning environment.
- Developing different mechanisms that help to collect revenues of the school for expanding educational access and quality of education in the school.
- Mobilizing and coordinating the school community and learners' parents to make them feel like the owner of the school and take the responsibility to manage/administer the school and to support the school with the financial and material inputs or resources.
- Provide education that is secular, politically non-partisan, and free from cultural prejudices. That is why the Ethiopian constitution, as its main social objective, declares that "education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices (FDRE, 1995).

Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in every country's statutes (laws) including Ethiopia. MOE (Ministry of Education of the Federal Democratic Republic of Ethiopia), Regional Education Bureaus, Zone Education Departments, Woreda/District Education Offices, and schools, as organizational units of education in our country Ethiopia, have set expectations for principals. Principals have become more responsible for teaching and learning in their respective schools (MOE, 2013c: 42). In particular, their duty to monitor instruction has increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals are expected to discover the need to more effectively evaluate instruction and assist teachers as they work to improve their instructional techniques. The principal's duty to improve the school instructional program is mandated by legislation in many countries. The core accountabilities of all principals as stipulated by MOE (2013c: 45 - 46) are to:

- Ensure the delivery of a comprehensive, high-quality education program to all learners.
- Be executive officer of the school.
- Implement decisions of the school council.

- Establish and manage financial systems by the Department and School, Wereda, Zone, Region, and National requirements. Represent the Department in the school and the local community. Contribute to system-wide activities, including policy and strategic planning and development. Effectively manage and integrate the resources available to the school.

- Appropriately involve staff, learners, and the community in the development, implementation, and review of school policies, programs, and operations.

- Report to the local education office, school community, parents, and learners on the achievements of the school and of individual learners as appropriate.

- Comply with government regulatory and legislative requirements and school policies and procedures.

On the whole, the roles and responsibilities of a secondary school principal in Ethiopia, as indicated in the MOE (1981 E.C.: 1 - 6; and 2001 E. C.: 55 - 60) blueprints, are prescribed in detail under the main management functions that include planning, organizing, leading, coordinating, controlling and follow-up, teaching, conducting research, evaluating, reporting, and under other related tasks/functions of the school. This exhaustive list of secondary school principal roles within each category of the major management functions indicated here just above are presented as follows:

About the function of planning as the key and most important activity of top executives of a school as a social institution, the following tasks are considered as the main roles of a principal.

- Prepares and implements a comprehensive yearly/annual plan of a school in collaboration with the school's education and training committee members, teachers, a supportive staff member of the school, and other stakeholders and collaborators. The new academic year school's plan is expected to be finalized before the third quarter of the academic year that precedes it. In Ethiopia, the academic year begins in September and ends at the end of June.

- Prepares and coordinates academic calendar and overall education and training program of the school in collaboration with vice /deputy principals, unit leaders, department heads, as well as in collaboration with teachers and learners as the major stakeholders of their respective schools.

- Prepares performance appraisal /evaluation schedule of teachers and support staff and ensures its implementation accordingly.

Concerning organizing as the major function of school leadership, the following list of roles of a school principal is detailed /indicated.

- Organizes the school to be ready for the overall teaching-learning process based on the rules and regulations of their respective school and the education and training system policy of the nation/country (ETP of Ethiopia).

- Organizes school leadership and administration in such a way that they support the teaching and learning process of school and that they support the overall developments of the learners in the school; and follow-up the execution/implementation activities related to the overall teaching and learning process of the school.

- Ensures that libraries, instructional media centers (i.e., pedagogical centers), laboratories, professional education and training centers, and other necessary centers are organized and be ready for the teaching and learning process as per the standard of the secondary level education and training program.

- Makes sure that teachers are placed based on their specialization, qualification and experience, and competence.

- Ensures that the placement of teachers and other support staff members in different school committees and extracurricular (co-curricular) clubs are based on their interest (tendency), disposition, and talent.

- Organizes school committee and Parent-Teacher-Student Association (PTSA).

- Ensures that learners are placed at different grades and fields of specialization as per the school's rules and regulations and as per the education and training guidelines of the country/nation (Ethiopia).

- Organizes and ensures that education recreation centers are properly arranged and made ready for use by teachers, learners, and other support staff members of the school.

Within the school's management function of leading, the following activities are considered as the roles of the secondary school principal.

- Guides, explains and implements education policies, mottos, protocols, rules, regulations, and circulars prepared at macro-level education of the country (i.e. prepared at Federal Level or the Ministry of Education of the Federal Democratic Republic of Ethiopia and Regional Education Bureaus).

- Chairs teachers' meetings, curriculum committee meetings, joint meetings of line personnel (practitioners/teachers) and support staff that are usually called staff personnel, meetings of library committee members, and other academic and administrative oriented committee meetings.

- Guides and provides professional support for deputy/vice principals, unit leaders, department heads, teachers, and support staff personnel of the school to make the teaching and learning process very smooth and successful/effective.

- Guides and advertises/promotes the advantages/benefits of education/schooling in terms of benefiting the school environment (the community in the school surrounding /environment), developing the talents of the youth, and increasing or building up the capacity of the community with respect enhancing their productivity and growth.

- Manages financial and physical property of the school as per rules and regulations of the school as well as the nation/country (Ethiopia).

- Guides and provides the necessary support for teachers to help them base their teaching and learning tasks/activities to be by their respective subject syllabuses and guidelines.

- Serves as the deputy chairman of the school committee/council (the authorized and autonomous committee in the overall management of the school).

Coordinating as the major function of leadership/management in schools where, as social organizations, different interests and needs of a group of people exist, principals who are serving in secondary schools are expected to be responsible primarily for the following roles.

- Coordinates different educational committees and departments of the school.

- Coordinates and plays the role of liaison in collaboration/cooperation with the school committee members in advocating/promoting the reason why the school is established for. Publicizes/advertises that the reason behind establishing the school is to serve the community, the governmental and non-governmental organizations; and in turn, the community, the government, and non-governmental organizations need to provide the necessary support for schools that are supposed to serve them.

- Coordinates the school communities to put forth the effort to materialize and execute or implement different plans and programs of the school through developing a team spirit.

- Organizes/guides and facilitates professional capacity-building programs for teachers as well as support staff members of the school through in-service education and training programs.

Concerning the follow-up and controlling as the major functions of social organizations/institutions and/or schools that involve different groups of people, the following specific activities are considered as the roles of a secondary school principal.

- Monitors and supervises lesson plan preparation and presentation of teachers.
- Supervises /controls teachers, supportive personnel, and learners to ensure that they are working without wasting the educational/instructional time of the school.
- Follow-up and supervises teachers and support staff to ensure that they are performing their roles and responsibilities as per the guidelines of the school and/or education and training policy of the nation/country (Ethiopia).
- Follow-up and supervises teachers' teaching and learners' learning situation in classrooms to ensure that teachers are teaching based on their plans and learners are learning with proper discipline and ethics.
- Monitors and controls the overall school functions to ensure that learners are learning properly with a safe and orderly school compound/environment.
- Controls/ monitors and takes protective and corrective measures to ensure that the school's finance and properties or material resources are handled(kept) and utilized (used) as per guidelines of the school and without profligacy/extravagance and/or wastage.
- Monitors and ensures proper implementation of school's rules, regulations, circulars, and policies.
- Monitors and ensures that learners' continuous assessment, as part of teaching and learning functions and processes, is being done properly.
- Monitors and ensures that learners' academic achievement/performance results and marks/grades are properly recorded and kept safely.
- Monitors and ensures that learner's academic achievement reports are properly dispatched or sent to all concerned stakeholders.
- Monitors and ensures that profiles of learners, teachers, and supportive staff members are properly recorded and kept safely, and also ensure and monitors that the school's finance and properties are properly registered in their respective ledgers and kept safely.

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- Ensures and authenticates educational documents of new coming learners to the school as well as those learners who are leaving from the school.
- Takes the necessary measures (both preventive as well as curative measures) by those teachers, supportive staff members, and learners who do not abide by the rules and regulations of the school.
- Motivates/prompts hard-working teachers, supportive staff members, as well as learners.
- Ensures that school days are properly utilized according to the academic calendar for the teaching and learning purpose/function.
- Sends/submits reports of the school to the Woreda Education Office and other concerned educational stakeholders.

Instructional leadership encourages a focus on improving the classroom practices of teachers as the direction for the school (Leithwood, Louis, Anderson, and Wahlstrom, 2004: 6). Accordingly, when tasks related to teaching and learning in the classroom become the major functions of school leaders and/or secondary school directors/principals, the following activities are listed as the major/main roles of secondary school principals.

- Conduct classes as a teacher. A secondary school principal is expected to teach his/her specialized subject for a certain grade level from among grades 9 to 12. A secondary school principal must have at least ten (10) periods per week (each period with 40 minutes).
- Consult, guide, and provide professional support for teachers about lesson implementation that includes lesson preparation, presentation, stabilization, and evaluation.
- Research the teaching and learning process, the school leadership and working procedure, and the manpower and overall organizational structure of the school.
- Inspire teachers, and others to research problems related to their respective schools and teaching and learning process within the classroom.
- Disseminate the research results to the concerned bodies and the major stakeholders of the schools.
- Implement research recommendations relevant to their respective schools.

Within the major function of evaluating and monitoring the overall activities of the schools, the principals of the secondary schools, as the top executive of their respective schools, have the following tasks to perform.

- Ensures and monitors that learners' promotion is done based on the guidelines of the school as well as the education and training policy of the country/Ethiopia.
- Suggests and recommends ways that help to improve the teaching and learning process of the school. The principal's suggestions and recommendations need to be based on the evaluation of the learner's academic performance/achievement.
- Assesses and evaluates the overall performance of personnel who are directly responsible to the principal (Vice Principals, Students' Academic Record Office Head/Coordinator (the so-called Record-Keeper), Library Head, and Administration and Finance Service Head) (MOE, 2001 E.C.: 52 & 53).
- Ensures and evaluates that performance evaluation of teachers, supportive staff members, and other personnel is done fairly by the guidelines of the school.

Reporting as the major function of school management/leadership, secondary school principals are expected to do the following activities as their main roles while managing the school as instructional leader.

- Submits/presents written reports about the overall functions of the school and plan implementation quarterly (in each quarter of the academic year) to teachers' assembly, school committee, and to the concerned higher-level education offices and/or cluster supervisors and Woreda /District Education Office.
- Submits performance evaluation reports /results of teachers and other support staff to the concerned higher-level education offices (i.e., Woreda/District Education Office).
- Prepares and presents annual school performance reports and the coming new academic year school plan documents and compilations of his/her respective school to the major stakeholders (teachers, supervisors, learners, school committee members, PTSA members) and collaborators of the school.
- Directs and coordinates celebration of parent's day of the school at the end of each academic year.
- Celebrates new academic year commencement and presents new academic year overall plan to the teachers, learners, PTSA members, school committee members, and other stakeholders, collaborators, and the whole school communities.

Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2016: 36 - 38) further summarizes the role of the principal while managing his/her respective school as

enumerated here below. Accordingly, a principal, being accountable to Woreda Education Office, is responsible to carry out the following tasks.

- Prepares annual work plan along with its budget implementation strategies and gets approved by Woreda/District Education and Training Board (WETB); based on the different reform initiatives designed at the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) and the Regional Education Bureau, adapts and prepares school improvement plan/program (SIP), continuous professional development (CPD) plan, and other reform endeavors at school level in collaboration with other stakeholders of the school.

- Involves parent-teacher-student Association (PSTA) and the school community when s/he prepares the plan and implements it after endorsement;

- Ensures whether each department's plan is in alignment with Woreda/District educational goals;

- Makes teachers explicitly know their job description, designs and implements various programs geared towards developing their professional competency through short-term training and exchange of experience;

- Creates and facilitates an environment wherein the learners' intellectual, physical, and emotional development takes place; and were up on the learners' problem solving, diligence and desirable disciplinary behaviors are developed in the process of teaching and learning;

- Organizes different committees such as PTSA, curriculum, discipline, management, and different clubs which one way or the other promotes the curriculum and learning;

- Assigns teachers and other personnel who will be in charge of co-curricular activities, heads for units/department heads, home-room teachers, etc.;

- Involves members of the PTSA in all endeavors of learners' learning in curricular and co-curricular activities and monitor and evaluate their effectiveness together;

- Monitors and ensures that human and democratic rights are maintained as stipulated in the constitution in all activities taking place in the school;

- Provides instruction that all directives, rules, regulations, and policies enacted centrally (at the level of Ministry of Education of the Federal Democratic Republic of Ethiopia),

regionally (at the Regional Bureau level), and locally (at Zone Education Department and the Woreda/District Education Office levels) be implemented properly;

- Advises different committees, devises a system whereby rewards can be provided to diligent and dedicated model teachers, and stretches a program with the help of which such teachers share their excellent experiences to their peers;

- Ensures that learners acquire the proper academic advice, guidance, and counseling services throughout their stay in the school;

- Exerts all endeavors that make the school ground and classrooms neat, tidy, and orderly so that the environment will be attractive for learning and teaching;

- Directs and agitates that learning be tuned in such a way that it addresses local needs, promotes talents and hobbies of youths, and heightens participation of the community;

- Examines, then decides and makes informed all the concerned about proposals that PTSA presents to the principal on different issues;

- Coordinates all stakeholders (local community, government and non-government organizations, renowned persons, investors, and others) to provide support and solicit their contribution in multi-faceted activities of the school;

- Writes proper remarks on the learners' clearance documents upon termination, and accepts newcomers upon checking the same remarks written about their conduct. The principal applies the same thing for teachers;

- Ensures that continuous assessments are conducted and properly recorded and that all the concerned bodies are informed;

- Prevents wastages by devising different mechanisms that enable learners to complete their studies of a given level without dropping and detaining;

- Ensures that teachers' and learners' data are properly recorded and kept;

- Checks whether school property, science laboratories, text-books, other materials, machines, and equipment are properly and efficiently utilized;

- Supervises whether teachers and administrative workers carry out the duties and responsibilities entrusted with them and takes corrective measures against those who fail to accomplish the same.

Developing various school plans that help the school attain its goals; motivating hard-working teachers, supportive staff members, as well as learners; ensuring that school days are properly

utilized according to the academic calendar for the teaching and learning function; supervising teachers, supportive personnel and learners to ensure that they are working without wasting educational/instructional time of the school; organizing and facilitating professional capacity building programs for teachers as well as supportive staff members of the school through in-service education and training programs and through arranging best experiences sharing sessions; and other related functions and activities described as roles of principals in the schools of Ethiopia are more or less matching with the instructional leadership dimensions and its constituent elements which various scholars and educators come to an agreement to designate as the major instructional leadership roles of principals in the schools. Doing all these tasks, as important roles of principal, effectively and efficiently requires school principal to be frequently accessible in the school. Thus, instructional leadership dimensions that comprise defining and communicating the school goals, managing the instructional programs, and developing the school learning climate are the major functions that constitute instructional leadership roles of principals in the school. More specifically, the principal is expected to frame and communicate school goals, vision, mission, and values of the school; coordinate the school curriculum; supervise and evaluate instruction/teaching; monitor learner learning; protect instructional time; provide incentives for hard-working and effective teachers and successful learners; promote professional development; and maintain high visibility in the school since these are the activities that set up instructional leadership roles of principal in the school.

The following section deals with continuous professional development (CPD) as the role of the principal and as part of reform attempts of schools in Ethiopia.

3.5. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) AS ROLE OF PRINCIPAL IN THE SCHOOLS OF ETHIOPIA

Continuous professional development (CPD) mainly involves the following two noticeable functions. Firstly, an induction program that is given in the schools for two consecutive academic years for novice and newly deployed/assigned junior teachers; and secondly, professional development activities to be conducted regularly, which has been designated as a continuous professional development (CPD) for all teachers and school leadership that includes principals,

supervisors, department heads and other educational practitioners at the school level (MOE, 2009 E.C.: 29 - 30). Continuous professional development (CPD) focuses on developing oneself professionally through regularly made efforts and attempts toward updating and upgrading one's overall capability. Participation and engagement in CPD programs have become mandatory and an obligation for teachers and school leaders and/or principals so long as they are part of the school as well as the education system of the country (Ethiopia) (MOE, 2009 E.C.: 30). School leaders and/or principals are responsible to organize and institutionalize continuous professional development/CPD activities in the schools.

Moreover, stimulating continuous professional development (CPD) in the school is definitely among the key roles and responsibilities of a principal as an instructional leader while managing and coordinating school. This is so because the major function of a school (i.e., teaching and learning) requires continuous professional development of its major stakeholders in general and teachers, in particular, to help them cope up with the changing school environment as a result of knowledge explosion and technological advancement in the globe. Moreover, instructional leadership has been a type of leadership approach that is mainly based on the principle of supporting the professional development of teachers and other major stakeholders of schools to realize measurable improvements in learners' results.

Continuous professional development (CPD) has been among the recently introduced educational reform or transformation and development attempts (MOE, 2010: 3) as that of school improvement program (SIP) in the Ethiopian Education system in general and in the schools in particular. That is why the Ministry of Education of the Federal Democratic Republic of Ethiopia considers school improvement program/SIP and continuous professional development/CPD as among the freshly introduced reform efforts that have been given special due emphasis in the schools and education system of Ethiopia (MOE, 2001 E.C.: 8). However, CPD has been implemented in Ethiopian schools since 2004 school-based continuous professional development to improve the classroom practices of teachers and consequently improve the achievement of learners (Dereje, 2015: 38). CPD is a process as well as a means to encourage educational experts and professionals that primarily include teachers in the school to become more professional and take responsibility for their professional development to improve the quality of the learning experience for students. It

involves planning, doing/implementing, evaluating, and analyzing as CPD process and as its specific functions/tasks in the school.

In general terms, Continuous Professional Development (CPD) is the process by which a professional person maintains the quality and relevance of their skills throughout their working life. When viewed within the educational institution and/or school context, CPD is a career-long process of improving knowledge, skills, and attitudes centered on the local context and particularly on the classroom practice. As a result, the definition of CPD has been considered by a wide group of stakeholders of school (school leaders and/or principals, teachers and other educational professionals at different layers/tiers/levels of educational institutions/organization as a system that include Ministry of Education at the National level, Regional Education Bureaus at the Regional level, Education Departments at the Zone level, Education Offices at the Woreda/District level, and schools at the grass-root level where actual teaching and learning process is going on) as "anything that makes practitioners/experts of educational institutions and/or schools to be better professionals" (MOE, 2010e: 27). Continuous Professional Development (CPD) certainly opens an opportunity for major stakeholders of the school (i.e., school leaders and/or principals, teachers, supervisors, parent-teachers-students association/PTSA members, learners, and other education experts at different levels in the education system of the nation/Ethiopia) to learn and grow to meet the different needs of learners.

According to MOE (2009), CPD aims to enhance the professional capacity of educational experts in the school in general and to improve teachers' performance in the classroom, in particular, to raise learner achievement and learning, because, directly or indirectly, there has been a link between learners' result and teachers' performance. Therefore, attracting, retaining, and developing teachers across the professional life cycle have become policy priorities in many countries (Organization for Economic Co-operation and Development/OECD, 2005). Teachers are necessarily at the center of educational reforms for they must carry out the demands of the reforms in the classrooms of the school (Cuban, 1990), and because in practice the whole implementation of educational reforms and changes (such as implementing school improvement program/SIP; applying instructional leadership approach while managing school; and planning, doing/implementing, evaluating, and analyzing continuous professional development/CPD) eventually land or touch the ground in the classroom during teaching and learning process through

teachers. To carry out the demands of educational reform, teachers need an instructional leader who promotes their professional skills. Continuous Professional Development (CPD) is among the strategies currently employed to improve the professional skill of school personnel and educational practitioners (teachers/educators) in the education system in general and in the schools in particular of the Ethiopian education.

Hence, to strengthen CPD, school principals as instructional leaders require inspiring and collaboratively working with all stakeholders of schools beginning from the time of planning until its implementation, evaluation, and final analysis that may encourage developing continuous individual and institutional or organizational and school-level professional development plan in cycle and series. Besides, Continuous Professional Development (CPD) cycle is a carefully planned response to identified development needs, both at the individual and organizational or institutional/school level. It is a continuous process involving reflection, review and evaluation, and analysis for improving the quality of the learners' learning experience (MOE, 2010e: 35).

Teachers in schools, as the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 1999 E.C.: 5 - 11) states, are expected to develop the following five professional competencies as part of their continuous professional development. These are: facilitating learners learning; assessing and reporting learner learning outcomes; engaging in professional learning; mastery in Education and Training Policy/ETP, Curriculum, and other Program Development Initiatives; and forming a partnership with the school community. So, teachers require school leaders and/or principals' support in effectively developing such competencies that help teachers improve their day-to-day teaching and learning functions in the classrooms to realize measurable improvements in learners' results.

 Continuous professional development (CPD) methods link directly to professional practice (MOE, 2010e: 37). Different continuous professional development (CPD) methods or techniques serve different purposes. Some CPD approaches which must have been used successfully to facilitate professional development, as the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2010e: 37) specifies, are planning sessions/lessons together; peer observation; observation of sessions, and providing feedback; observation of learners; problem-solving with learners; assessment of learners' work; giving feedback and advice for development;

professional conversation; researching; action learning sets; action research; professional reading and research; visiting other institutions/organizations and schools; sharing best practices; taking on professional roles; team teaching; workshops; contacting experts; mentoring; coaching; and module development. Specifically, principals may focus on the following and related activities while promoting CPD in their schools: planning continuous professional development/CPD based on teachers' needs; motivating teachers and other major stakeholders of the school to be engaged while planning, implementing, evaluating, and analysis of CPD; provision of useful materials and other resources; supporting collaborative efforts among teachers; promoting action research; encouraging peer coaching; and using staff meeting as a source of staff development (MOE, 1999 E.C.: 1 - 2; and SNNPRSEB, 2005 E.C.: 15).

Moreover, the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2010: 14 - 15) asserts comprehensively the mechanisms that continuous professional development (CPD) activities have been exercised or applied and realized in the educational institutions and/or schools. These mechanisms and techniques are: conducting action research; engaging in professional learning; assessing and reporting learners' learning outcomes; mastery in education and training policy, curriculum and other program development initiatives; facilitate learner learning; forming partnership with the school community; involvement in lesson observations of or by peers; participating in audio-visual materials or instructional-media/teaching-aid preparation; giving/conducting tutorial and make-up classes; participating in extra-curricular or co-curricular activities and in any educational committee; and participating in other personal development activities undertaken (for example: updating i.e., a continuing process in which every professional participates during their career; updating focuses on subject knowledge and pedagogy and improves the learning experience of the learners; and upgrading in terms of career status and qualification wise, i.e., the process by which professionals can choose to participate in additional study at appropriate times in their careers that include upgrading from first degree to master's degree, master's degree to a doctorate/PhD; and involvement in English Language Improvement programs are among the examples of personal development activities that need to be undertaken both individually as well as in groups or at organization/school level).

Thus, the activities that form CPD suit the dimensions of instructional leadership and its constituent elements and correspond with the domains of school improvement programs (SIP) and

its components. As a result, planning, doing/implementing, evaluating, and analyzing continuous professional development/CPD (i.e., CPD cycle) (MOE, 2010: 41) activities effectively and efficiently in the school certainly contribute positively to the execution of instructional leadership roles of principals and for the implementation of school improvement program (SIP). Consequently, different educational reforms (that include, for example, applying instructional leadership as the approach of managing school, implementing SIP and CPD in the school as innovative strategies to enhance school effectiveness and improvement) in the education system of Ethiopia in general and in the school system in particular, both supplement as well as complement each other toward attaining quality education in the school and ultimately improving the academic performance of learners.

One can easily infer from the above explanation that various educational reforms can supplement each other because they differ in the level of emphasis given for similar or the same educational tasks/activities as well as for different functions that credibly support in achieving quality of education and ultimately enhancing learners' learning experiences in the schools. Likewise, different educational reforms could also complement each other because one single reform effort might not exhaust the tasks/activities/functions that need/require to be considered seriously to achieve quality in education as well as to attain the expected level in terms of academic performance of learners in the schools. That is, different reforms support exhausting the tasks that might be bypassed by one educational reform attempt in the schools. Several reforms may also help educational practitioners/teachers and educational experts to easily conceptualize the main issues of each reform endeavor and consequently plan, implement and evaluate it effectively in the educational institutions and/or schools. Moreover, different reforms also help the practitioners in developing action plans that support the implementation and evaluation of the specific reform attempt effectively in the schools.

By and large, reforms differ not only in breadth and depth but also in intent and content. That is, numerous reforms in education differ in terms of presenting the agenda (the point in case) in detail or comprehensively. Some reforms are general and very broad and comprehensive whereas others (some other reforms) are specific and very detailed that could easily be understood by the major stakeholders of schools. Such circumstances imply that one reform really both supplements and complements the other reforms. School leaders and/or principals require to give due emphasis to

implementing and applying every reform effort in the school. Accordingly, effective and efficient implementation and application of different educational and school reforms (such as SIP, CPD, and instructional leadership as a new approach of managing school) in the school should be among the major roles of school leaders and/or principals to realize measurable improvements in learner results.

The subsequent part highlights the national professional standards of Ethiopian school principals as part of the school improvement move. It includes the rationale for and purpose of the standards of Ethiopian school principals; the central role of the principal based on the standards set; domains of standards of Ethiopian school principals (i. e. school vision and community leadership, instructional leadership, and administrative leadership); and career status and corresponding roles of school principals in Ethiopia.

3.6. NATIONAL PROFESSIONAL STANDARD FOR PRINCIPALS IN ETHIOPIA

Standards refer to academic standards that are the benchmarks of quality and excellence in education. Standards are a broad category of teachers/principals/supervisors' knowledge and skills. They are overarching goals and themes that provide a framework for what teachers/principals/supervisors should know and be able to do in schools and they indicate the level of performance required for the achievement of school expectations. There are standards for various levels. Accordingly, there are standards for school leadership practices. These standards describe what a school leader and/or principal needs to know and can do (MOE, 2013d: 41).

The Government of Ethiopia has given a high priority to quality improvement of education at all levels. The Education and Training Policy (1994) put special place, among other components, for the quality of education. The quality of education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing an appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard. Cognizant of these facts, the Ministry of Education of the Federal Democratic Republic of Ethiopia prepares standards for school principals that ensure their continuous endeavors to meet the set standard (MOE, 2013e: 1).

The national professional standard for principals in Ethiopia refers to school principal professional standard that focuses on the broad category of principals' knowledge and skills. It is overarching goals and themes that provide a framework for what principals should know and be able to do and indicates the level of performance required for the achievement of work expectations. It could also be considered as a unit of competence which is an assessable achievement in terms of outcomes based on a particular work function that focuses on what principals are expected to perform (duties and tasks). That is, school principal professional standard (unit of competence) mainly focuses on principals major activities/functions that include leading and facilitating the vision of learning; developing and managing school and community relations; leading and managing learning and teaching; leading and developing individuals and teams; and leading and managing school operations and resources (MOE, 2013e: XIV – XXVI, and 9). It also clearly outlines the constituents or the building blocks (within each unit of competence of school principals) that describe in outcome terms the functions that school principals can perform in a demonstrable and assessable manner/way.

Principal standards incorporate, in one form or another, the tasks that all principals need to do such as establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for learners, guiding instruction, and so on and that all must be in service of learner learning (MOE, 2013d: 42). It goes in agreement with the major dimensions and its constituents of instructional leadership which is an important school leadership tool to enhance school effectiveness by focusing on the teaching and learning process of the schools. As a result, the development and introduction of the national professional standard for principals in the schools of Ethiopia could be taken as a significant step towards the right direction to improve the effectiveness of schools and ultimately enhance the academic achievement of learners. Thus, it could be designated as a school improvement move since it focuses on the components that make up the major domains of the school improvement program (SIP) (domains of school improvement program include teaching and learning; learning environment; community participation; and leadership and management).

3.6.1. Rationale for and Purpose of the Standards of Ethiopian School Principals

Setting standards for the Ethiopian School Principals may help in clearly identifying the central/fundamental role that the school principal is expected to play as an instructional leader. Anyhow the rationale for and purpose of the standards of Ethiopian school principals, and the so-called essential and/or central role of the principal is presented here as follows.

3.6.1.1. Rationale for the standards of Ethiopian school principals

The set of professional standards for teachers and educational leaders is part of the government's plan for developing and maintaining the quality of teaching and leadership and improving learning outcomes for learners. The implementation of teachers' and education leaders' licensing and re-licensing system based on meeting the appropriate professional standards is a policy matter described in the MOE's (Ministry of Education of the Federal Democratic Republic of Ethiopia) policy documents. For instance, The Ethiopian Teachers' Development Guideline/Blue Print/ addresses licensing and re-licensing of teachers and educational leaders will be introduced in the system and implemented by ensuring that the professionals meet the set standard that will serve as a guarantee for them to continue in the profession. The set-off standard is closely tied with maintaining the quality of education. It is very difficult, if not impossible, to try improving and maintaining the quality of education without having a set of clear standards and continuous assessment undertakings. The professional standard reflects the Government's interest in ensuring that learners have opportunities to learn from high-quality professional teachers and schools are led and managed by high-quality professional principals.

The Ministry of Education is employing important activities of measuring learners' competence using the National Learning Assessment (NLA) and Early Grade Reading Assessment (EGRA). The result obtained from such activities is vital to take intervention action to improve the quality of education and learners' performance. The missed point so far is measuring principals' professional competence. So, the development of this standard and subsequent assessment of school principals is believed to have a strong effect on improving the quality of education at different levels (MOE, 2013e: 2).

3.6.1.2. Purpose of the standards of Ethiopian school principals

The National Professional Standard for Principals has been developed to define the role of the principals and unify the profession in the country, to describe the professional practice of principals in a common language, and to make explicit the role of quality school leadership in improving learning outcomes. Professional standards describe the important knowledge, skills, and attitudes that all principals are expected to demonstrate. Professional standards will form part of performance management systems in schools.

The Professional Standard for school principals is designed to include preprimary, primary, and secondary school principals. It is intended to help schools understand the requirements for integrating the Professional Standard into their existing performance management systems. The standard provides an opportunity to describe the professional practice of effective principals and to make it accessible and meaningful to others.

This standard, according to the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2013e: 2 - 3), mainly serve the following purposes:

- Serves as a guide for school principals as they are continually reflected upon and improve their effectiveness as leaders throughout all of the stages of their careers.
- Assists in attracting, developing, and supporting aspiring and practicing principals.
- Leads learning by providing a framework for professional learning, guiding self-reflection, self-improvement, and development, guiding the management of self and others.
- Assists higher education programs in developing the content and requirements of leadership training programs.
- Focuses on the goals and objectives of the Woreda/District as they support their school's educational leaders.
- Serves as a tool in developing coaching and mentoring programs for principals.
- Serves for certification and approval of professional development.

3.6.1.3. The central role of the principal based on the standards set

Research done on school improvement revealed that the most effective principals have a clear vision of how the school could serve its learners; had aligned resources and priorities with the

vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision (MOE, 2013e: 3). The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. The principal must establish a culture that promotes excellence, equality, and high expectations of all pupils/learners. The principal provides vision, leadership, and direction for the school and ensures that it is managed and organized to meet its aims and targets.

The principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing school rules and regulations and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school. The principal working with and through others secures the commitment of the wider community to the school by developing and maintaining effective partnerships with different stakeholders.

The principal is responsible and accountable for the development of children and young people so that they can become successful learners, confident creative individuals, and active informed citizens. Principal networks and collaborates with a wide range of people to secure the best possible learning outcomes and wellbeing of all learners. S/he is skilled at establishing and maintaining professional relationships and structures. The principal can embrace uncertain, complex, and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all (MOE, 2013e: 4).

The principal is supposed to believe in the power of education to make a difference in the lives of individuals and society. As long as s/he is the leading educational professional in the school, s/he is required to inspire learners, staff, and members of the community to continuously enhance the learning of all.

The Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2013d: 42) identifies five standards that should serve as a basis in the preparation and certification of principals. The standards are organized under three domains that include: **School vision and community leadership** (the domain in which two key competencies of principals are identified as

leading and facilitating the vision of learning, and developing and managing school community relations); **Instructional leadership** (the second domain where principals competencies are measured/considered based on their ability to lead and managing learning and teaching, and of leading and developing individuals and team in schools as organization); and **Administrative leadership** (an area in which principals' leadership competency aspect has been judged based on the activities/functions related with one major competency aspect/standard known as leading and managing school operations and resources).

3.6.2. Domains of Standards of Ethiopian School Principals

Standards of Ethiopian School Principals are classified within the domains of school leadership as follows:

3.6.2.1. School vision and community leadership

Principals lead the development of the vision of the school. Principals understand, mediate and serve the best interests of the community. This resonates through the strategic vision, cultural values, traditions, and positive ethos they seek to promote across the school. Principals ensure the success of all learners by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning. They can build trust across the school community and create a positive learning atmosphere for learners and staff and within the community in which they work (MOE, 2013e: 11).

While leading and facilitating the vision of learning as an important unit of competence within the domain of school vision and community development, as MOE (2013e: 12-13) asserts, principals, help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals. In here principals are, specifically, expected to:

- Facilitate the articulation and realization of a shared vision of continuous school improvement;
- Lead the process of setting, monitoring, and achieving specific and challenging goals that reflect high expectations for all learners and staff;
- Lead the change process for continuous improvement; and

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- Anticipate, monitor, and respond to educational developments that affect school issues and the environment.

In the process of developing and managing school community relations, this is one major unit of competence in the area of school vision and community development among the main three, as MOE (2013e: 13) publicizes, standards of Ethiopian schools principals, principals engage parents and community members in the educational process and create an environment where community resources support learner learning, achievement, and well-being. Particularly, the following roles of principals are taken to be the prerequisite functions to develop and manage school community relations effectively and efficiently.

- Principals connect the school with the community;
- Principals involve parents and community members in improving learner learning;
- Principals use community resources to improve learner learning; and
- Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.

3.6.2.2. Instructional leadership

Principals share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and learner assessment). Principals engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results. Principals have current knowledge and understanding of research into teaching, learning, and child development and how to apply such research to the needs of the learners in the school. Principals apply knowledge and understanding of current developments in education policy, schooling, and social and environmental trends and developments to improve educational opportunities in the school. Principals provide opportunities for all members of the school community to build their capacity and participate in important school decisions (MOE, 2013e: 11).

While leading and managing the learning and teaching process of schools as a significant unit of competence within the domain of instructional leadership, as MOE (2013e: 13) declares, principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all learners. Mainly, the following activities of principals are considered as the

requirement for effective teaching and learning in schools as the major component within the domain of instructional leadership.

- Principals ensure that the instructional content that is taught is aligned with the national academic content standard;
- Principals ensure instructional practices are effective and meet the needs of all learners including learners with special educational needs and learners at risk;
- Principals advocate for high levels of learning for all learners, including learners with special educational needs and learners at-risk;
- Principals understand, promote, and share relevant research;
- Principals understand, encourage, and facilitate the effective use of data by staff; and
- Principals monitor and evaluate the quality of teaching and learning programs.

Concerning leading and developing individuals and teams in schools as a very important unit of competence within the domain of instructional leadership, as MOE (2013e: 13) proclaims, principals provide opportunities for all members of the school community to build their capacity and participate in important school decisions.

- Principals identify and prioritize professional development needs;
- Principals develop individuals and teams;
- Principals monitor and evaluate workplace learning;
- Principals develop networks to support individuals and teams; and
- Principals support staff in planning and implementing research-based professional development.

3.6.2.3. Administrative leadership

Principals manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components. Principals identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all learners. They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They understand the implications of child safety, health, and wellbeing, human resource development. Principals can define challenges clearly and seek positive solutions, often in collaboration with others. They know when decisions are required and can use the available

evidence and information to support, inform and communicate their decisions (MOE, 2013e: 11-12).

Regarding leading and managing school operations and resources (the only unit of competence within the area of administrative leadership domain that makes up standards for Ethiopian school principals) principals allocate resources and manage school operations to ensure a safe and productive learning environment (MOE, 2013e: 14).

- Principals establish and maintain a safe school environment;
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all students and staff;
- Principals mobilize, allocate, and utilize resources, including technology, to support learners and staff learning**;**
- Principals institute procedures and practices to support staff and learners and establish an environment that is conducive to learning;
- Principals understand, uphold and model professional ethics, policies, and codes of professional conduct;
- Principals promote the values and challenges of the diverse school community; and
- Principals report to the community and stakeholders on effective and efficient use and management of school resources.

3.7. CAREER STATUS AND CORRESPONDING ROLES OF PRINCIPALS IN THE EDUCATION SYSTEM OF ETHIOPIA

Career status, according to the National Standards for Ethiopian School Principals (MOE, 2013e), refers to the occupational/professional structure as the standard levels and its corresponding roles of principals. Concerning the professional development of principals in the schools, a new career structure, based on the principle of continuous professional development and job upgrading, has been designed. Policymakers, parents, and other constituents as stakeholders and collaborators within and without the school of public schools are increasingly holding education leaders accountable for the academic success and personal well-being of every student. As a result, education/school leaders are expected to provide conclusive evidence that the learners in their care

are being better prepared for college, careers, and life. However, performance evaluation systems set for school leaders and/or principals typically acknowledge the importance of a distributed leadership perspective by holding principals accountable for developing leadership capacity in others. The focus of the standard, as the controlling and evaluation rubric/system of principal, continues to be centered on the knowledge, skills, and dispositions vested in the role of the principal as a school leader (Kelley and Dikkers, 2016: 393).

The Professional Standard Levels of Principals, as career status for principals in the schools, according to the National Standards for Ethiopian School Principals, comprises of four levels namely: Beginner/Novice Principal; Proficient-I Principal (the level that also is designated as Full-fledged Principal); Proficient-II Principal (the position/rank/status of a principal that could alternatively be called/labeled as Highly Accomplished Principal); and Lead Principal (MOE, 2013d, and 2013e: 4). The four career stages in the standards provide benchmarks to recognize the professional growth of principals throughout their careers. Note should be taken that the promotion cannot be automatic unless the principal is found competent upon evaluation. The performance indicators across the four career stages represent increasing levels of knowledge, practice, and professional engagement for principals. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations (MOE, 2013d: 43). Thus, the levels are assumed to be based on the growth and advancement of their responsibilities throughout their span of careers. The levels, according to the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2013e: 4 - 6), are described as follows.

3.7.1. Beginner/Novice Principal

The requirement for beginner principals at schools is that s/he has at least a first degree in any subject disciplines; that s/he has undergone a one-year training in Post Graduate Diploma in School Leadership (PGDSL); has a merit-based recommendation from his/her current principals; passes competition from his/her peers; and has three years of successful service as a teacher. Upon fulfilling the above criterion, beginner principals are expected to possess the requisite knowledge and skills to plan and lead schools. That is, at the Beginner Principal level, principals demonstrate knowledge of the skills and abilities needed for minimally effective leadership. They are in the

process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their schools and respond appropriately. All principals at this level are expected to meet the following:

- Understand the importance for a school to have a shared mission, vision, beliefs, and goals;
- Possess knowledge of school learning goals;
- Initiate formal and informal discussions that address curriculum, instruction, and assessment issues;
- Understand the importance of developing effective professional learning communities and result-oriented professional development;
- Understand the importance of continued personal learning and professional development; and
- Understand the importance of non-fiscal resources (e.g., personnel, time, materials, etc.) in the effectiveness of a school.

3.7.2. Proficient-I Principal (Full-fledged Principal)

Principals at this level must meet the requirements for Beginner Principal and are required to have two years of service as Beginner Principal and required to have a successful evaluation average for 4 semesters as Beginner Principal. At the Proficient-I Principal (Full-fledged Principal) level, principals are likely to effectively integrate the knowledge, skills, and abilities needed for effective leadership. They are fully skilled professionals who demonstrate purposefulness, flexibility, and consistency. All principals at this level are expected to meet the following:

- Acknowledge the importance of engaging stakeholder groups in meaningful ways;
- Assess the resource needs of teachers and staff;
- Lead the development of a shared mission, vision, beliefs, and goals for the school aligned with the School Improvement Plan (SIP) and the Woreda/District Strategic Plan; and
- Guide and/or instructs professional learning activities to address curriculum, instruction, and assessment issues that build on teachers' strengths in reaching all learners.

3.7.3. Proficient-II Principal (Highly Accomplished Principal)

Highly Accomplished Principals are recognized as highly effective, skilled leaders and routinely work independently and collaboratively to improve their practice and the practice of their teachers.

They are required to have all the skills and expertise of principals and three years of service as Proficient-I Principal (Full-fledged Principal). They are also required to earn successful evaluations of four semesters as Proficient-I Principal (Full-fledged Principal). At this level, principals anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses. All principals at this level are expected to reach the following stages:

- Continually assess the shared mission, vision, beliefs, and goals for the school that are aligned with the School Improvement Plan (SIP);
- Provide structures for, and implements the development of effective professional learning communities and result-oriented professional development;
- Routinely participate in professional development focused on improving instructional programs and practices;
- Mobilize and allocate material resources in ways that support learner achievement;
- Communicate the structure and rationale for decisions about resource allocation; and
- Provide opportunities for stakeholder groups to become involved in the school.

3.7.4. Lead Principal

Lead Principals possess all the expertise of the previous ladders and an added three years of service as Highly Accomplished Principal (or as Proficient-II Principal). Similarly, they are required to have successful four-semester evaluation records. At the Lead Principal level, principals use their strong foundation of knowledge, skills, and abilities to innovate and enhance their schools, and Woreda/District. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and learners immediately and effectively. The Lead level represents the highest level of achievement and principals are expected to perform the following activities:

- Continually evaluate the shared mission, vision, beliefs, and goals for the school that are aligned with the School Improvement Plan (SIP) and the Woreda Strategic Plan and makes adaptations as appropriate;
- Model knowledge of research-based best practice and expects staff to have an understanding of curriculum alignment processes within and across curriculum areas and grade levels;

- Facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and learner learning;
- Implement a process for input on resource allocation and budgetary decisions; and
- Optimize stakeholder involvement to provide learning opportunities for staff and learners.

As repeatedly indicated, for a school to be effective and efficient, it needs quality educational leadership. By the same token, the effectiveness and efficiency of schools are realized through the implementation of different educational reforms and initiatives. Educational reforms at the school level are expected to enhance the major functions of schools (that is, the overall teaching and learning activities/functions). Since recently, one major educational initiative, as one essential component of GEQIP (General Education Quality Improvement Package), known as SIP (School Improvement Program/Plan) has been put into practice in all schools of the country (Ethiopia). A school improvement plan/program could be considered as an essential instrument to realize school effectiveness in terms of the input, throughput (the process), output, outcomes, and impacts of schools as a social organization. To evaluate effective school improvement, school leaders and/or principals should be aware that school effectiveness mainly focuses on answering the question that is alluded as ("Does the school achieve better learner outcomes?"); while the focal point of school improvement program is associated on responding the question that is cited as ("Does the school manage to change successfully from old to new conditions that are necessary for effectiveness?") (Creemers, 2002: 345).

Thus, the implementation of a school improvement program (SIP) and its impact assessment requires the commitment and cooperation of school leadership mainly the dedication and collaboration of principals. The school management approach that enhances the commitment of principals and the cooperation among major stakeholders of school (principals, vice-principals, cluster supervisors, teachers, School Improvement Program/SIP Coordinators, Parents-Teachers-Students Association/PTSA members, Student Council members, and other educational experts at the various tiers of educational system) is believed to be instructional leaders. This is so since instructional leadership, as the name itself implies, focuses on the instruction (teaching and learning) of the school. That is why, the quality of education, as Luyten, Visscher, and Witziers (2005: 251) indicates, lies not in its results but in the teaching-learning process itself. Besides focusing on the school's teaching and learning process and function (the main mission that every

school reform attempt must focus on), instructional leadership calls for an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace about shared goals, teacher collaboration, teacher learning opportunities, teacher commitment, and learner learning.

Collaborative instructional leadership, as the Ontario Ministry of Education (2013: 16) notes, builds capacity to strengthen and enhance teaching and learning, which has been emphasized as the primary attention of SIP in Ethiopia. That is why this study made its focus on exploring the effect of principals' instructional leadership roles on the school improvement program (recently introduced school reform effort that focuses on transforming school concerning teaching and learning, school leadership, creating a safe and orderly school environment, and community participation in school affairs) of secondary schools in Ethiopia, and in turn, the contribution of SIP to enhance instructional leadership of secondary schools. Principals, supervisors, department heads, unit leaders, teachers, learners as well as other stakeholders of the school and the community as a whole benefit and learn best from collaboration (Sinay & Ryan, 2016: 65). The detailed discussion on the school improvement program (SIP), as a new reform attempt in the schools of Ethiopia, is reflected in the succeeding section. Deliberation

Before proceeding to the deliberation on school improvement program (SIP), for the sake of conceptualizing how secondary school is organized, the organizational structure/chart of secondary school (grades 9 -12) in Ethiopia is concisely presented in the subsequent section of this same chapter. This chart may help to ensure proper understanding among the stakeholders and collaborators and the entire school community about the overall organizational structure of secondary schools in Ethiopia. Besides, this organizational chart which depicts relationships of different work positions will let each employee and other major stakeholders of secondary school know his/her job title and place in the school as an organization. Hence, it helps inform the employees within the school and other major stakeholders of the school about what their jobs are and how these jobs relate to others in the school as an organization.

3.8. ORGANIZATIONAL CHART OF SECONDARY SCHOOL (GRADES 9 -12) IN ETHIOPIA

The education system of Ethiopia has been established and organized into different tiers as its overall organizational structure. Accordingly, when viewed as a system from top-down, the Ethiopian education organizational structure begins from the Ministry of Education of the Federal Democratic Republic of Ethiopia at the top; Regional Education Bureaus and Zone Education Departments in the middle-level units of the education organizational structure; and Woreda/District Education Offices and Schools as an organization at the lower level. The main managerial and administrative organs of the education system, the education system of the country/Ethiopia, consisting of five layers. These are Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) at the top and central level, Reginal Education Bureaus at Region/State level, Zone Education Departments at Zone level, Woreda/District Education Offices at Woreda/District level, and Schools as the crucial organization of education and as an important managerial and administrative organ of educational organization and management at the grassroots level. Each Region/State has its own Regional Education Bureau (REB), each Zone has its own Zone Education Department (ZED), and each Woreda/District has also a Woreda/District Education Office (WEO).

School, as an education organizational unit, has become the most important unit in viewing the education system of a country including Ethiopia. That is, it is impossible to do a system analysis of the education system of a country at any level from top to down and/or bottom-up without including school as part of the system and analysis. On the other hand, it is possible to do system analysis by taking school as the only educational organization without considering the upper tiers/layers or levels (Ministry of Education of the Federal Democratic Republic of Ethiopia, Regional Education Bureaus, Zone Education Departments, and Woreda/District Education Offices when viewed from top-down) education into account. This is so because school has been the place where actual teaching and learning (the main mission of school/educational organization or institution) function is performed. In addition, the effectiveness and efficiency of schools, directly and indirectly, imply the performance of the higher echelons (Woreda/District Education Offices, Zone Education Departments, Regional Education Bureaus, and Ministry of Education of the Federal Democratic Republic of Ethiopia when considered from bottom-up) as part of the

system of education in Ethiopia. As a result, schools should be considered as the most important educational system sub-unit that requires at most care from all stakeholders and collaborators of the whole education system.

As it might be clear for everybody who has awareness about the concept of an organization, the usual way of depicting an organization is with an organizational chart/structure. The organizational chart represents the organization at a particular point in time and shows the skeleton and structure of the organization in chart form (Ayalew, 91: 77). It provides the title of each position and, using connecting lines, shows who is accountable to whom and who is in charge of what department. It also displays the line of authority, the various functional units, responsibilities of different units, the channels of communication, and the title of each position's job. In the secondary schools of Ethiopia, Woreda/District Education and Training Board is placed at the top and immediately underneath is Woreda/District Education Office to which the secondary school principal is directly responsible as well as accountable.

The following figure (Figure 3.2) shows an organizational chart of secondary school (grades 9 - 12) or secondary level education in Ethiopia.

From the organizational chart/structure of secondary schools in Ethiopia, one could easily infer that secondary schools are well organized in terms of having different departments that perform various functions/tasks to attain the objectives of the school. Separation of different job units through such departmentalization, as depicted in the organizational chart/structure of the secondary level education in Ethiopia (Figure 3.2), would also help the school leadership in making appropriate division of work within the school. School leaders and/or principals should work hard in hiring the right personnel in every box as per the secondary school organizational chart/structure of Ethiopia. If secondary school principals succeed in doing so, certainly they would have adequate time for themselves to support the overall instructional program (i.e., teaching and learning process) of their respective schools as instructional leaders. That is, principals have the opportunity to allocate much of their time to the instructional activities of the school.

Figure 3.2: Organizational Structure/Chart of Secondary School (Grades 9 -12) in Ethiopia
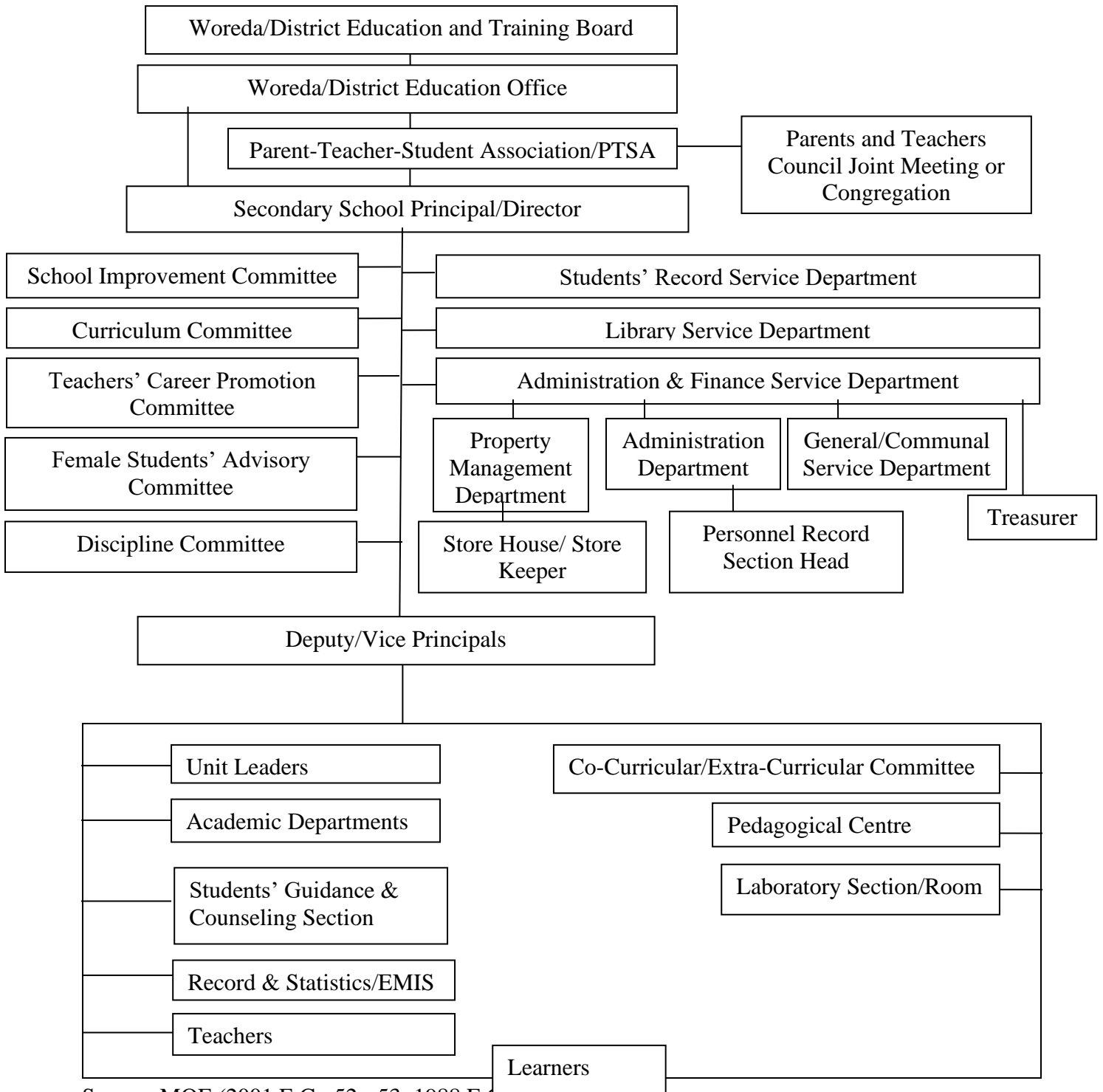
Currently, the overall organizational picture of the education system of Ethiopia is shown in the figure (Figure 3.3) as its familiar pattern of lines and boxes.

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Figure 3.3: Current Educational Organization and Management layers of the whole education system in Ethiopia.

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┌─────────────────────────────────────┐
│   Ministry of Education of the Federal │
│   Democratic Republic of Ethiopia     │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│        Regional Education Bureaus      │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│        Zone Education Departments      │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│     Woreda /District Education Offices │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│                Schools                 │
└─────────────────────────────────────┘
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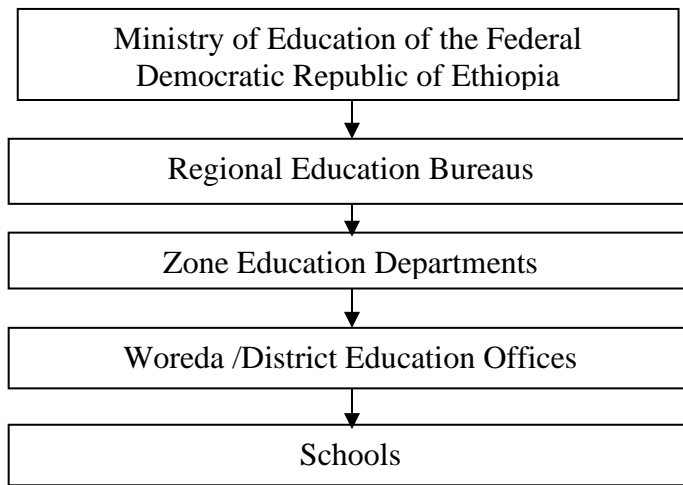
Source: Adapted from MOE (2001 E.C.: 13 - 21; and 1988 E.C.: 3 - 5)

The Regional Education Bureaus (REBs), Zone Education Departments (ZEDs), and Woreda/District Education Offices (WEOs) are accountable for their respective level councils that include Regional Councils (equivalent to State Councils) at Regional Administration level, Zone Council at Zonal Administration level, and Woreda/District Council at Woreda/District Administration level respectively. "Based on the Regional/State internal administrative arrangements, the education sector's responsibilities have also been delegated to the Sub-Regional Administrative levels of Zone Education Department (ZED) and Woreda/District Education Office (WEO)" (Ayalew, 2005: 64 - 66). On the other hand, the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE), at the top or central level of the Ethiopian education system, is responsible to the Prime Minister of the country/Ethiopia for the reason that the Ministry of Education is one of the members of the cabinet of Ethiopia which is accountable, as an organization, for the House of Peoples' Representatives.

Table 3.1: Major Roles and Responsibilities of Different Educational Organization and Management Levels of the Education System in Ethiopia

Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE)	Regional Education Bureaus (REBs)	Zone Education Departments (ZEDs)	Woreda/District Education Offices (WEOs)
Formulates the country's education policy.	Prepares plans and programs based on national policy.	Facilitates the implementation of plans and programs.	Implements plans and programs at the school level.
Determines and supervises the country's educational standards.	Supervises and maintains educational standards.	Supervises and evaluates the maintenance of the educational standards.	Supervises school and works with teachers to maintain the educational standards.
Determines the curriculum of secondary and higher institutions and assists Regions in curriculum preparation for the first and second cycle of primary education.	Prepares and implements the primary school curriculum.	Supervises the implementation of the curriculum	Inspects the implementation of curriculum at the school level. Recommends improvements
Determines qualifications of teachers; trains teachers at secondary and tertiary levels and educational personnel, and assists training programs of Regions.	Recruits qualified teachers for secondary, TVET, TTIs, and TTCs. Identifies training needs. Trains primary teachers and educational personnel	Ensures that in-service training is given to teachers and educational personnel.	Recruits teachers and other professionals for in-service training and professional development.
Makes available adequate materials in quality and quantity.	Ensures the provision of textbooks and educational materials.	Facilitates the distribution of textbooks and educational materials on time.	Distributes textbooks and educational materials to schools on time.
Prepares national examinations.	Supervises the execution of national exams. Ascertains adequacy of exams and certificates.	Ensures that the exam is conducted as scheduled.	Checks the preparation of students for the exams. Administers the exams.

Facilitates the expansion of the country's education.	Plans for the provision of education to school-age children. Provides adult education.	Plans for step by step provision of education for all school-age populations in the Region.	Supervises the implementation of plans at the community and school levels.
Establishes higher education institutions. Licenses private higher education institutions.	Administers primary and secondary schools. Establishes junior colleges.	Mobilizes the people for the realization of plans. Establishes schools and vocational training centers as per the policy guideline.	Administers and supervises established schools.
Assists Regions to establish educational mass media.	Ensures that the education program is supported by mass media.	Facilitates the provision of mass media-supported education.	Provides facilities and programs for mass media education.
Collects compiles and disseminates education information.	Collects compiles and disseminates statistical data on education.	Compiles statistical data and reports to the Regional Education Bureau.	Collects information and data on education and compiles and submits it to the Zonal Education Department.

Source: MOE (2016: 35 - 36; 2001 E.C.: 13 - 21; and 1988 E.C.: 3 - 5)

A summary of the major roles and responsibilities of different Educational organizations and Management levels/tiers of the whole education system in Ethiopia, as depicted in the figure (Figure 3.3 above), is described in Table 3.1 as indicated here below. That is, what are the activities and functions/tasks that have been carried out by the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE), Regional Education Bureaus (REBs), Zone Education Departments (ZEDs), and Woreda/District Education Offices (WEOs) as parts of the education system of Ethiopia were specified in Table 3.1. The major functions of schools, as social institutions, were exhaustively defined in the previous section of this study (in section 3.4, which details the roles and responsibilities of principals in the Ethiopian education context).

Moreover, the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE), as one unit of the educational organization and management system in Ethiopia (MOE, 2001 E.C.: 14 - 16), is also responsible to do and coordinate the following tasks/functions.

- Prepares education sector development program/plan (ESDP) at the national level and follow-ups and monitors its implementation at lower echelons of the education system, and supports Regional Education Bureaus to prepare and adapt their own respective ESDPs based on the existing circumstances of their Regions.

- Designs/plans school improvement program goals and objectives at the national level; and prepares school improvement program/SIP standards that help in achieving the objectives of SIP. MOE, in collaboration with Regional Education Bureaus, Zone Education Departments, and Woreda/District Education Offices, also supervises, monitors, and supports the proper implementation of SIP at the school level;

- Evaluates or assesses and researches the impact of SIP in improving the academic achievement of students; and based on the results of the research, recommends strategies that advance the strength and recover the weaknesses exhibited in the schools during the implementation of SIP;

- Provides technical and professional support for the educational organization and management tiers/layers at lower levels (Regional Education Bureaus, Zone Education Departments, Woreda/District Education Offices, and schools);

- Designs strategies to enhance access to education;

- Supports different efforts/attempts that have been made at various levels of the educational organization and management layers of Ethiopia to improve as well as maintain access, quality, equity, and relevance of education in the country;

- Ensures that the curriculum at all levels of education is free from political and religious biases;

- Prepares teachers' development programs and designs approaches that help its implementation. Assists Regional Education Bureaus in this regard; and

- Prepares education syllabuses for primary level education.

School leaders' and/or principals' awareness about the roles and responsibilities of such bureaucracies/officialdoms and the overall educational administrative system would help them to request the right support from each echelon of educational organization and management hierarchy as per roles and responsibilities bestowed upon each of the educational administrative levels about the Ethiopian education system. Such state of affairs (i.e., doing tasks consciously) promote positive collaboration and cooperation among the stakeholders and collaborators at different

educational organizations and management tiers of the education system to improve the quality of education and ultimately enhances learners' learning experiences in the school. This in turn would benefit school leaders and/or principals in executing their own respective instructional leadership roles that focus on the teaching and learning tasks in the schools to realize measurable improvements in learner results.

The succeeding parts deal with the School Improvement Program (SIP), an important school reform instrument currently given due emphasis in all schools and levels of education in Ethiopia as a key strategy to enhance school effectiveness. It specifically reviews SIP objectives and principles. It also assesses the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP); roles of principals in the implementation of school improvement program; success factors in the implementation of school improvement program; challenges encountered in the implementation of school improvement program; and strategies to deal with the challenges in the implementation of SIP.

3.9. SCHOOL IMPROVEMENT PROGRAM (SIP)

School improvement programs, as a key strategy to enhance school effectiveness in Ethiopia, could be considered as a path that leads in the direction to achieve the goals of the school effectively and efficiently. Various scholars have defined school improvement as an approach to educational reform. Hopkins (2005) defines school improvement as a distinct approach to educational change that enhances students' outcomes as well as strengthens the school's capacity for managing improvement initiatives. He further elaborates that school improvement is about raising students' achievement through focusing on the teaching and learning process and those conditions that support the overall teaching and learning functions in the school. Moreover, the School Improvement Program (SIP), as already indicated in chapter one under the definition of key concepts, refers to the course of action that focuses on changing the trends and guiding principles of schools to advance the teaching and learning process to enhance the quality of education and academic achievement of students (Barnes, 2004). It is not a one-time occurrence; it is a process. It is also a never-ending process because there is and should always be room for improvement. The focal point of school improvement has been on responding to questions concerning "what is the practice and policy" as an important input to transform schools (Sinay & Ryan, 2016: 6).

School improvement can also be described as an approach to educational change rested on several assumptions, among which is a key focus on the internal conditions of a school (Hopkins, 2005: 86). This includes not only the teaching and learning activities of the schools but also its organizational norms, professional learning system, knowledge transform process, leadership arrangements, and its receptiveness to external learning. Internal conditions for successful improvement include a school-wide emphasis on teaching and learning; commitment to staff development and training teamwork with staff groups (collaborative planning, effective communication) and with stakeholders (involvement of teachers, students, parents) in decision making; and time for reflection and research (Reynolds, 2010: 147).

Moreover, the school improvement program/plan looks at the overall learning environment of the school that includes teachers and other line and supportive staff allocation, physical improvements, improved systems, and long-term goals (MOE, 2010: 34). One important point that deserves worth mentioning here is that central to the improvement plan (school improvement program/SIP) and improvement of learner learning is continuous professional development (CPD) for teachers. CPD, as the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2010: 34) notes, focuses on improving learning and teaching through the development of school modules and activities, such as action research.

In the current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, school improvement is more recognized as an important process and becomes the dominant approach to educational change which helps to enhance the quality of students' learning and strengthen the school's capacity for change (Hopkins, 2002: 55). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on learners' learning. In this regard, Reynolds (2010: 146) describes school improvement as a set of processes, managed from within the school, targeted both at the learners' achievement and the school's ability to manage change. School improvement is largely concerned with changing the internal practices of the schools by influencing how people work together by changing the school culture and that cultural change is achieved through changing the internal conditions within the school (Lemessa, 2016: 51).

Ethiopia has been facing many economical, historical, and cultural impediments that have limited the quality of education for many years. Hence, it becomes necessary to respond to the consecutively accumulated educational problems at different levels of education related to educational relevance and quality. As a response to the problems, the Ethiopian Government, which is presently in power, has declared the current and operational Education and Training Policy (ETP) to bring about change in the overall educational systems and to address the need and problems of the society through its education (MOE, 2002a). In addition to identifying and addressing the shortcomings of the past education systems, the 1994 Education and Training Policy has given due attention to equity and access to education, restructuring the education system, changing the curriculum to increase the relevance of education to the society's needs and problems, making teachers' training relevant, and improving education management to improve the quality of education (FDRE, 1994).

Moreover, to effectively implement the policy, the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) has continued to develop different strategies and programs. Education Sector Development Programs (ESDP I - ESDP V), which have been launched as of 1997, are among the programs issued by MOE. The program intended to provide a sector-wide policy implementation framework for the development of education (MOE, 1998). Besides the need to increase access to education, the issue of improving the quality of education became the focus of the Ethiopian Government and the MOE in the field of education. To bring efficient access to quality education, another program designated as the General Education Quality Improvement Package (GEQIP) has been developed and is currently under implementation introduced in 2007 in the country/Ethiopia. The General Education Quality Improvement Package (GEQIP), as an educational package, consists of sub-programs; namely; Curriculum Improvement Program; Teachers' Development Program; Education Leadership Performance and Organization Improvement Program; School Improvement Program; Civic and Ethical Education Program; and Information and Communication Technology Expansion Program (MOE, 2008; and Berhan, 2010: 137).

Although there are six different pillars as indicated above, all of the other five pillars seem to be there to strengthen the school improvement program (SIP), because all of them are inputs for SIP which is reflected by learner achievement. Moreover, School Improvement Program (SIP) appears

to be a more or less all-encompassing wing of the General Education Quality Improvement Package (GEQIP) for the reason that the major domains of the SIP (the teaching and learning process, school leadership and management, creating safe and healthy school environment, and community involvement) would directly as well as indirectly deal with all the pillars of GEQIP. These school improvement program domains (Learning and Teaching, School Leadership, Creating Enabling Learning Environment, and Community Participation) are meant to result in a major positive impact on learning context and learning outcomes since all of them are geared towards students' learning and their learning outcomes (MOE, 2019: 5). Several elements are contained under these major domains of SIP. Each element has its standard characteristics. The relationship of these four domains is illustrated as shown in the figure (Figure 3.2) below.

SIP domains and their constituent elements resemble the main dimensions of instructional leadership (defining school goals, managing instructional programs, and promoting school climate). It is so not only because school improvement programs and instructional leadership do have more or less the matching structure when viewed in terms of the major domains of school improvement program/SIP (teaching and learning, creating a safe and orderly school environment, community participation, and leadership and management) and the main dimensions of instructional leadership (defining school goal, managing instructional program, and promoting school climate), but also they do have similar contents/ingredients when seen concerning the constituent elements that could be considered as the building blocks of both school improvement program (SIP) domains and instructional leadership dimensions. Moreover, both the school improvement program (SIP) as a noteworthy educational improvement plan and instructional leadership as the style of managing schools in Ethiopia focuses on enhancing the quality of education in the schools, and ultimately improving the academic achievement of the learners.

Figure 3.4: School Improvement Program Domains and Constituent Elements

Learning and Teaching
- Teaching Task
- Learning and Evaluation
- Curriculum

Enabling School Environments
- School facility
- Empowerment of students
- Support for students

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Learner Learning Outcomes and Behavior

School Leadership and Administration	Community Participation
- Strategic vision - Leadership behavior - School management	- Cooperation with parents - Community participation - Promoting education

Source: MOE (2019: 5)

In the Ethiopian education context, the School Improvement Program (SIP) is a nationally designed comprehensive plan that supports and allows primary and secondary schools to adopt the plan based on their specific school context and implement it accordingly since 1999 E.C. (MOE, 2010c: 6). The School Improvement Program (SIP) has initially been designed by the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) with different guiding manuals and then disseminated to Regions Education Bureaus, Zones Education Departments, Woredas/Districts Education Offices, and to Schools where the actual implementation of the program takes place. In adapting and developing their school's improvement plan, the principals, teachers, support staff, PTSA members, learners, parents, and other community members work through a variety of activities focused on three areas of priority. These are curriculum delivery, school environment, and parental involvement. For each of these areas, schools establish the following activities that include a goal statement; performance targets; areas of focus; implementation strategies; indicators of success; timelines; responsibility for implementing agencies; checkpoints for status updates; and opportunities for revision (MOE, 2013b: 8). Learners' performance improves when teachers use curriculum-delivery strategies that specifically address the needs of their learners; the school environment is positive, and parents are involved in their children's education. In Ethiopia, as indicated in the document of SIP and as indicated in the figure (Figure 3.2) above, the MOE addressed four major domains to improve schools. The domains are Teaching and Learning; Learning Environment; Community Participation; and Leadership and Management. School Improvement Program (SIP) is a scheme designed to assist

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schools to identify priority needs through a process of self-assessment; develop an effective and practical School Improvement Plan to address those needs; and then monitor and assess implementation.

It is emphasized that a) the SIP is a critical process for the improvement of the teaching and learning environment, and b) the process will bring control of schools into the community (MOE, 2008: 43 - 44). The schools, through critical self-assessment, are required to identify the most significant areas that need school improvement within the domains of - Learning and Teaching; School Environment; Leadership and Management; and Community Involvement (MOE, 2008: 41). Within each domain, focus areas and standards of performance need to be highlighted and indicated. The rationale behind the school improvement plan is to improve the quality of teaching and learning in the school and ensure continuous progress of learner learning. The school improvement plan provides a framework for analyzing problems and addressing instructional issues in a school (MOE, 2013b: 6).

Throughout 2006 - 2007 the MOE (Ministry of Education of the Federal Democratic Republic of Ethiopia) developed a School Self-Assessment Form (SAF) with assistance from REBs (Regional Education Bureaus) and teacher education institutions. The purpose of the SAF is to: review where the school is currently; and identify the area most in need of development. The school self-assessment was prepared, edited, and translated into English and Amharic (MOE, 2008: 41). The MOE guideline of GEQIP (General Education Quality Improvement Package), which encompass SIP as one of its major constituents, goes on to explain that the SAF identifies four domains, as indicated here above, as the most significant areas in need of school improvement: Learning and Teaching; Learner Environment; Leadership and Management; Community Involvement. Every main component of SIP, as a key domain, is made to be accompanied with rubrics/criteria as a standard of performance measurement for schools. That is, indicators of practice are provided for the school to evaluate its performance about each standard. The school is encouraged to identify evidence or data that supports their assessment of how well they are meeting each standard.

The school's rate themselves. As part of the process, each school is required to include all stakeholders in the assessment (i.e., teachers, students, parents, and community). The school assesses its strengths and weaknesses for each standard. Weaknesses are noted and prioritized in

terms of importance to develop plans (MOE, 2008: 41 - 42). To ensure the effective and efficient planning, implementation, and monitoring and evaluation of the school improvement program, it is necessary to identify the strengths, weaknesses, threats, and opportunities of the schools through research; and then to propose possible scenarios of retaining the strengths, for overcoming the challenges, for preventing potential threats and for harvesting the opportunities. Such functions in turn may be performed successfully through proper planning, and effective and efficient implementation, and monitoring and evaluation of the school improvement program (SIP).

Thus, school improvement program (SIP), which entirely focuses on the major components and/or domains of the school functions (learning and teaching; creating a safe and healthy school environment; leadership and management; and community involvement) as the most significant areas in need of school improvement, could be considered as key strategy and initiative that help to enhance school effectiveness concerning input, through-put/process, output, impact, and outcome of the schools. On the other hand, a school improvement program (SIP) by itself is a dynamic process that involves many stakeholders and resources as its input, process/throughput, output, outcome, and impact (Berhanu, 2010: 133). For school improvement planning to be successful, it must involve all school partners. Although the principal, as the person responsible for administering the school and for providing instructional leadership is ultimately responsible for improvement planning, the entire school community should be actively involved in all stages of the process: planning, implementing, monitoring, and evaluating the progress.

Instructional leadership roles of school principals (as a major stakeholder of the school) not only resemble the major domains of SIP but also seem the same (identical) with the specific functions as constituents and performance indicators of each domain of the school improvement program. This shows that one complements as well as supplements the other to bring about school effectiveness in the schools. That is, the successful execution of instructional leadership roles of secondary school principals directly as well as indirectly affects the planning, implementation, and monitoring, and evaluation of the school improvement program. Similarly, effective and efficient planning, implementation, and monitoring and evaluation of the school improvement program could be used as an important input to develop instructional leadership in the schools, and it may contribute to enhance the extent of execution of instructional leadership roles of principals in the schools as well.

The following part concisely highlights the objectives of the school improvement program as indicated here.

3.9.1. The Objectives of the School Improvement Program

The purpose of the school improvement plan is to improve the quality of teaching and learning in the school and ensure continuous progress of students learning. The school improvement plan provides a framework for analyzing problems and addressing instructional issues in a school that has not made sufficient progress in learners' achievement. Specifically, the plan's design must address core academic subjects and the strategies used to teach them, professional development, technical assistance, parent involvement. It must also contain measurable goals, policies, and practices with the greatest likelihood of ensuring that all learners achieve proficiency. Policies and practices that have an impact on classrooms include those that build school infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals (MOE, 2013b: 6).

The overall objective of school improvement planning, as indicated earlier, is an enhanced level of learner achievement. To effect real change, however, the process needs to focus on specific priorities. Learners' performance improves when teachers use curriculum-delivery strategies that specifically address the needs of their learners, when the school environment is positive, when school leadership is effective and successful in the overall management and coordination of schools, and when parents are involved in their children's education. In planning improvements, therefore, schools should establish one priority in each of this three areas-curriculum delivery, school environment, and parental involvement. In effect, the planning process involves answering the important questions: What will we focus on now? What will we leave until later? (MOE, 2013b: 9).

Generally, according to the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2008: 6; and MOE, 2013b: 9), the objectives of the school improvement program, which is one of the major components of General Education Quality Improvement Package (GEQIP), are to:
   - Improve the capacity of schools to prioritize needs and develop a school improvement plan;

- Enhance school and community participation in resource utilization decisions and resource generation;
- Improve the government's capacity to deliver specified amounts of schools grants at the Woreda/District level;
- Improve the learning environment by providing basic operational resources to schools.
- Increase significantly the learning acceptance, results, and discipline of learners;
- Ensure good governance and democratic practice in schools accountably and responsibly for its ultimate success; and
- Build the school leadership and administration on decentralization whereby enabling schools to have broader administrative autonomy;

To attain these above-mentioned objectives, principals, as top executives and leaders of schools, are expected to play key roles in the overall process of school improvement programs (that is, in planning, implementation, and monitoring and evaluation of the school improvement program). Principals may surely play significant roles to ensure that the improvement plan and its implementation are successful and that the objectives and goals set as a result of the SIP are met. If principals are intended to be effective in this regard, they should have to have adherence to the principles of leadership in general as well as the principles of school improvement programs in particular.

The next section briefly presents the principles that need to behold on by all stakeholders while planning, implementing, and monitoring, and evaluating school improvement programs in the schools.

3.9.2. Principles of School Improvement Program

A school improvement process is a systematic approach that follows its principles. MOE (2010d: 15) citing Luneburg & Ornstein (2004: 124) has indicated the following guiding principles that need to be followed in the school improvement process as listed below:
- Schools should employ a set of goals and missions which are easy to understand;
- Learner achievement must be continuously checked and evaluated;
- Schools need to help especially the low achievers. They need to be tutored and enrichment programs should be opened for highly talented learners;

- Principals and staff should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking;
- Every teacher needs to contribute to the successful implementation of the school improvement program;
- Teachers must be involved in staff development by planning and implementing the school improvement program;
- The school environment has to be safe, healthy, and learner-friendly;
- School community relationships should be strengthened so that community and parents need to be involved in school improvement program implementation;
- School leadership should be shared among staff, learners and parents.

Thus, effective and efficient achievement of the objectives set as a result of the school improvement program (SIP) in turn calls for the right and accurate planning, implementation, and monitoring, and evaluation of the improvement program. Major stakeholders' adherence to the essential principles of school improvement programs while planning, implementing, and monitoring, and evaluating the overall process of school improvement programs may also add value as far as the achievement of the objectives of the school improvement program is concerned.

The next section deals with the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP).

3.9.3. Planning, Implementation, Monitoring, and Evaluation of SIP

As it was explained earlier, the actual implementation of the school improvement program (SIP) focuses on the four domains, namely: the learning and teaching process domain, the school/education environment domain, the leadership and management domain, and the community involvement domain. The following strategies should be implemented by all stakeholders of education and schools for the successful implementation of the School Improvement Plan (MOE, 2013b: 60).

- The school improvement committee shall primarily provide training to teachers, learners, parents, and the community as well as administrative staff about the meaning, objective, and importance of the program and coordinate the joint participation of all stakeholders;
- Self-evaluations will be conducted in schools to identify weaknesses and strengths and formulate a common plan;

- Identifying and putting into sequence the problems and formulate action plan;
- Formation of implementation committees (teams) at a different level and put the level of responsibility and accountability;
- Searching for extra source of budget for the implementation;
- Scheduling of monitoring and evaluation for the realization of the program;
- Facilitating the exchange of experience among the schools in the Woreda/District through the Woreda/District School Improvement Coordinating Unit and striving for the realization of better outcomes;
- Arranging contests among schools and Woredas/Districts to develop initiative and enhance the spirit of normal competition and award the best performers;
- Organizing of consultation forums at least after each semester result has been notified and responding properly to queries of the public and take the appropriate corrective measures;
- The Woreda/District School Improvement Coordinating Unit shall organize a symposium involving various public and civic societies, religious and governmental organizations to create awareness on the objective and implementation of the School Improvement Program, and invite them to contribute their share and endeavor to use their contribution exhaustively.

The school principal is responsible to make aware all stakeholders of education (teachers, learners, supportive staff members, PTSA members, the community as well as the Kebele education and training boards, governmental and non-governmental organizations as well as religious organizations) on the importance of the school improvement to gain their positive response and motivation. The school improvement committee, which is composed of 5-10 members (depending on the number of learners) drawn from teachers, learners, administrative and supportive staff members in the school, parents, and the community and chaired by the principal, should evaluate the implementation process of the designed action plan, follow up the improvement on the learners' result from time to time and if the activities are leading towards the intended goal within the specified time frame (MOE, 2013b: 60 - 61).

Similarly, the Management of school improvement program (SIP), as indicated by MOE (2008: 45 - 46), will adhere to the following steps:
- After receiving training, schools will conduct a self-assessment identifying areas where improvements may be made. A School Improvement Committee (SIC) will be created and

provided with data from the self-assessment exercise including prioritized needs. The committee consists of members from administration, teachers, learners, parents, and the community. The SIC will choose the specific number of priorities that it considers feasible to accomplish during the school year.

- The SIC will create a School Improvement Plan (SIP) which contains possible solutions and budgets to the problems identified. Bearing in mind the likely resource envelope, the SIC creates a draft implementation plan including timelines, methods, personnel, materials, etc. to accomplish the proposed solution. The SIC chooses the plan most likely to succeed within the limitations of available resources.

- Revision of the SIP will be made based upon suggestions provided by key stakeholders and once consensus has been reached the SIC will begin implementation of the SIP.

- Throughout the school year, each school is expected to monitor the operation of its SIP. With this formative data, the SIC, with the assistance of other stakeholders, may revise the SIP as necessary.

- Schools will submit School Grant Financial Documentation to Woreda/District Office of the Finance and Economic Development (WOFED) each quarter. The School Grants Program will be subject to constant external Financial Review.

According to the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2008: 34 - 41), the school improvement program in secondary schools was designed to ensure the following outcomes:

- Learners make a successful transition from school to work and further study and all students are engaged in and benefit from schooling;

- Learners in schools are exceeding the national standard;

- Schooling promotes social inclusion and reduces the educational disadvantage of learners in secondary school;

- Provide physical inputs such as teachers, textbooks, school health, and other services necessary if the quality of education is to be improved; and

- Create incentives that lead to better instruction and learning.

The school improvement approach starts with schools and their stakeholders undertaking a self-assessment to identify their goals, followed by the development and implementation of a school improvement plan. The schools are also required to maintain information/data on the effectiveness

of their plans (MOE, 2008: 12). The school improvement program (SIP) methodology, as a mechanism to support its implementation and to realize measurable improvements in the quality of education, is critical in strengthening the planning and utilization of the school grant and other resources, which in turn will realize measurable gains in school performance and the quality of education (MOE, 2008: 44). In line with the above ideas, the purpose of the school assessment is to review where the school is currently at and to identify the areas that are most in need of development, and identify school improvement domains like school leadership and management, the learning and teaching process, learning environment, and parents and community involvement.

Within each domain of the school improvement program (the four domains of SIP include school leadership and management, the learning and teaching process, safe and healthy school environment, and relations among parents, community, and school which is expressed as community involvement), focus areas have to be highlighted and standards of performance have to be indicated. Indicators of practice have to be provided for the school to evaluate its performance about each standard. The schools have to rate themselves by all stakeholders in the assessment (i.e., principals, teachers, learners, parents, and community) to know its strengths and weaknesses for each standard. Therefore, if weaknesses are noted then priority will be given in terms of importance for the school development plan.

The Ministry of Education of the Federal Democratic Republic of Ethiopia in its ESDP IV (MOE, 2010a: 12 - 17) also outlines the following important tasks that need to be handled by teachers as the strategies and as the standards of a framework for the school improvement program implementation.

- Teachers have to have professional competency, and participate in continuous professional development (CPD) to learn new knowledge to apply in the classroom;
- Teachers have to use active learning methods in the classroom to realize improved learning results;
- Teachers have to achieve measurable improvements in learners results;
- A range of assessment methods must be used in each grade to assess learner learning;
- Teachers have to provide extra teaching support to underperforming learners; and
- Teachers have to understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve learner learning.

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Thus, the school improvement committee and key stakeholders will create a school improvement plan which contains possible solutions to and budgets for the problems identified. Then, throughout the school year, each school is expected to monitor and evaluate operations. Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) is responsible for the overall monitoring and evaluation of the General Education Quality Improvement Program (GEQIP) (the quality improvement package that comprises six major components including school improvement program/SIP) together with the Regional Education Bureaus (REBs) (MOE, 2012: 66).

Moreover, the monitoring and evaluation activities should not be the responsibility of only those at the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE), Regions Education Bureaus, Zones Education Departments, Woredas/Districts Education Offices. The schools should and can also be actively involved in the monitoring and evaluation activities of the school improvement program. That is, the effective and efficient planning, and implementation of the school improvement program and measuring its implementation results requires a robust system of monitoring and evaluation (M&E) and capacity building at all levels (MOE, 2012: 66). It is also advisable for the schools to use benchmarks while performing activities related to monitoring and evaluation of the school improvement program implementation, and conducting self-evaluation. Rabichund (2011: 114) also indicated that the schools need to evaluate themselves against external criteria. This can be done by taking the achievements of better-performing schools as a benchmark and comparing it with their evaluation results.

Monitoring and evaluation is the significant step in the school improvement planning/program. The monitoring and evaluation of school improvement programs have a purpose. Understanding the concept of monitoring and evaluation while planning, implementing, and monitoring, and evaluating the school improvement program will help the major stakeholders of schools (principals, supervisors, teachers, PTSA members, and learners) to properly monitor and evaluate plans and take corrective measures. Monitoring helps to take curative measures to the school improvement program presently in the process of implementation. The results of the monitoring may also be used as input in guiding the stakeholders of the schools to design in advance preventive actions for the challenges that might appear/emerge during the planning, implementation, and monitoring, and evaluation of the subsequent school improvement programs in the schools. Evaluation, certainly, has additional purposes. It is mainly concerned with not only appreciating

the final achievements but also in designing the curative/remedial measures that have to be implemented in the planning, implementation, and monitoring, and evaluation of the subsequent school improvement programs in the schools. The final evaluation of the school improvement program should focus on how the plan has contributed to learners' academic success (MOE, 2013b: 66).

Monitoring in school improvement plans should come from the beginning of the implementation up to the end. All stakeholders should be involved in the monitoring process to check whether activities are being performed according to the plan. Some important points need to be considering in the monitoring process. These are conducting a formative evaluation on the ongoing activity; setting a fixed monitoring schedule; and involving the school staff and representatives of stakeholders in the monitoring process (MOE, 2013b: 67 - 68). This could be the task of the school improvement committee (SIC) formed already. The committee is responsible to monitor the process of reform and inform the school community about the process. The improvement of schools becomes vital for the continuity and effectiveness of the change.

Evaluation is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making. Evaluations, like monitoring, can apply to many things, including an activity, project, program, strategy, policy, topic, theme, sector, or organization. The key distinction between the two is that evaluations are done independently to provide managers and staff with an objective assessment of whether or not they are on track. They are also more rigorous in their procedures, design, and methodology, and generally, involve more extensive analysis. However, the aims of both monitoring and evaluation are very similar: to provide information that can help inform decisions, improve performance and achieve planned results (MOE, 2013b: 68).

The evaluation strategy for the assessment of the actual student result improvement resulted from the School Improvement Plan will be based on the planning, performance monitoring, and support during the implementation stage and hence, this shall be properly recorded and compiled. The final target of the evaluation is to achieve improvement on the academic result of learners. It is important to analyze the result data obtained from classroom tests, other assessments, and national exams based on the standard in the improvement program and the summary evaluation criteria at the end

of the planning period. This makes it possible to notify the stakeholders who contributed their part for the resulting improvement about the progress and awarding such parties will be a vital input for future efforts (MOE, 2013b: 69).

Thus, secondary school leaders and/or principals should and are expected to play a key role in the planning, implementation, and monitoring, and evaluation of the school improvement program in their respective schools. The following subsection deals with the roles of principals in the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP).

3.9.4. Roles of Principals in the Implementation of School Improvement Program

Within the complex operation of schools in the 21st century, the school principal plays a vital role in bringing about school improvement and effectiveness. The role of school principals is central in the success or failure of the school system at the school level, and it plays an important role in school improvement programs in the areas of managing resources, support staff, and teachers for improving learner achievement (Abebe, 2012: 6). School leaders, together with teachers, have the most significant influence on the learning of learners (UNESCO, 2013: 9). Effective and efficient instructional leadership is required to implement school improvement program processes (Workneh & Tassew, 2013: 22). The above ideas indicate that a school principal is a leader who facilitates the development and implementation of the school improvement program to enhance teachers' competencies and effectiveness and the school plan focusing on improving learners' performances.

Moreover, principals are the key players in the school improvement process. They play a wide variety of roles to ensure that the improvement plan and its implementation are successful. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their school and its community. In general, as the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE, 2013b: 36 - 37) indicates, principals' roles in school improvement planning fall into three main categories that include communication, professional development, and leadership as indicated hereunder explicitly.

a) Communication

Principals should have the following specific roles concerning communicating school improvement programs.

- Clearly explain the school improvement planning process to staff, school councils, parents, and other community members;
- Help staff, school councils, parents, and other community members understand their role in the process and invite them to participate;
- Provide the community with a school "profile" detailing the nature and characteristics of the school;
- Ensure that everyone involved in the process receives regular communications about the improvement plan and the school's progress; and
- Communicate the final school plan to all members of the school's community.

b) Professional development

Principals' roles in school improvement planning within the main task category of professional development are indicated as follows.

- Encourage staff to lead the development and implementation of the plan;
- Provide leadership and professional development/training opportunities to staff, school council members, parents, and other community members involved in the process, and support them in developing and implementing the plan;
- Establish professional development goals with staff that focus on the goals and strategies in the school improvement plan; and
- Ensure that professional development activities that focus on achieving the school's improvement goals are part of every staff meeting.

c) Leadership

Principals should execute the following activities as their overt roles that could be grouped within the category of leadership functions in their school improvement program.

- Develop and circulate a parent survey to provide parents with an opportunity to describe their feelings about the school and how they would like to be involved in their children's education, and ensure that parents have adequate time to respond to the survey;
- Tally the results of the parent survey and provide it to those involved in the planning process to help them determine the goal for enhancing the level of parental involvement;

- Regularly collect classroom information on learner achievement, use this information in discussions with teachers about adjusting and improving their teaching strategies, and ensure that this information is also used by those developing the school improvement plan;
- Lead school improvement planning meetings of staff, school councils, parents, and other community members;
- Regularly assess staff's implementation of the school improvement plan;
- Provide support and ongoing professional development for staff members as they pursue the strategies set out in the plan;
- Ensure that the school budget reflects and supports the plan's goals and implementation strategies;
- Continually gather information on student achievement and communicate it to the school's community as part of the plan's monitoring and evaluation process; and
- Lead their school and its community in celebrating successes achieved in the pursuit of the school's improvement goals.

Effective and efficient execution of the just above-mentioned roles of principals in the schools could pave the way towards successful planning, implementation, and monitoring and evaluation of the school improvement program. If this is so, the principal's role becomes an important success factor in the planning, implementation, and monitoring, and evaluation of the school improvement program in the schools.

The following part presents a brief overview of the success factors in the planning, implementation, and monitoring, and evaluation of the school improvement program in the schools.

3.9.5. Success Factors in the Implementation of School Improvement Program

Success factors are those factors considered as the most critical among several factors that contribute to the success of the school's improvement efforts. According to the research findings by Demie and Mclean (2016: 1), the following factors are identified as success factors that proved successful in school improvement and raising achievement in schools. These include:
- Strong school leadership team;
- High-quality teaching and learning;
- Effective governing bodies;

- Parental aspiration;
- Effective community engagement;
- Celebration of cultural diversity;
- Targeted interventions and support through the use of best teachers to teach intervention groups, tailored support for individuals in the classroom, one to one support, and booster classes delivered by the learners' class teacher;
- Effective use of data to monitor performance and to identify underachieving groups;
- Effective support for students who speak English as an additional language;
- Providing an inclusive curriculum that meets the needs of all learners; and
- Effective use of student voice and feedback.

A scrutiny of these success factors explicitly as well as implicitly implies the extent that the school leaders and/or principals are important for the effective and efficient implementation of the school improvement program and consequently raising the achievement of learners and enhancing the overall quality of learning/education in schools. In addition to identifying success factors that proved successful in school improvement and raising achievement in schools, examining challenges encountered and exploring strategies to be implemented to deal with the challenges may ensure full-scale implementation of school improvement programs to attain the desired outcome.

The next sections present the challenges encountered as well as the strategies implemented to deal with the challenges in the implementation of the school improvement program.

3.9.6. Challenges Encountered in the Implementation of School Improvement Program

School Improvement Program (SIP) is designed and suggested for schools to be implemented in line with the General Education Quality Improvement Package (GEQIP) as well as SIP Guidelines, School Improvement Framework, and School Improvement Program Implementation Manual (MOE, 2010c: 1). Moreover, the school grant has also been allocated to assist and enhance the implementation of the School Improvement Program in schools. However, different physical indicators and learners' academic achievement documents indicated that the schools have not been improved as expected and indicated in the SIP guidelines (Lemessa, 2016: 51). That is, despite

great efforts under GEQIP, in the period of ESDP IV learner attainment and learning outcomes have not improved in line with targets (MOE, 2015b: 55). It means that the system has not been supporting the majority of learners to acquire core foundation skills (literacy, numeracy, and mother tongue skills and English language instruction skills) (MOE, 2015b: 35). This has been considered as the challenge by itself and has also been taken as the reason to justify the prevalence of different challenges in schools while implementing SIP.

Challenges to school improvement may vary by the variations and the unique features of schools as well as with the existing situation of the external environment in which schools are operating. However, there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods; the demanding nature of teachers' work as an increasing number of learners who are supposed to be less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive arrive at school; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure within which teachers' work is less autonomous and more integrated with that of other teachers' affects the development of commitment to change. Moreover, the continued transfer of teachers, principals, and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long could also be considered as the challenges for the effective implementation of school improvement program (Plan International Sudan, 2006).

The major problems that affected the effective implementation of SIP in schools were lack of trained special needs teachers, insufficient budget, inadequate school facilities, limited support of the community, and lack of necessary awareness and practical involvement of learners in the program. These problems may emanate from various factors that may include schools' leadership incapability in designing awareness creation programs and due to the school's leadership failure in involving the community representatives and the community at large in the school affairs. In addition to these, the Woreda/District Education Office may also fail to assign teachers trained for special needs education (MOE, 2007).

Moreover, the challenges outlined by the major stakeholders (principals, supervisors, teachers, PTSA members, and learners) of schools include problems related to the planning process; the lack of proper support for the school community and the schools; the prevailing school culture; resistance by the teachers to engage in continuous professional development (CPD); limited community participation; the lack of proper review mechanisms; the lack of incentives and recognition mechanisms; and limited experience sharing opportunities (Dawit, 2015: 228).

Furthermore, a weak collaboration of stakeholders; lack of capacity building for principals in their role as instructional leaders; inefficient administrative services which include improper strategic planning and improperly implementation of yearly plans; less commitment to implementation, mainly by principals and teachers; and poor school management and leadership were identified as major challenges for secondary schools in the implementation of school improvement program (SIP) (Tekalign, 2016: 204). In addition, the rapidly increasing number of learners in urban areas coupled with limited resources has contributed to the low quality of teaching and raises concerns of how to meet the growing demands of secondary school education; the low learning achievement (with less than half of the students achieving minimum proficiency in core subjects); lack of collaboration from the stakeholders; the very weak readiness and commitment among the committee members and stakeholders; and the weak follow up of the school improvement program were also considered as the challenges while implementing school improvement program in secondary schools.

Many challenges exist in the effort to provide quality education and in implementing school improvement programs in secondary schools. These challenges include leadership and management capacities at an institutional level which remain very weak; improving the qualification of school leaders/principals and teachers, and continuous professional development have not been given due attention by school leaders/principals (Workneh & Tassew, 2013: 21). Likewise, the major challenges identified in the implementation of the school improvement program in secondary schools were: insufficient supplies of inputs and processes, weak collaboration among stakeholders, lack of capacity building, inefficient administrative services, the limited commitment of school leadership and school governing bodies, poor school leadership and management, passive and inactive involvement of parents and local community, and, in the

academic affairs, learners were not successful in terms of attendance and the achievement of learners (Tekalign, 2016: iii).

Thus, one could easily infer from the above discussions that all the challenges encountered in the process of implementation of school improvement programs seem to revolve around the problems related to the school leadership in general and school leaders and/or principal's role execution in particular. As a result, strategies to be implemented to deal with the challenges in the implementation of the school improvement program need to be associated/linked with the effective and efficient execution of the roles and responsibilities of the school leadership in general and the instructional leadership roles of principals in particular.

The subsequent section highlights the strategies to be employed to deal with the challenges in the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP).

3.9.7. Strategies to Deal with the Challenges in the Implementation of SIP

Different strategies need to be put into practice in secondary schools to deal with the existing challenges in the implementation of the school improvement program. Establishing a strong team spirit among school principals, secondary school supervisors, teachers, learners, parents, and local communities by expanding capacity building networks is considered to be among the strategies to deal with the existing challenges in the implementation of school improvement programs to help these stakeholders work collaboratively for the successful implementation of the school improvement program in their respective schools. Moreover, creating opportunities for professional development and capacity building programs for school principals, teachers, administrative staff, learners, parents, and local school communities to make them be well equipped with basic knowledge and skills on the school improvement program has also been in use as the mechanism to deal with the challenges in the implementation of the school improvement program. Consequently, the school's principals in collaboration with other stakeholders of secondary schools have to plan for continuous training and orientation on the nature, practice, and significance of school improvement program implementation (Tekalign, 2016: iii-iv).

In addition, for the school improvement program of the secondary education system to be successful, there should be a focus on a small number of predetermined goals: connecting the

capacity building to results; sharing of experiences among those involved in the improvement process; develop the improvement strategy; pursue education reform through partnerships among the school and the state; set high standards and measure if the targets are achieved; work toward deep pedagogic change; have knowledgeable and skilled teachers; and encourage a strong political and cultural commitment to education among participating schools in the reform program (MOE, 2010d: 14). Furthermore, the strategies suggested to deal with challenges in the implementation of school improvement program (SIP) includes: monitoring the planning, implementation, monitoring, and evaluation processes in the schools; building trust among the teachers and the principals; creating a working relationship between the public schools, teacher education institutions, universities and private schools; introducing mechanisms for recognition; and providing special support to poorly-performing schools (Dawit, 2015: 228 - 230).

In a summary, building trust between the principals and the teachers; creating a link between the schools and institutions; introducing recognition mechanisms; providing continuous support; developing the collaborative system; using diverse communication strategies by school principals; involving all stakeholders in the school improvement planning, implementing, monitoring and evaluation process; creating a positive relationship with the community; ensuring the commitment of all stakeholders; supporting the schools in carrying out genuine self-evaluation; formulating action plans on the identified priorities; searching for extra sources of budget; and establishing strong monitoring and evaluation mechanisms have been considered as strategies to be implemented while dealing with the challenges of the overall implementation of school improvement program (SIP) (Tekalign, 2016: 254).

Thus, to put all the strategies into full-scale practice to effectively deal with and minimize the effect of the challenges in the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP) in the schools, the commitment, and devotion of school leaders and/or principals is very vital. Adherence of school leaders and/or principals towards instructional leadership roles in the day to day activity in their respective schools surely would enhance the possibility/likelihood of the implementation of school improvement program/plan in the schools because the focus of instructional leadership directly as well as indirectly suits with the domains of school improvement program (teaching and learning, learning environment, community participation, and leadership and management). Therefore, all stakeholders need to be aware of the

key roles to be played by the principals of schools while planning, implementing, and monitoring and evaluating of school improvement program (SIP) to attain/achieve the goals and objectives set as a result of the school improvement program (SIP) in the schools.

3.10. SUMMARY OF THE CHAPTER

The critical scrutiny of the literature confirms that roles and responsibilities of school leaders and/or principals as prescribed by the Ministry of Education of the Federal Democratic Republic of Ethiopia/MOE (2001 E. C.) embrace instructional leadership roles of principals as labeled by different models of instructional leadership (Hallinger and Murphy's, 1985 Instructional Leadership Model; Murphy's, 1990 Instructional Leadership Model; Weber's, 1996 Instructional Leadership Model; and Alig-Mielcarek's, 2003 Instructional Leadership Model) in general and as characterized by Hallinger's, 2011 Instructional Leadership Model (the model that this research considers as the theoretical framework for the study) in particular. The noteworthy difference seems to be on the extent that due emphasis is given to the teaching and learning-related activities in the school. Instructional leadership models developed by different authors/scholars give high regard for the activities directly associated with the instruction (i.e. the teaching and learning). So, instructional leadership, as it gives great importance to the overall teaching and learning tasks in the schools and as it agrees with the actual roles and responsibilities of school leaders and/or principals in the Ethiopian school's context, provided that it is applied intently, may contribute significantly in enhancing school effectiveness as well as improvement and ultimately in augmenting academic achievement of students. As a result, schools' major stakeholders (principals, department heads, teachers, supervisors, PTSA members, and learners) are expected to view instructional leadership as an important tool for effective and efficient implementation of school improvement programs in schools and to enhance schools' effectiveness and eventually to improve quality of education in general and academic performance of students in particular.

Moreover, the central role of the principal, as per the standards set by the Ministry of Education of the Federal Democratic Republic of Ethiopia, mainly focuses on the five major functions that include leading and facilitating the vision of learning; developing and managing school community relations; leading and managing learning and teaching; leading and developing individuals and team in school as an organization, and leading and managing school operations and resources. These functions have been itemized within the three broad domains that embrace the standards of Ethiopian school principals. These are, firstly school vision and community leadership domain, which includes the first two functions that comprise leading and facilitating the vision of learning, and developing and managing school community relations; secondly, instructional leadership domain, which involves the subsequent two roles that consist of leading and managing learning and teaching, and of leading and developing individuals and team in school as an organization; and finally, administrative leadership aspect that contains leading and managing school operations and resources as its main sole function. The major functions within each domain that the standards, as the crucial roles of principals, are established and organized are certainly the building blocks of the instructional leadership dimensions and its constituent elements.

Consequently, since long, at least by school's rule and regulation as well as by working guidelines and blue-prints that prescribe roles and responsibilities of school leaders and/or principals and that fix and authenticate standards for principals and that describe the overall job description of the major stakeholders of the school (Principals, Vice Principals, Unit Leaders, Department Heads, Teachers, Supervisors, PTSA Members, School Board Members, and Learners) in the schools of Ethiopia, instructional leadership roles have been given due recognition/attention in the education system of Ethiopia. That is, among the roles and responsibilities of school leaders and/or principals, based on their job descriptions in the blueprint that narrates/describes roles and responsibilities of different stakeholders of the school, most of the roles are instructional which have been concomitant with the teaching and learning functions of the school. Thus, these functions, based on the theoretical inquiry, extensively describe the first basic question of this study, which centers itself on determining what constitutes the instructional leadership roles of secondary school principals. Yet, examining the extent that instructional leadership roles are executed in the schools; and scrutinizing understanding and expectations of secondary school's major stakeholders (principals, department heads, supervisors, PTSA members, and learners)

about instructional leadership was viewed through empirical analysis in chapter five and six of this study.

Furthermore, creating opportunities for continuous professional development and capacity-building programs as role principals in the school goes in agreement with the instructional leadership dimensions and its constituents. Continuous professional development as well benefits school principals themselves to make them be well equipped with basic knowledge and skills on the management of educational institutions/ schools in general and on applying instructional leadership approach in the day to day management of schools in particular. That is, continuous professional development exercises would help school leaders and/or principals not only in developing their technical skill which has been related with the science of teaching and learning (pedagogy and andragogy) but also in evolving human skill that helps school leadership in working with teachers and other support staff members efficiently and cooperatively. Moreover, capacity-building programs through continuous professional development movements would also assist school leaders and/or principals in mounting the conceptual skill that benefits them in viewing the importance of instructional leadership roles for the overall quality of learning and eventually improving the academic performance of learners in the school.

Critical scrutiny of the literature also depicts that the elements in the domains of the school improvement program (SIP) are mutually inclusive with the specific components that form the dimensions of instructional leadership as well as with the particular elements that construct the national professional standard for principals in Ethiopia. So, effective and efficient execution of instructional leadership roles of principals in the schools may certainly contribute significantly to the planning, implementation, and monitoring, and evaluation of SIP. On the other side, successful planning, implementation, and monitoring and evaluation of school improvement program (SIP) would enhance the professional capability of school leaders and/or principals in executing instructional leadership roles in the schools because SIP, as a new initiative or as an educational reform, entirely focuses and gives due emphasis on the school improvement program domains (learning & teaching, favorable learning environment, school leadership & administration, and community participation) that directly as well as indirectly address the instructional leadership dimensions and its constituent elements.

The literature further confirms that the instructional leadership's main dimensions and its constituent components, and SIP domains and their constituent elements are two sides of the same coin. In other words, one resembles the other. It is so not only because instructional leadership and school improvement programs do have more or less the matching structure when viewed in terms of the main dimensions of instructional leadership (defining school goal, managing instructional program, and promoting school climate) and the major domains of school improvement program/SIP (teaching and learning, creating safe and orderly school environment, community participation, and leadership and management) but also they do have the same contents/ingredients when seen concerning the constituent elements that could be considered as the building blocks of both instructional leadership dimensions and school improvement program (SIP) domains respectively.

Instructional leadership as the style of managing school and as vital school effectiveness variable, and school improvement program (SIP) as a notable educational improvement plan and as a key strategy to enhance school effectiveness in Ethiopia focus on enhancing the quality of education in the schools, and ultimately improving the academic achievement of the learners. Moreover, the principal as an instructional leader, who is regarded as an essential manpower input for school effectiveness and improvement, is expected to secure benefits individually and at the institutional/organizational/school level from applying instructional leadership approach and implementing school improvement program (SIP) in the school. This is so because effecting instructional leadership approach and executing school improvement program (SIP) in the school necessitate professional capacity building program as required for all major stakeholders of school (principals, teachers, Students' Council members, supervisors, PTSA members, and School Board members) through learning by doing. One important strategy that learning by doing could be depicted in the schools is mainly through continuous professional development (CPD). Continuous professional development (CPD), a new educational initiative by itself as that of a school improvement program (SIP), enables educational stakeholders including schools' principals to update their professional capacity/know-how and upgrade themselves in terms of their career status and qualification wise.

Therefore, educational reforms such as SIP, CPD, and instructional leadership as a newly recognized approach of managing school open opportunities for principals and other stakeholders

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of the school to incur benefits both at the individual as well as institutional/organizational and/or school levels. As a result, major stakeholders of the school (principals, teachers, Students' Council members, supervisors, PTSA members, and School Board members) may view educational and school reforms very positively. Besides, they may also develop positive attitudes towards principal's instructional leadership roles as important inputs for the school as an organization to bring about quality education through enhancing the school's effectiveness and eventually improving learners learning experiences and outcomes. However, practically how they view/perceive will be assessed through empirical analysis in chapter five of this study.

Moreover, in an effort towards the attainment of school goals and objectives, various educational reforms and initiatives designed and implemented in the schools can supplement and complement each other. Understandably, various educational and school reforms differ in their objectives and area of focus that they intend to give due emphasis. In addition, numerous reforms in education differ in magnitude in terms of presenting the educational reform agenda (the point in case). Educational and school reforms are soundly quite different in terms of breadth and depth. Some reforms are general and very comprehensive whereas others (some other reforms) are specific and very detailed that could easily be understood by the major stakeholders of the school. So, in such cases, one reform really both supplements and complements the other reforms.

Furthermore, the overarching goal of school reforms has been to improve the quality of education in the schools and ultimately to enhance learners' learning outcomes. That is, different educational/school reforms credibly support achieving quality of education and in due course augmenting learners' learning experiences in the school. Likewise, varied educational reforms could also complement each other because one single reform effort might not exhaust the tasks that need/require to be considered seriously to achieve quality in education as well as to attain the expected level in terms of academic performance of learners in the school. That is, having numerous educational/school reforms may perhaps help in exhausting the functions/activities/tasks that might be sidestepped by one educational reform attempt in the school. Similarly, devising several educational/school reforms may also help educational practitioners/teachers, school leaders and/or principals, and other educational experts to easily conceptualize the main issues of each reform endeavor and consequently plan, implement and evaluate it effectively in the educational institution or organization and/or school. Moreover,

different educational/school reforms may also help the practitioners/teachers in developing action plans that aid the implementation and evaluation of the specific reform attempt effectively in the school.

Therefore, successful execution of principals' instructional leadership roles in the school, besides contributing positively towards increasing school effectiveness and improvement, could also supplement as well as complement effective planning, implementation, and monitoring and evaluation of school improvement program (SIP) to add values toward enhancing the quality of education and improving learning experiences of learners in the school. Similarly, successful planning, implementation, and monitoring, and evaluation of school improvement programs (SIP) in the school positively contribute to affecting principals' instructional leadership roles in addition to its contribution in the direction of augmenting school effectiveness and improvement.

School improvement program (SIP), as an educational reform agenda, loudly calls for the involvement/participation as well as engagement of stakeholders and collaborators (principals, teachers, learners, supervisors, PTSA members, and the community at large) in the whole of its processes (planning, implementation, and monitoring and evaluation) through self-evaluation of schools. Principals, as the key stakeholder of SIP, may play a significant role in the overall process of SIP (planning, implementation, and monitoring, and evaluation) because the day to day activities of school principals revolve around performing/executing instructional leadership roles that are built with the elements of school improvement program domains (improving learning & teaching, creating a favorable learning environment, refining school leadership & administration, and augmenting community participation).

Instructional leadership seeks to improve the most powerful school-based determinants of learner achievement that could be noted as the quality of teaching and learning and the curriculum. Teaching, learning, and the curriculum have been important classroom instruction variables that call for effective interaction among the teachers, learners, and the curriculum to attain the quality education and consequently to improve the academic performance of learners. The learning and teaching domain is also the foremost and the heart of the school improvement program (SIP) in the sense that all other domains work as a system to enhance the learning and teaching process so that learners' achievement can be improved significantly. The learning and teaching domain of SIP has three elements. These are the quality of teaching, learning and assessment, and curriculum

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(the variables that school leaders and/or principals consider as the key aspects to be addressed primarily to achieve the objectives/goals of the school).

Hence, winning school principals can contribute to the effective and efficient planning, implementation, and monitoring, and evaluation of school improvement programs (SIP), and in turn successful planning, implementation, and monitoring and evaluation of school improvement programs (SIP) may be used as an important input for the development of the professional capacity of principals in the school because SIP gives due emphasis for establishing a strong team spirit among school principals, school supervisors, teachers, learners, parents, and local community members by expanding capacity building networks. Moreover, SIP, as a new educational paradigm, creates opportunities for professional development and capacity building programs for school principals, teachers, administrative staff, learners, parents, and local school communities to make them be well equipped with basic knowledge and skills on the school improvement program which encompasses important and major aspects of school operation and its management concerning teaching and teachers aspects, learning and learners aspects, curriculum and its related characteristics, school leadership and administration aspects, creating favorable school environment, and intensifying community participation.

The ensuing chapter (Chapter Four) considers the research methodology and design.

CHAPTER FOUR

RESEARCH PARADIGM, METHODOLOGY, AND DESIGN

4.1. INTRODUCTION

This chapter presented details on the methodological approach that was employed to conduct the research. The chapter started with an explication of the research philosophy and paradigm. Pragmatism has been used as an underlying philosophical paradigm for this research. It made discussion on the research methodology and design of the study. A descriptive survey method, which was employed as a strategy to realize the specific objectives of the study, was briefly explained. This study also contained both quantitative and qualitative characteristics of the research. Consequently, the approach employed by this study involved both quantitative and qualitative data and approaches. That is, a mixed-method which is specifically designated as the convergent or parallel or concurrent mixed methods design that gives equal emphasis for both quantitative as well as qualitative data was also discussed and considered as methodological select of the study because of the type of data required for this study. As a result, in this study, the descriptive survey method made use of a convergent (or parallel or concurrent) mixed methods design as an approach to examine the effect of principals' instructional leadership roles on school improvement programs in government secondary schools of South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia. This chapter also specified the sources of data (both primary and secondary sources of data) for this study. The population of the study, sample size and sampling techniques for both quantitative and qualitative data gathering, different instruments employed for data collection (that included a questionnaire, interview, focus group discussions/FGDs, observation, and document analysis), and methods of data analysis were explicated in this part of the study. Data analysis methods for both quantitative and qualitative data were also described clearly in this chapter. Besides, issues related to validity and reliability, and trustworthiness and transferability concerning both quantitative and qualitative data were also discussed precisely. Furthermore, ethical aspects that were observed and valued in this study were visibly clarified in this part of the research. Description of the study area concerning educational

variables of the sample Zones (Hadiya Zone and Halaba Special Woreda/District) in comparison with the Regional (SNNPR) standard was concisely analyzed and explained at the beginning of this chapter as its foundation. Finally, a summary of the chapter was presented briefly.

4.2. DESCRIPTION OF THE STUDY AREA

South Nations, Nationalities and People's Region (SNNPR), which is one of the constituents of the Federal Republic of current Ethiopia (one of the countries of the Horn of Africa), is located in the southern and south-western part of Ethiopia. Astronomically, SNNPR roughly lies between 4^0, 43' - 8^0, 58' north latitude, and 34^0, 88' – 39^0, 14' east longitude (South Nations, Nationalities and People's Region Bureau of Finance and Economic Development /SNNPRBOFED, 2009 E. C. or 2016/17: 2). SNNPR is bordered by Kenya in the south, the South Sudan in the southwest, Gambella Region in the northwest and surrounded by Oromiya Region in northwest, north, and east directions. The administrative hierarchy of the Regional State (SNNPRS) is organized in Zones, Special Woredas/Districts, Woredas/Districts, and Kebeles (South Nations, Nationalities and Peoples Regional State/SNNPRS, 2001: 102).

The total area of the Region (SNNPR) is estimated to be 109,015 square kilometers which share 10 percent of the country and the population size is 20,136,282 of which 86 percent reside in rural areas while the remaining 14 percent are inhabited in urban areas. South Nations, Nationalities, and People's Region (SNNPR) accounts for nearly 20 percent of the total population of the country/Ethiopia (SNNPRBOFED, 2016/17: 2 and 39 - 41). Although, there is a remarkable variation in population density from one Zone to another, and from one Special Woreda/District to another, the average population density of the SNNPR is 187 persons per square kilometer which make the Region one of the most populous parts of the country/Ethiopia (SNNPRBOFED, 2016/17: 58). However, the Regional average population density seems much better than the population density in the sample Zones with their respective average population density of 466 persons per square kilometer in Hadiya Zone and 336 persons per square kilometer in Halaba Special Woreda/District. That is, the population density of sample Zones is much greater than the average population density of the whole Region/SNNPR. So, secondary school principals should be aware of these facts while managing their respective schools since population density has both

implicit as well as the explicit impact upon the education system of the Region/SNNPR and the schools at which they are assigned to lead/coordinate.

The SNNPR is a multination's region that consists of about 56 ethnic groups with their distinct geographical location, language, cultures, and social identities living together. These varied/diverse ethnic groups are classified into the Omotic, Cushitic, Nilo-Saharan, and Semitic super language families. Among them, Omotic and Cushitic are the most populous and diversified ones with the largest area coverage in the Region (SNNPR). These major ethnic groups are residing in their administrative geographical areas (Zones, Special Woredas/Districts, Woredas/Districts, or Kebeles) having unique language, culture, and other social values (SNNPRBOFED, 2016/17: 41). Based on the ethnic and linguistic identities the Region/SNNPR is divided into 14 Zones and 4 Special Woredas/Districts. These Zones of the Region are also subdivided into 132 Woredas/Districts, which is the administrative unit next to the Zonal Administration hierarchy in the SNNPR. There are also 28 Town Administrations out of which 27 of them are with the administrative status/level equivalent to Woreda/District while the remaining one Town Administration (i.e. Hawassa Town Administration), which is the Capital City of the Regional (SNNPRS) State (South Nations, Nationalities and Peoples Regional State/SNNPRS, 2001: 80), is with the administrative rank equal/corresponding to Zonal status in the hierarchy of the Administration in the SNNPR. As already indicated in the clarification of concept part of this study (chapter one), Zone is an administrative hierarchy next to Region (that is, an intermediate administrative level between Regions and Weredas/Districts). There are about 459 urban and 3737 rural Kebeles in the SNNPR (SNNPRBOFED, 2016/17: 2). Kebele is the lowest/grassroots level of the governmental unit of administration in the SNNPR as a Region as well as in the other Regions/State members of the Federal Democratic Republic of current Ethiopia.

As a result of these ethnic diversities and because of the opportunities opened following the issuance of the current operational Education and Training Policy that declares "cognizant of the pedagogical advantages of the child in learning in the mother tongue (i.e. having education using vernacular language) and the rights of nations and nationalities to promote the use of their languages, primary education will be given in nation and nationality languages" (FDRE, 1994: 23), different nations and nationalities of the SNNPR (including the sample Zones that are Hadiya and Halaba Zones where this research has been conducted) have started to use their respective

languages as a medium of instruction at primary level education of all first cycle grades (grades one up to four). Most of the linguistics spoken in the SNNPR as languages of nations and nationalities have already been put into implementation as the not only medium of instruction in the First Cycle Primary Schools but also as working and official languages in their respective Zones and Special Woredas/Districts.

According to the current operational Education and Training Policy (ETP) (FDRE, 1994: 23), the language of teacher training for kindergarten and primary education will be the nationality languages used in the area (FDRE, 1994: 23). However, this is one of the missed opportunities in SNNPR since the inception of ETP at the beginning of the nineteen nineties. Until today no Teacher Training College/Institution has started training of First Cycle Primary Schools teachers as well as kindergarten teachers as per the policy direction that declares the use of nations and nationalities languages in the teacher training Colleges/Institutes.

Despite the Education and Training Policy (ETP) direction that proclaims the English language as to be the medium of instruction for secondary and higher education (FDRE, 1994: 24), in this Region (SNNPR), the English language has become the medium of instruction beginning from the first grade of Second Cycle Primary Level Education (that is, starting from grade 5), the grade and education level where general education begins. This situation also needs to gain due attention from school leaders and/or principals while managing their respective schools to bring about quality education and ultimately to enhance students' learning. As per the ETP, the English language has been taught as a subject starting from grade one in all schools throughout the country/Ethiopia.

These just above-mentioned situations may make the Region (SNNPR), where this research has been conducted, peculiar from the rest of the Member States of the Federal Democratic Republic of Ethiopia as far as the provision of primary education and its educational support inputs (textbooks, the language of instruction, and so on) as well as the training of educational personnel in general and teachers' training and their qualification situation, in particular, are concerned. About structure of education, as previously indicated in different parts of this study, primary education runs for eight years duration, offering basic education (at First Cycle Primary Level Education, i.e. grades 1 - 4), and general primary education (at Second Cycle Primary Level

Education, i.e. grades 5 - 8) to prepare students for further general education and training. Secondary education obliges to be of four years duration, consisting of two years of general secondary education which will enable students to identify their interests for further education, for specific training, and the world of work. General education requires to be completed at the first cycle final grade level of secondary education (grade 10). The second cycle of secondary education and training (grades 11 & 12 the so-called preparatory level education for tertiary/higher-level education) is expected to enable learners to choose subjects or areas of training which will prepare them adequately for higher education and the world of work (FDRE, 1994: 13 - 14).

Hadiya Zone is one of the Zones of the South Nations, Nationalities, and Peoples Regional State (SNNPRS) administration. The administrative center of the Zone is Hossana Town which is located at a distance of 230 kilometers south of Addis Ababa (the Capital City of the Federal State/Ethiopia) (FDRE, 1995: 17) and 205 kilometers North West of the Regional/SNNPRS capital City (Hawassa) (SNNPRBOFED, 2009 E. C. or 2016/17: 196). Based on the current border delineation, the land area of the Hadiya Zone is estimated at 3,635 square kilometers. Geographically, the Zone is located from 7^0 07' to 7^0 92' North Latitude and from 37^0 29' to 38^0 13' East Longitude. The altitude of the Zone ranges from 501 to 3000m above sea level with the mean annual rainfall of 801 to 1400mm, and with the mean annual temperature that varies within the range of 12.6 to 27.5 degree-centigrade (SNNPRBOFED, 2009 E. C. or 2016/17: 27). About Halaba Special Woreda/District, it is also one of the constituents (with the Zone status) of the South Nations, Nationalities and Peoples Regional State (SNNPRS) administrative structure with the administrative center (of the Halaba Special Woreda/District) called Alaba Kulito Town that is located at a distance of 315 kilometers south of Addis Ababa and 86 kilometers from the Regional/SNNPRS capital City (Hawassa) (SNNPRBOFED, 2009 E. C. or 2016/17: 196). Its land area of the Halaba Special Woreda/District is estimated to be 995 square kilometers, and geographically, it is located from 7^0 02' to 7^0 69' North Latitude and from 37^0 96' to 38^0 46' East Longitude. The altitude of the Special Woreda/District ranges from 1501 to 2500m above sea level with the mean annual rainfall of 601 to 1200mm, and with the mean annual temperature that varies from 17.6 to 22.5 degree-centigrade (SNNPRBOFED, 2009 E. C. or 2016/17: 30).

The sample Zones borders, as can be seen from Figure 4.1, with Guraghe Zone, Site Zone, Kembata-Tembaro Zone, and Wolayita Zone in the SNNPR, and with Oromia Region in east and

south-west of the sample Zones. The population size of the sample Zones is 1,693,571 for Hadiya Zone and 334,359 for Halaba Special Woreda/District that makes up a total of 2,027,930 people (SNNPRBOFED, 2009 E. C. or 2016/17: 43 & 48).

Figure 4.1: Map of the Study Areas/Zones (Hadiya and Halaba Zones) in SNNPR of Ethiopia
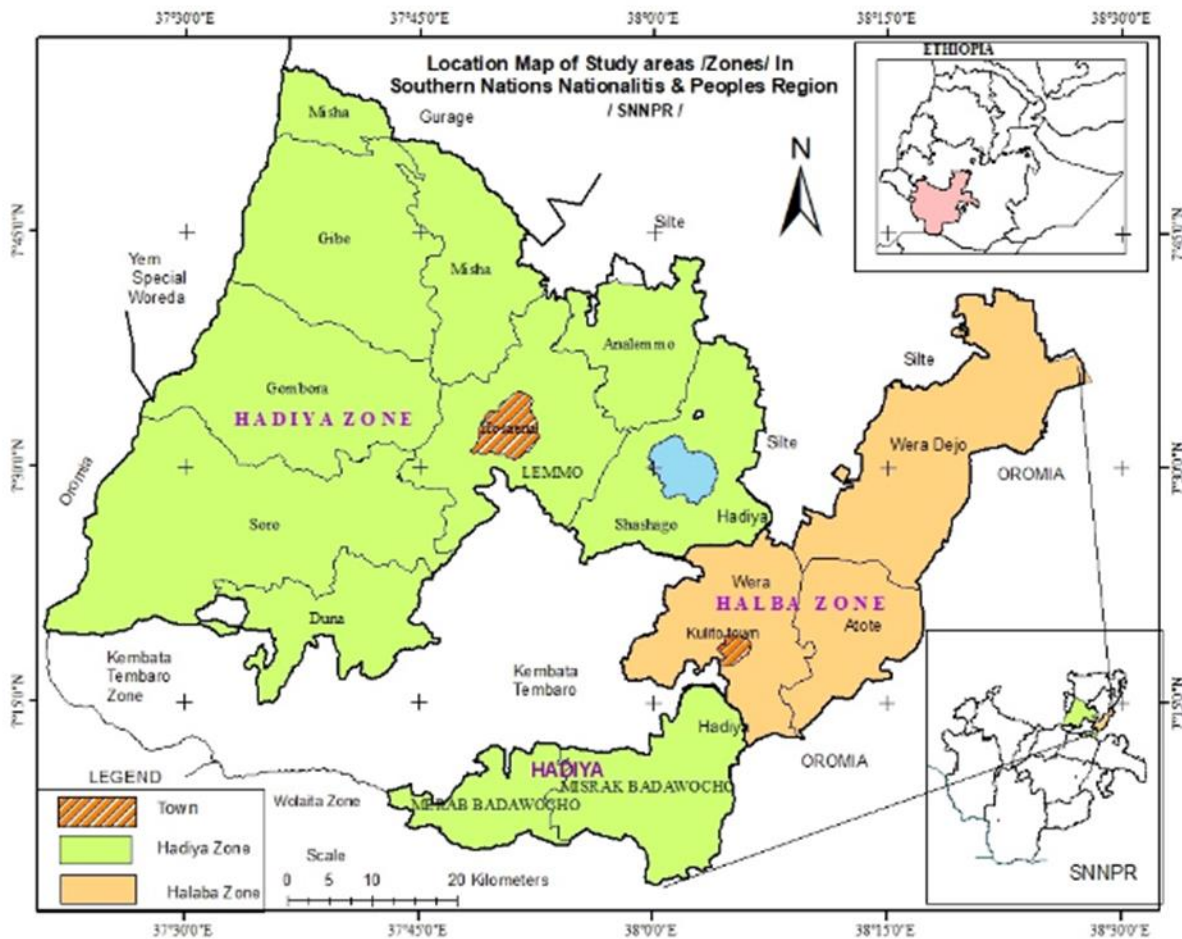
 Source: SNNPRBOFED, 2016/17

With regards to the age dependency ratio, which refers to the population with ages less than 15 years and greater than 64 years, the Region (SNNPR) has reached the peak with its age dependency ratio of 99 percent (SNNPRBOFED, 2016/17: 72). However, in the sample Zones (Hadiya Zone and Halaba Zone) of this study, the age dependency ratio appears to be somewhat better than at the Regional level. The age dependency ratio in the sample Zones is 89 percent and 92 percent for Hadiya Zone and Halaba Zone respectively. This situation implies that the so-called productive

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age population (15 to 64 years age population), which was only one percent for the Region/SNNPR, 8 percent for Halaba Zone, and 11 percent for Hadiya Zone, is said to be mild in the Region as well as in the sample Zones. Such state of affairs could directly impact the economic capability as well as the educational development of the nation/Ethiopia and the Region/SNNPR. So, school leaders and/or principals should be aware of such realities that directly and indirectly affect the education system of the country/Ethiopia in general and the management of schools in particular.

Even though, there is a remarkable variety of secondary schools and its enrollment among Zones and Special Woredas/Districts, Hadiya Zone (one of the sample Zones where this research has been conducted) is among the Zones where the highest number of secondary learners enrollment (10.3 percent) or (62,063 learners) of the total learners enrolled in secondary schools of the SNNPR is observed (SNNPRBOFED, 2016/17: 76). The qualified teacher to pupil ratio for secondary school at the Regional (SNNPR) level reached a ratio of 1:31. However, Halaba Special Woreda/District, the other sample area of this study, has the only highest ratio of 1:36 of all Zones and Special Woredas/Districts while the rest of Zones and Special Woredas/Districts have qualified teacher-pupil ratio not more than 1:31 (SNNPRBOFED, 2016/17: 78 - 79). Moreover, as far as the Pupil Trained Teacher Ratio (PTTR) is concerned, many Zones and Special Woredas/Districts have achieved the target set to attain as the national standard (1:40) in the year 2007 E.C, however, Halaba Special Woreda/District remains much below the national standard. Halaba Special Woreda/District has registered (1:59) as its Pupil Trained Teacher Ratio (PTTR) at secondary level education (SNNPRSEB, 2016: 88). Nevertheless, at Zone and Special Woreda/District levels in SNNPR, the percentage of trained secondary teachers was the highest for Halaba Special Woreda/District with 86.3 percent trained teachers in their secondary schools in the year 2007 E.C. On the other hand, Halaba Special Woreda is the administration that has exhibited the highest crowded secondary education level sections as can be seen from its PSR that escalated as to be 1:104 (SNNPRSEB, 2016: 91 - 94).

From these above analyses, one can easily infer that Halaba Special Woreda/District lags behind other Zones and Special Woredas/Districts in SNNPR in terms of having qualified teachers proportionally with the number of students in the Special Woreda/District for different levels of education. About the pupil-to-section ratio, the pupil-section ratio is considered as a tool to

measure both the quality and efficiency of an education system. The highest pupil-section ratio was observed in Hadiya Zone both at secondary level education or in secondary schools (1:87) and at primary education level or in primary schools (1:84), which deviates much from the Regional (SNNPR) average pupil section ratio that reads as to be 1:70 and 1:65 for both secondary and primary level education respectively (SNNPRBOFED, 2016/17: 79).

4.3. RESEARCH PHILOSOPHY AND PARADIGM

Research philosophy and paradigm would guide researchers while conducting their study. The concept of paradigm refers to a collection of beliefs, values, techniques shared by members of a given community (Maxwell, 2013: 42). Moreover, for social science researchers, a paradigm is a basic set of beliefs that influences action (Maxwell, 2013: 42; Lincoln & Guba, 2013: 59). Paradigms inform world views beginning with a set of assumptions that result in research. Thus, researchers should have an awareness of the beliefs and philosophical assumptions that they bring to any study they engage in (Creswell, 2013: 15; and Lincoln & Guba, 2013: 35). The philosophical ideas influence research practice through paradigms.

The research paradigm determines the approach (qualitative approach, quantitative approach, and/or mixed methods approach) to be used in the research process (O'Donoghue 2007:11) and it guides the steps to be followed (Scott & Usher 2011:10). There are four dominant paradigms in educational research (namely: post-positivism, constructivism, transformative, and pragmatism) that guide researchers while doing their respective researches (Creswell, 2014: 6; and Mertens, 2005: 6). Various researchers use these paradigms differently to describe the basic beliefs and assumptions that guide research inquiry on phenomena of the natural and social structures (Lincoln, Lynham, & Guba, 2011; Mertens, 2010; Feilzer, 2010; and Creswell, 2014). Paradigm differences appear to be the result of the differences in the basic philosophical assumptions regarding the nature of reality (view of how one perceives reality or the way how the reality is viewed/perceived or known/understood by someone, i.e. ontology); the how we come to know, i.e. epistemology; the ethics and values system associated with it, i.e. axiology; and the processes employed to have enhanced and further understanding about the issue under consideration i.e. methodology. Accordingly, a paradigm comprises four philosophical assumptions, namely, ontological assumption (nature of reality of the problem under examination, or view of how one

perceives reality); epistemological assumption (how knowledge is known, or the philosophy of knowledge, or how one comes to know, or how we know what we are aware of about the topic of the study/research); axiological assumption (values and ethics systems related to the topic under study); and methodology (procedures and processes need to be employed while conducting research/study on the issue under investigation) (Lincoln, Lynam & Guba, 2011: 91; Denzin & Lincoln, 2011: 13; Creswell, 2013: 22). It is, however, not within the scope of this study to discuss the four paradigms in detail. The study refers to the other three paradigms, while entirely focusing on the pragmatic paradigm (as a paradigm that underpins the study) which has generally become the paradigm of choice for mixed methods research (Morgan, 2007: 73; Creswell, 2014: 10).

About mixed research design, pragmatism is used as an underlying philosophical paradigm for this research. This paradigm views the problem from the perspective of the contexts in which the problem prevails and the existing objective reality (Creswell, 2008: 8; Greene & Hall, 2016: 16; Pinto, 2010: 8). This requires the use of both quantitative and qualitative data to address the problem related to the effects of principals' instructional leadership roles on school improvement programs in secondary schools of South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia.

Ontological assumptions of the problem under investigation presume that principals are top executives of schools and they are the ones who guide changes, innovations, and/or reforms such as school improvement programs (SIP) to bring about change/improvement in the overall teaching and learning processes of their respective schools. Principals are not only responsible but also accountable for running schools. Schools as social organizations are always open to change and innovations. Society is also sensitive to educational institutions/schools more than other organizations because of the contribution of education to the overall development of a nation. As a result, school principals require creating an intimate relationship with individuals and groups in the community in general and major stakeholders of schools (supervisors, teachers, PTSA members, educational experts at different echelons of educational administration hierarchies) in particular. The instructional leadership roles of school leaders and/or principals and the extent of commitment and passion of principals to execute the roles highly determine the effectiveness of schools in terms of realizing quality education and enhancing the academic achievement of learners.

The epistemological assumption that makes us know what we are aware of about the topic of the study/research is the rules and regulations, policies, guidelines, and other directives of schools. Rules and regulations of school support/authorize/guide school leaders and/or principals, and also make them responsible as well as accountable for the overall functions of the schools. That is, it is by law that principals are bestowed with the full responsibility to manage/lead and coordinate schools. Equally, by rule but not by their goodwill that school leaders and/or principals are also accountable for their respective school day to day functions.

The axiological assumption behind the issue/agenda under the exploration appears to be that the school resembles its leader/principal. That is, if a principal is hard-working, his/her school can be both effective and efficient in the overall functions in general and teaching and learning related activities in particular, and enhance/improve the academic achievement of learners accordingly. In the schools, the advice and guidance of principals are highly respected and trusted by the major stakeholders of schools. As a result, school leaders and/or principals are considered as change agents that put forth the effort to successfully achieve the aims and objectives of schools through effectively implementing reforms such as school improvement programs (SIP) in the schools. Moreover, principals are highly expected to adhere to rules, policies, and regulations of the school so that the school becomes a benign educational environment that the teaching and learning process is going very smoothly. Educational institutions/schools are unique in the range (type) of their functions, and centrality of relationships to other social institutions. Social services (such as health, construction, the water supply of other economic sectors) require qualified manpower, the training of which is carried by educational institutions/schools. In addition to this, educational institutions are charged with the responsibility for socialization (way of life), political system, and culture of the society. Therefore, these just above mentioned aspects are the axiological assumptions as the main values and ethics associated with the schools as social organizations, and the school leaders and/or principals as persons who have been considered to be in charge of schools.

Philosophically, this research, as noted above, adopted the pragmatism research paradigm as it supports research that centers itself on scrutinizing the presently existing problem related to the effect of principals' instructional leadership roles on school improvement programs in secondary schools in Ethiopia. Besides basing itself upon the past trends, present situations, and prospects,

pragmatism underpins a mixed research approach concerning data to be gathered, analyzed, and interpreted in the study. That is, in the light of the complex nature of the problem in this study, the pragmatic paradigm is chosen as being suitable for this particular research because it enables the researcher to employ multiple methods of research to gather in-depth data on the problem under investigation. Pragmatism is the philosophy that encourages people to find processes that work to achieve their desired ends. The main theme of pragmatism is that an individual must adapt to the constantly changing world. They study the past but they are generally more interested in contemporary issues and in discovering solutions to problems in the present day. This notion influences the educational system these days, in that the focus of education is for solving the current problem (Aweke, 2015: 11).

Furthermore, pragmatism, according to Creswell (2014: 10), gives a basis for knowledge claim arising out of actions, situations, and consequences rather than an antecedent condition. The same author goes on to explain that pragmatism applies to a mixed methods researches in that studies illustrate completely from both quantitative and qualitative assumptions (Creswell, 2003: 13). Moreover, mixed methods research is considered as the natural complement to traditional qualitative and quantitative research; and pragmatism, as a research guiding paradigm, is believed to offer an attractive philosophical partner for mixed methods research (Johnson and Onwuegbuzie, 2004: 14). Since this study would base its investigation by using mixed research method/approach in exploring the views and perception of different stakeholders of secondary schools on the effects of principals' instructional leadership roles on the school improvement program, pragmatism, as a research philosophy and paradigm, would guide the research.

4.4. THE RESEARCH METHODOLOGY AND DESIGN

The scientific inquiry could be categorized into different varieties of research based on, firstly, the goals of the study as criteria (as Basic, Applied, and Action Research); secondly, the specific objectives of the research (as Descriptive, Evaluative, and Explanatory Research); and finally, based on the paradigms of knowledge for the research (as Qualitative, Quantitative, and Mixed Research) (Belay and Abdinasir, 2015: 3). The methodology section of the research describes how the study was conducted and the methods used to collect and analyze the data (Dejene, 2013: 46). The same author goes on to explain that the term 'methodology' refers to 'the general approach

taken to the research processes, while 'methods' refers more specifically to 'the various ways in which data is collected and analyzed. He further elucidates that the overall aim of the research methodology section is to provide the reader with an overview of the methods employed so that a judgment can be made as to how appropriate they are to attain the stated objectives of the research and to evaluate the validity of generated data (Dejene, 2013: 46). Thus, research methodology refers to the ways of discovering knowledge, systems, and rules for conducting research. Accordingly, O'Donaghue (2007: 12) views research methodology as the strategy, plan of action, the process and design behind the choice, and the use of methods to reach the desired outcomes. Research methods commonly denote a specific procedure, tool, or technique used by the researcher to generate and analyze data (Schram, 2003: 31).

The research methodology includes a specific design to assist the collection of the data needed to answer the research questions raised in the study. When one speaks about a general strategy for solving a research problem, one is talking about a research design. The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data (Girma, 2014; 28). A research design, according to McCaig (2010: 30), is an overarching strategy for unearthing useful answers to problems. Moreover, Babbie (2010: 117) indicates that a research design involves a set of decisions regarding what topic is to be studied, among which population, with which research methods, and for what purpose. A research design thus provides the overall structure for the procedures that the researcher follows, the data collection instruments that the researcher use, and the data analysis methods that the researcher employ (Leedy & Ormrod, 2013: 74). It is, in short, a blueprint that essentially maps out the research objectives (questions/hypotheses) and methods (tools and techniques for collecting and analyzing data) for the study concisely and clearly (Belay and Abdinasir, 2015: 93; Formosa, Scicluna, Azzopardi, Pace & Calafato, 2011: 34). Importantly, a research design is an overall plan for collecting and analyzing data to find answers to research questions (Slavin, 2007: 9).

Moreover, according to Conrad and Serlin (2006: 377), the research design concerns the assumptions underlying how the study is constructed to pursue inquiry about the phenomenon. In addition, the design of a research study determines whether the research question(s) can be

answered adequately using certain procedures and methods used to collect the data. Furthermore, Leedy and Omrod (2005: 85) state that a research design provides the overall structure for the procedures that are followed by the researcher, the data that are collected, and the analysis of data that is carried out.

Therefore, the preparation of research design facilitates research to be as efficient as possible yielding maximal information. In other words, the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time, and money. But how all these can be achieved depends mainly on the research purpose that may be grouped into categories of exploration, description, diagnosis, and experimentation (Girma, 2014: 28 - 29). In brief, research design must, at least, contain a clear statement of the research problem; procedures and techniques to be used for gathering information; the population to be studied, and methods to be used in the processing and analyzing data.

In general, the research design is the overall plan of the research that makes the research process easier; it constructs the steps in the research process, from the beginning to the end which the researchers follow to accomplish their aim, very clear; and it articulates the different aspects of the study as its main framework (Murnane & Willett, 2011: 48; Scott, 2012: 107; Mitchell and Jolley, 2010: 9; and Jones, Torres, and Arminio, 2006: 37). Research design, besides including epistemology, perspectives on theory and methodology, and indicating how these perspectives are related to each other, involves identifying the problem, setting the questions to be answered, designing the approaches and the data collection tools, and executing the research (Bickman and Rog, 2009: 5).

In summary, as already stated above, the research design provides an explicit blueprint of how the research activities will be carried out. Its objective is to answer the research question. Thus, the preparation of research design, appropriate for a particular research problem, involves the consideration of objectives of the research study; methods of data collection to be adopted; sources of information and sample design; tools for data collection; and data analysis mechanism (both qualitative and quantitative) (Girma, 2014: 29).

As a result, there are different ways of classifying research using research designs. A major classification is based on objectives, tools, and techniques for collecting, analyzing, and reporting

data. Accordingly, we have qualitative, quantitative, and mixed research designs (Belay and Abdinasir, 2015: 93) based on the types of data collected, and tools and techniques for collecting, analyzing, and reporting data. With qualitative research now accepted by educational researchers, and with quantitative research long established as an approach, mixed methods research has become popular as the newest development in research methods and in approaches to mixing quantitative and qualitative research (Creswell, 2012: 534). Mixed methods research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Creswell, 2014: 32). The goal of mixed methods research is not to replace either of these approaches but rather to draw from the strengths and minimize the weaknesses of both in single research studies and across studies.

The choice of a research design for the study has been based on the nature of the problem under study as well as the purpose of the study (Seid & Serawit, 2018: 2). The problem under focus in this study pertains to exploring the effect of principals' instructional leadership roles on school improvement programs in government secondary schools of South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia. To this end, the study focuses specifically on examining the extent to which secondary school principals are practicing instructional leadership roles and the degree of effect of this practice on the school improvement program underway in those schools. It also scrutinizes understanding and expectations of secondary school's major stakeholders (principals, department heads, supervisors, PTSA members, and learners) about instructional leadership; determine what constitutes the instructional leadership role of secondary school principals; find-out perception of secondary school principals, department heads, teachers, PTSA members, and learners towards instructional leadership roles of principals in creating effective schools/ in enhancing schools' effectiveness; identify the contributions of instructional leadership for school effectiveness; explore barriers to the secondary school principals' effective execution of instructional leadership roles; scrutinize the effect of instructional leadership on school improvement program, and also analyze the contribution of school improvement program so as to enhance instructional leadership in secondary schools; and identify strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution, and mechanisms that enhance the planning, implementation, and monitoring and evaluation of the school improvement program (SIP).

To attain these specific objectives, a descriptive survey method is employed considering that it could help to get reliable and authentic information on the topic to be studied. The method is also chosen for its relatively low cost and its suitability to show situations as they currently exist. That means the study determines and describes the way things are (Gay, 2006: 275). Similarly, Seid & Serawit (2018: 2), citing Best & Kahan (2004), noted that descriptive research design helps to describe and interpret the current condition (practices, existing challenges & opportunities).

Moreover, the descriptive survey method is a type of research whose major goal or task is that of describing a particular state of affairs determining the type, forms, and magnitude of its existence. It is a scientific investigation that tries to give a pictorial account of an event, behavior, or situation by determining whether a certain behavior exists among a group of individuals, the forms of existence of this behavior or the way it is expressed, and the seriousness or frequency of this behavior (Belay and Abdinasir, 2015: 68 - 69). They went on to explain that it is more preferable to know the opinion, views, attitudes, or beliefs people have regarding a certain issue rather than knowing about the existence or occurrence of the issue. That is, the behavior people show is more influenced by their perceptions or attitudes rather than what happens to them (Belay, and Abdinasir, 2015: 72). Furthermore, this method is preferred by many researchers for its convenience to gather the opinion of people on current issues. That is why, the major purpose of descriptive research, as vividly indicated by Kothari (2004: 2), is his description of the state of affairs as it exists at present.

This study also contains both quantitative and qualitative characteristics of the research. In this respect, the approach employed by this study involves both quantitative and qualitative approaches (that is, mixed method). Mixed in a sense that one approach (either quantitative, qualitative, or both quantitative and qualitative approaches in combination) would be used to address each of the research basic questions. The intention of using the two approaches in combination comes out of a pragmatic concern for making up the limitation by the strength of the other (Belay and Abdinasir, 2015: 97). The basic assumption, to put it differently, is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself (Creswell, 2012: 535). That is why, as clearly stated by Creswell (2012: 9), this approach (mixed method) is an approach that could also be used when one type of research (quantitative or qualitative) is not adequate to address the research problem.

Hence, in this study, depending on the nature of the research questions and the type of data required for the research, the convergent parallel mixed-methods design, among the types of mixed methods designs (i.e. the convergent parallel design; the explanatory sequential design; the exploratory sequential design; the embedded design; the transformative design; and the multiphase design) (Creswell, 2012: 540), has been employed. A convergent parallel mixed method is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results (Creswell, 2014: 44). Contradictions or incongruent findings are explained or further probed in this design. Besides, the purpose of a convergent (or parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data (Creswell, 2012: 540).

So, in this study, the descriptive survey method makes use of a convergent (or parallel or concurrent) mixed methods design as an approach to examine the effect of principals' instructional leadership roles on school improvement programs in government secondary schools of South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia. A descriptive survey study method also allows for the approach of concurrent analysis of both quantitative and qualitative data.

On the whole, research philosophy, designs, and methods intersect when one uses one of the approaches (quantitative, qualitative, and mixed methods approaches). The three important components that involve in a research approach are philosophical assumptions, research designs as well as distinct/specific research methods or procedures. In other words, any approach (such as qualitative approach, quantitative approach, and mixed methods approach) used to conduct research should contain research philosophy, research design, and particular research methods. In general terms, the broad research approach is the plan or proposal to conduct research, involves the intersection of philosophy, research designs, and specific methods. To reiterate, in planning a study, researchers need to think through the philosophical worldview assumptions that they bring

to the study, the research design that is related to this worldview, and the specific methods or procedures of research that translate the approach into practice (Creswell, 2014: 34).

Thus, as a conclusion, this study employed pragmatism as its research philosophy that reinforces the investigation. It employed not only inductive approach where a series of specific observations, interviews, focus group discussions, and document analysis that may lead the researcher to a general conclusion (Dudovskiy, 2016), but also a deductive approach that starts with a hypothesis or general rule that is then tested with data (Mitchell, 2018: 104). This study also used mixed methods as the research main approach that determines the choice of data type, data collection instruments, and data analysis techniques. It also employed the descriptive survey method as its strategy to conduct the research.

4.5. SOURCES OF DATA

Data for this study was secured from both primary as well as secondary sources. Primary sources of data were schools' principals, supervisors, vice principals, teachers, parent-teachers-students Association (PSTA) members, students' council members, and school improvement program (SIP) coordinators. Moreover, data was gathered from secondary sources. These data sources (secondary sources) include annual reports of education at different levels (Schools, Woreda/District as well as Special Woreda/District Education Offices, Zone Education Departments, SNNPR Education Bureau, and Ministry of Education at Federal level), policy documents, Education Statistics Annual Abstracts (ESAA), legislations of education, national examination results of grades 10 and 12, and other relevant documents that describe roles and responsibilities of major stakeholders of secondary schools (principals, vice-principals, supervisors, teachers, parents-students-teachers Association (PSTA) members, and learners). Besides, documents related to school improvement program (SIP) planning, implementation, monitoring, and evaluation as well as its achievement records of schools concerning SIP were also been used as secondary sources of data.

4.6. POPULATION OF THE STUDY

As already indicated in chapter one part of this research, population refers to all members of any well-defined class of people, events, or objects with some common defining characteristics that the researcher can identify and study. Accordingly, the population for this study comprised of

principals, vice-principals, supervisors, teachers, SIP coordinators, students' council members, and Parent-Teacher-Student Association (PTSA) members in secondary schools with grades 9 to 12 in one Zone, and in one Special Woreda / District of South Nations, Nationalities and People Region (SNNPR) in Ethiopia. They were the target population of this study. The schools were secondary schools within Hadiya Zone Education Department and Halaba Special Woreda /District Education Office. During the research period, there were (18) eighteen secondary schools with grades 9 to 12 (that is, with both General Education and Preparatory Education grades) in Hadiya Zone; and 1 (one) secondary school with grades 9 to 12 in Halaba Special Woreda/District which sum summed into a total of 19 (nineteen) secondary schools with grades 9 to 12 in the study area (SNNPRSEB, 2017: 76). Involving all the secondary schools in Hadiya Zone in this study may make the study unmanageable. So, from Hadiya Zone, only six secondary schools were considered as sample schools of this study as indicated in Table 4.1.

The names of the sample secondary schools involved in this study, as indicated in Table 4.1, were coded as Secondary School one (SS1), Secondary School two (SS2), Secondary School three (SS3), Secondary School four (SS4), Secondary School five (SS5), Secondary School six (SS6), and Secondary School seven (SS7).

There were also a total of 1294 (one thousand and two hundred and ninety-four) teachers in the secondary schools of the study area that required to be the population of the study (Hadiya Zone Education Department, 2010 E.C.; and Halaba Special Woreda/District Education Office, 2010 E.C.). The above table (Table 4.1) depicts population, sample population size, and sampling techniques employed to select sample secondary schools and sample teachers from the sample schools in the study Zones. Moreover, secondary schools principals, vice principals, supervisors, school improvement program (SIP) coordinators, learners' council members, and Parent-Teacher-Student Association (PTSA) members were also considered to be part of the population of this research.

Table 4.1: Number of Sample Secondary Schools in the Study Zones

		Sample Size/Number of Sample Secondary Schools	

Study Zone, and Special Woreda/ District	* Number of Secondary Schools with grades 9 - 12	Sample Size	(%)	Sample Secondary Schools and sample size of teachers proportionally			Sampling Techniques
Hadiya Zone	18	6	33.3	Secondary School	*Number of teachers	sample size of teachers	Simple Random
				SS1	72	23	
				SS2	110	36	
				SS3	91	30	
				SS4	63	21	
				SS5	154	50	
				SS6	158	51	
Halaba Special Woreda/ District	1	1	100	SS7	150	49	Comprehensive for Secondary School; and Simple Random for Teachers
Total Number	19	7	36.8		798	260	

 *Source: - (SNNPRSEB, 2017: 76; HZED, 2011 E.C.: 7; and HSWEO, 2011 E.C.: 12)

As a concluding remark, in this study as clearly shown in Table 4.2 below, 260 teachers, seven principals, 23 vice principals, seven supervisors, nine PTSA members, three SIP coordinators, and six student council members that make up a total of 315 subjects (as respondents and participants of the study) were considered as the sample size of the study. These subjects of the study that indicated in Table 4.2 column one below, as major stakeholders of the schools were key players in making a school run its overall program and attain its objectives and goals.

Table 4.2: Subjects of the Study, Population, Sample Size, and Sampling Techniques

Subjects of the Study	*Number of subjects (both participants & respondents) in the sample schools and research site/area as population of the study	Sample Size involved in the study	Sampling Techniques employed
Teachers	798	260	Simple Random
Principals	7	7	Comprehensive
Vice Principals	23	23	Comprehensive
Cluster Supervisors	7	7	Comprehensive
SIP Coordinators	7	3	Purposive
PTSA Members	63	9	purposive
Student Council members	49	6	purposive
Total	917	315	
Total Sample Population Size		315	

*Source: - (HZED, 2011 E.C.; and HSWEO, 2011 E.C.)

Moreover, when we view school as a system that works towards a common goal, these major stakeholders (teachers, principals, vice-principals, supervisors, PTSA members, SIP coordinators, and students' council members) of a school were parts that build up a school to be designated as a system. They were the ones who set goals and vision of the school and communicate that goals and vision to the school community, promote a positive school learning environment, are involved in working with learners and teachers, and engage in promoting the overall instructional program of a school. As a team, they were also the ones who make up the school governing body in the schools and engage in SIP planning, implementing, and monitoring, and evaluation to enhance the quality of their school education and ultimately improve the academic achievement of the students in their respective schools. Mainly, vice principals are the ones who are wholly responsible to coordinate the academic wing of the school as an educational organization/institution. Accordingly, the vice principal's role focuses on the functions related to the synchronization of the teaching and learning process that gives due emphasis on teachers' activities, learners' behavior, and curriculum-related issues in the school's overall instructional program and teaching-learning program within the classrooms. Besides, the vice-principal position in school, as middle management level in the hierarchy of school authority, is one of the most important management

levels because it is considered as a prime training ground for the future principal-ship position. Thus, the vice-principal could be said that she/he is at the center of the school's functions.

Therefore, the views and opinions of these major stakeholders about the effect of principals' instructional leadership roles on the school improvement program (SIP) are just like living eye-witnesses that may lead to a valid and reliable conclusion.

4.7. SAMPLE SIZE AND SAMPLING TECHNIQUES OF QUANTITATIVE DATA

The quantitative data for this study was more of the data obtained through a questionnaire while to a certain degree some data was collected from document sources. Out of a total of 19 secondary schools (grades 9 - 12) in the Administrative Zones (Hadiya Zone and Halaba Zone) that consist of 13 Woreda/District Education Offices (that is, 12 Woreda/District Education Offices in Hadiya Zone, and one Woreda/District Education Office in Halaba Zone), 7 secondary schools (6 secondary schools from Hadiya Zone by using simple random sampling/lottery method, and one secondary school using comprehensive sampling mechanism) were selected as sample secondary schools of the study. That is, from the secondary school population of the research area (19 secondary schools with grades 9 - 12), six (6) secondary schools (33.3%) from Hadiya Zone were selected as sample secondary schools by using a simple random sampling method; and one (1) secondary school from Halaba Special Wereda/District was also been selected as sample secondary school by using a comprehensive sampling method. Consequently, a total of seven (7) secondary schools, which make up more than thirty-six percent (36.8%, i.e., nearly 37 percent) of the research site population of secondary schools with grades of 9 to 12, were selected as sample schools of the study. It should be noted that in the middle of this research Halaba Special Woreda/District Administration has been promoted to the status of Zonal Administration since 2011 E. C. (2019). Accordingly, in the text of this research Halaba Special Woreda/District as an administration hierarchy refers to Halaba Zone Administration, and Halaba Special Woreda/District Education Office denotes Halaba Zone Education Department.

Table 4.3: Schools and Respondents Included and Participated in the Study for Quantitative Data Collection

Sample Secondary Schools	Sample Size of Teachers	Number of Sample Principals	Number of Sample Vice Principals	Number of Sample Supervisors	sample size in each school	Sampling Techniques
SS1	23	1	3	1	28	Simple Random sampling for selecting sample schools and teachers. Comprehensive sampling for principals, vice principals, and supervisors
SS2	36	1	3	1	41	
SS3	30	1	3	1	35	
SS4	21	1	3	1	26	
SS5	50	1	3	1	55	
SS6	51	1	4	1	57	
SS7	49	1	4	1	55	
Total	260	7	23	7	297	

Because of the large size and variety of the study population in sample schools, especially concerning the population of teachers (teachers differ in terms of career status, qualification, grade level they are teaching, sex, and age category) in secondary schools which consist of grades 9 to 12, a sampling method which is designated as the stratified sampling technique was employed. This sampling technique helped in having the right sample size from different strata of the target population (teachers). After dividing the population into different strata, then the simple random sampling technique was employed to have a proportional and the right sample size of each stratum and to provide each member of the population with an equal chance of being selected as a sample from each stratum.

Concerning sample size, samples should be as large as a researcher can obtain with a reasonable expenditure of time, energy, human power, and money. As vividly indicated by Fraenkel and Wallen (2009: 106), a recommended minimum number of subjects are 100 for a descriptive study, 50 for a correlational study, and 30 in each group for experimental and causal-comparative studies.

As a result, in this study, as being a descriptive survey study, 260 teachers (more than 20 percent of the teachers' population of the research site/area), seven principals, twenty-three vice principals, and seven supervisors that sum summed 297 were considered to be respondent subjects identified to participate in the study for quantitative data collection as indicated in Table 4.3 above.

School as an organization comprises people such as teachers, principals, vice principals, and supervisors among others. These are among the people who are, within the school, both responsible and accountable for the overall functions as well as the functioning of the school. They are also responsible not only to initiate change and innovations in the schools but also to put new reforms, such as SIP and other educational quality improvement packages, into practice. The roles and responsibilities bestowed upon these practitioners of the school oblige them to put forth effort towards realizing the objectives of the school, Therefore, it appears very rationale to involve these major stakeholders of school within the school while exploring the effect of principals' instructional leadership roles on school improvement program in secondary schools in Ethiopia.

Thus, besides teachers, all the principals, vice principals, and supervisors of the sample secondary schools were also been involved in the study as respondents of the study. In such cases, the sampling technique employed was the so-called comprehensive sampling.

4.8. SAMPLE SIZE AND SAMPLING TECHNIQUES OF QUALITATIVE DATA

The qualitative data was also been obtained from school principals, vice-principals, teachers, supervisors, PTSA members, SIP coordinators, and student council members through open-ended question items of the questionnaire, semi-structured interviews, and focus group discussions (FGDs). Some data was also being collected qualitatively through document sources and observation methods. In this research, to select the participants of the study for interviews and focus group discussions, a purposeful sampling technique was employed. Purposive sampling also referred to as judgment sampling and is the process of selecting a sample that is believed to be representative of a given population. That is why Gay, Mills, and Airasian (2012: 141) indicate that sample selection should be based on the researcher's knowledge and experience of the group to be sampled using clear criteria to guide the process. In this case, purposive sampling is used in which the participants of the study (Principals, Vice Principals, Teachers, Supervisors, SIP

coordinators, Parent-Teachers-Students Association (PTSA) members, and Student Council members) were selected purposively as the sample of the study. They were major stakeholders of schools who work towards realizing the quality of education and eventually improving the academic performance of learners in the schools. They were also expected to be at the forefront in the schools while planning, implementing, and monitoring, and evaluating SIP as a key strategy to enhance school effectiveness and to boost school improvement.

Table 4.4: Participants who were Involved as Sources of the Qualitative Data

Participants of the Study	Sample Size	Data Gathering Instruments Employed	Sampling Techniques	Number of participants in one FGDs
Principals	3	Semi-structured Interview	purposive	Several participants in one Focus Group Discussion/FGD were six that consisted of one supervisor, one SIP coordinator, three PTSA members, and one student council member. Three FGDs were held in the sample secondary schools.
Teachers	2	Semi-structured Interview	Purposive	
Vice Principals	2	Semi-structured Interview	purposive	
Supervisors	3	Semi-structured Interview	Purposive	
SIP Coordinators	3	Focus Group Discussion	Purposive	
PTSA Members	9	Focus Group Discussion	purposive	
Student Council members	6	Focus Group Discussion	purposive	
Total Participants both in Interview and Focus Group Discussions/FGDs equals 28.				

 Accordingly, three principals, two vice principals, three supervisors, and two teachers from the sample schools were also considered purposively as participants of this study. In addition, nine PTSA members, three SIP coordinators, and six Students' Council members from sample secondary schools were also involved in the study as the participants of the study by using purposive sampling. Sample size and sampling techniques employed to select participants of the study to collect qualitative data are depicted in Table 4.4.

4.9. INSTRUMENTS OF DATA COLLECTION

This research used questionnaires, one-on-one semi-structured interviews, focus group discussions, observations, and document analysis as the main tools of data collection. The use of multiple data collection tools helped in extracting data from different sources (from both primary

as well as secondary sources) to construct a richer, bigger, and meaningful picture of the problem under consideration.

4.9.1. Questionnaire

A questionnaire is a data collection instrument that helps to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, and behavioral intentions of research participants (Cohen, Manion, & Morrison, 2007: 370 - 371). Accordingly, the questionnaire in this study was being used to capture the views of principals, vice-principals, department heads (as they are teachers), supervisors, and teachers towards the instructional leadership role of principals in secondary schools. It was also been used to determine what constitutes the instructional leadership role of secondary school principals, and to explore the extent that instructional leadership roles contribute to school improvement programs. The questionnaire is in this study also helped on having information to examine the extent to which secondary school principals are practicing instructional leadership roles in those schools. It was also been used as an instrument of data gathering to scrutinize understanding and expectations of secondary school's major stakeholders (principals, vice-principals, teachers, and supervisors) about instructional leadership.

4.9.2. Interview

The interview is another important data collection tool that could help in gathering both quantitative and qualitative data from primary sources. Conducting an interview, according to Creswell (2008), entails preparation on the part of the researcher in determining the number of participants, in designing question types and items, and in devising mechanisms of recording responses of participants. Moreover, interviews are an important step in the process of data collection to find the right people and places and to gain access to establish a rapport with purposively selected subjects so that they can provide valuable information (Creswell, 2009: 118). In clarifying this concept, Johnson & Christensen (2008: 203) concur that in an interview we must establish rapport with the person we are interviewing, and through interviews, you will gather the information we need to support our research and also it will serve as a baseline. The logic behind the purposeful sampling technique lies in selecting information-rich cases from which one can learn a great deal about issues of central importance to the purpose of the research (Johnson & Christensen, 2008: 205).

Moreover, using interviews researchers obtain information-rich data (Alvesson, 2011: 2; and Hamilton & Corbett-Whittler, 2013: 3). Koul (2006: 176) describes the advantage of an unstructured interview as that it provides flexibility by giving the researcher room to rephrase questions as well as to adjust the procedures to be followed. In this study, though the interview was not fully unstructured rather semi-structured, it created the opportunity for better interactions with the participants, and it may help to get a better understanding of the experiences of the schools about the effect of principals' instructional leadership roles on school improvement program in secondary schools in Ethiopia and the contributions of SIP on both school effectiveness and school improvement, as well as for effective/successful execution of instructional leadership roles of principals in the schools. Moreover, Merriam (2009: 88) suggests that interviewing can be used to explore issues that cannot be observed, and interviews give a detailed account of the experiences related to the problem under investigation.

The main benefit of interviews is that they could easily be adjusted accordingly. Therefore, in this study interviews with stakeholders were being employed to capture the perception of the participants on the instructional leadership role of secondary school principals. It also helped in obtaining views of the participants on how did instructional leadership practices of principals contribute to effective planning, implementing, and monitoring, and evaluation of the school improvement program (SIP). Interviews were conducted with three principals, three supervisors, two vice principals, and two teachers in the sample schools.

4.9.3. Focus Group Discussions

Focus-group discussions (FGDs) help to bring a larger group of people together and to get a large amount of data about a topic. In this study through focus-group discussions as a tool of data gathering, the major stakeholders of secondary schools (SIP coordinators, Parents-Teachers-Students Association (PTSA) members, and students' council members) shared and discussed views and perceptions on the effects of principals instructional leadership roles on the school improvement program, and on the contribution of a school improvement program for school effectiveness as well as for the effective and efficient execution of instructional leadership roles of secondary school principals. When the participants discuss their viewpoints in groups, whether they reflect similar views on the issues raised or indicate different views, it becomes important to get all aspects of their experiences regarding the topic under scrutiny. Focus group discussions are

types of interviews that provide qualitative and descriptive data in the assessment of educational programs that include the overall teaching and learning processes of the schools in general and the planning, implementation, and monitoring, and evaluation of the school improvement program (SIP) as well as the instructional leadership functions of principals in the schools in particular. Focus group discussions have certain advantages such as the fact that they are appropriate and easily applicable for those people who cannot read and write and they build confidence in those who are unwilling and afraid to be interviewed alone (Owen, 2001: 653). The same author further states that focus group discussions entail a high degree of interaction to motivate the participants to respect opposing views among the group members create a friendly environment in the group and promote a feeling of enjoyment among group members (Owen, 2001: 654).

Furthermore, focus group discussion (FGD) allows participants to respond and construct upon the answers of other participants. This may result in the production of views and information which could have remained undiscovered in individual interviews, and it allows the researcher to examine the issue under inquiry systematically using creating flexibility during discussions that are so significant for ascertaining unforeseen issues. FGD has been a way to gather opinions to improved understanding of how people feel or perceive an issue under consideration (Krueger, 2009: 323). Besides, FGD gives an open discussion on the issue in which every member can contribute, ask questions of other participants or answer accounts by others, including the mediator (Bryman, 2008: 346). That is, focus group discussions generate data from people experiencing the phenomenon at hand. Consequently, this study used FGD as one of the tools of data collection to gather first-hand information from SIP coordinators, Parent-Teachers-Students Association (PTSA) members, and students' council members who were supporting the execution and undertakings of the day to day functions of schools.

A total of 18 subjects comprised of nine PTSA members, three SIP coordinators, and six Students' Council members from sample secondary schools were involved in the study as the participants of the study through FGDs. The number of participants in one Focus Group Discussion/FGD was six that consisted of one supervisor, one SIP coordinator, three PTSA members, and one student council member. Three FGDs were held in the sample secondary schools.

4.9.4. Observation

Observation helps to collect data on real-life settings. It also provides a chance for the researcher to check reality through noting and comparing what people do with what they say (Cohen, Manion, and Morrison, 2011; and Robson, 2002). Observation would enable the researcher to look afresh at the everyday behavior of school principals in secondary schools and to look at a school how it functions as a system to enhance its effectiveness. Observations that will be made need to be supported by other data collection mechanisms to enhance the trustworthiness and reliability of the data as well as to gather more information on the problem under investigation.

Best and Kahn (2004: 199) indicate that the observation can be of the setting or physical activities, non-verbal communications, planned and unplanned activities, and interactions. Moreover, Cipani (2009: 7) reflects that observations can be used to secure information regarding ongoing phenomena. In respect of this view, Gallagher, Bagin, and Moore (2005: 333) mention that it becomes evident through observation that a program is producing good results when parents and pupils express more friendly attitudes toward the school, and when teachers wish to improve their skills in human relations, manifest deeper interest in pupil welfare or take a more active part in community life.

In this study, observation, as a tool of data collection (as clearly indicated in chapter one under instruments of data collection), focused on the specific issues related to school compound; school facilities (such as sport fields, toilets for girls and boys, library arrangements, learners guidance rooms, class-rooms where actual teaching and learning is going on, teachers' offices); school pedagogical centers; safety of the school environment for teaching and learning; student support system arrangements and management; communications and interaction among the school community (learners with teachers, principals; teachers with teachers, principals, and department heads); arrangement of notice boards and whether the necessary information (such as vision, mission, and values of the school) on the boards or in any convenient places in the schools, are displayed or not; class-size; class-room arrangements; usage of instructional time in the school; availability of text-books in the class-rooms; learners' engagement in the library and study rooms or reading rooms; arrangement of learners' guidance and counseling offices/rooms; PTSAs members involvement and arrangement of their office in the school; learners' council members participation and arrangement of their office in the school; visible presence of principal in the

school; and other evolving issues related to the topic under investigation when actual observation takes place in sample secondary schools.

4.9.5. Document Analysis

Researchers can use documents as important sources of information while conducting studies (Tobin 2010: 288). Accordingly, document analysis was another important data gathering tool in this study. The documents that were being analyzed include annual reports of education at different levels (Schools, Weradas/Districts Education Offices, Zones Education Departments, Regional Education Bureau, and Ministry of Education of the Federal Democratic Republic of Ethiopia), SIP, and other documents of the school plan, policy documents, Education Statistics Annual Abstracts (ESAA), legislations of education, national examination results of grades 10 and 12, and other relevant documents. These documents will help in identifying the role of secondary school principals, and in exploring barriers to the secondary school principals' effective execution of instructional leadership roles. Document analysis (national examination results of grades 10 and12) could also help in examining the academic performance/achievement of students in the secondary schools to associate/relate learners' learning performance/achievement with the instructional leadership role of principals and school improvement program implementation outcome. Document analysis in this study also helped in analyzing the impact of SIP in improving the quality of education and eventually in boosting the academic achievement of learners in the schools.

4.10. PROCEDURES OF DATA COLLECTION

Since the design of the study is a convergent mixed design, both quantitative and qualitative data were being collected simultaneously (at the same time). To do that, the planning of the practical sessions, as Alvesson (2011: 46) alerts, is critically important for the successful collection of the data. After receiving ethical clearance, before data collection, the pilot study that could be administered to check the appropriateness and validity, and reliability of the questionnaire was conducted in secondary schools of Hawassa City Administration which was not part of the research area/site in SNNPR.

After pilot testing, the questionnaire was distributed and administered in 7 sample secondary schools to principals, vice-principals, secondary school supervisors, and teachers. The questionnaire was being administered face to face with respondents by the researcher and three research assistants. Besides questionnaire distribution and administration to respondents, side by side focus group discussion, and the one-on-one interview was conducted with the participants of the research by the researcher and his assistants of the study in consideration of the time that the participants were being free. All the interviews and focus group discussions were tape-recorded with the help of assistants and later transcribed for analysis and interpretation.

4.11. METHODS/TOOLS OF DATA ANALYSIS

This study involves both qualitative as well as quantitative data. Therefore, the study requires methods of data analysis that could help in analyzing both qualitative and quantitative data.

4.11.1. Methods of Quantitative Data Analysis

The quantitative data for this study encompasses the data that is obtained through a questionnaire, while to a certain degree some data could be collected through document analysis and from document sources. The quantitative data from document sources focuses mainly on the achievement of grades 10 and 12 on national examinations.

From descriptive statistics, percentage and frequency counts were used to analyze the personal characteristics of the respondents (that is, the respondents' demographic characteristics). The measure of central tendencies such as mean, standard deviation, and weighted mean scores was also used to measure and compare the opinions of respondent groups. In this study, descriptive statistics also became an essential tool that was used to analyze and to compare teachers' responses with the responses of principals, vice principals, and supervisors on instructional leadership roles and their effect on a school improvement program.

In addition, in this study, inferential statistical techniques were also employed to analyze the data. Accordingly, the Pearson coefficient of correlation is also used to see the association of each dimension of instructional leadership with its constituent elements that build up the dimension and to understand the correlation of instructional leadership dimensions with school improvement (SIP) domains.

In this study, besides having several groups (such as teachers, principals, vice principals, and supervisors) as respondents and participants, respondents involved in each group vary in terms of their professional career status level. For instance, on teachers' part they could be characterized as Novice/Beginner Teacher, Junior Teacher, Full-fledged Teacher, Senior Teacher, Associate Head Teacher, and Head Teacher). The use of three or more groups would require the application of one-way ANOVA (Belay & Abdinasir, 2015: 264). Thus, this study employed one-way ANOVA as its data analysis tool to analyze and to check the existence of statistically significant differences in perceptions among the different groups of respondents, and the different categories of respondents within the same group of respondents. One-way ANOVA test statistical tool was also been used to check the existence of statistically significant differences in perceptions among the respondents of school leaders (principals, vice-principals, and supervisors) and teachers respondents on the issue under investigation. Moreover, one-way ANOVA was also used to check the existence of statistically significant differences in perceptions among the teacher respondents when they are characterized in terms of their professional status in the career ladder of teachers. Respondent teachers, as clearly indicated here above, could be considered as Beginner/Novice Teachers, Junior Teachers, Full-fledged Teachers, Senior Teachers, Associate Head Teachers, and Head Teachers based on the Teachers' Professional Career Structure. Besides, a T-test was employed to test for a difference between the two groups (School Leaders and Teachers) in terms of their views/opinions toward major instructional leadership dimensions/roles of principals in the school. Furthermore, all the quantitative data which were collected through questionnaires involve analysis using statistical software SPSS version 25 (statistical software packages for social sciences) in terms of descriptive statistics including frequencies, percentile, mean values, and standard deviation.

4.11.2. Methods of Qualitative Data Analysis

The qualitative data entails the information obtained through the use of data collection tools such as one-on-one semi-structured interviews, observation, and the data that is collected through the focus group discussion (FGDs) method. Some of the data is also expected to be collected qualitatively through document analysis. Qualitative data has to be transcribed, coded, categorized into themes, and analyzed by comparing responses to the research questions.

By and large, the qualitative data analysis method was also being employed as a supplementary data analysis technique for triangulation and justification purposes. As a result, the data collected through one-on-one interviews, focus group discussions (FGDs), open-ended question items of the questionnaire, observation, and document review will also be narrated side by side (simultaneously) under quantitative data (items) related to it. That is, the results of the quantitative data were backed or validated by the information obtained from the qualitative data. That is to say, following the analysis of data from quantitative sources, qualitative data sources were also included to support the information obtained. Regarding the data obtained through document analysis, some of the data was being analyzed quantitatively under the data collected through a questionnaire, and some of them were narrated independently in qualitative terms.

4.12. VALIDITY AND RELIABILITY, AND TRUSTWORTHINESS AND TRANSFERABILITY OF THE DATA

In any research study, validity and reliability are aspects of research that need to be addressed to ensure that the collected data is trustworthy and reliable. Validity and reliability can be maximized by using multiple sources of data and data-collection instruments (Guest, MacQueen, & Namey, 2012: 85). The subsequent sections deal with the issues related to ensuring validity and reliability of quantitative data, as well as the trustworthiness and transferability of the data to ensure validity and reliability of the qualitative data in this study.

4.12.1. Validity

Validity presupposes that an instrument measures what it is supposed to measure and that validity supports the researcher to decide on the scale measuring what it is meant to measure (Cohen, Manion, and Marrison, 2005: 105; and Best and Kahn, 2004: 208). Validity is checked by reviewing data collection instruments in terms of clarity, wording, and sequences of questions. It calls for pilot testing of the instrument (questionnaire). Pilot testing is one important mechanism to ensure the validity of the questionnaire as a tool of data collection. About piloting the questionnaire, Cohen, Manion, and Morrison (2005: 260 - 263) state that piloting the questionnaire is significant because it checks the clarity of the instruction and layout of the questionnaire; checks the validity of the questionnaire items; eliminates ambiguities or difficulties of wording; gains

feedback on the attractiveness of appearance of the questionnaire; gains feedback on the layout of sectioning, numbering, and an itemization of the questionnaire; checks whether the questionnaire is too long or too short or too easy, or too difficult, or too threatening, or too intrusive, or offensive and tries to help the coding/classification system easier for data analysis. As a result, in this study, the questionnaire that is designed as an instrument of data gathering needs to be pilot tested. Accordingly, the questionnaire in this study was pilot tested using subjects who were not part of the final sample. These respondent subjects were teachers, principals, vice principals, and supervisors of secondary schools in Hawassa City Administration (the City Administration that was not among the sample Zones and Woredas/Districts of this study) in SNNPR.

4.12.2. Reliability

Reliability refers to the extent to which an instrument provides the same results on repeated trials (Bless, Smith, & Sithole, 2013:222). If the instrument is reliable, similar results will be found when research is carried out on similar groups of subjects and milieu (Olary, 2004: 59; Cohen, Manion, & Marrison, 2005: 117; and Bailey, 2007: 184). To check the reliability, Cronbach's alpha was used to analyze the internal consistency of the items of the questionnaire which was considered to be the major tool to gather quantitative data from respondents (i.e. principals, vice principals, teachers, and supervisors) of this study. Internal reliability of scaled items in a questionnaire can be demonstrated statistically by a correlation coefficient. A correlation coefficient closer to 1 indicates that a scale is more internally reliable. A reliability coefficient of 0.7 or above is generally regarded as acceptable (McMillan & Schumacher 2010: 182).

Table 4.5: Reliability Test Result of the Scaled Questionnaire Items

Instructional leadership roles of secondary school principals	Number of items	Cronbach Alpha Coefficient
Setting the school goals and vision and defining mission and values	8	0.987
Communicating school goal, vision, mission, and values	7	0.987
Managing instructional program of the school	11	0.987
Empowering and supporting learners in the school	11	0.987
Promoting professional development exercises in the school	12	0.987
Developing/creating a safe and healthy school environment	10	0.987
Promoting community participation in the school	9	0.987

Sub scale	68	0.987
School improvement program/SIP-related roles of principals (SIP planning, implementation and monitoring, and evaluation in the schools).	Number of items	Cronbach Alpha Coefficient
Defining and communicating school improvement program (SIP)	7	0.987
Promoting professional development activities	7	0.987
Various roles are expected from principals while planning, implementing, and monitoring, and evaluating SIP.	8	0.987
Roles of principal about teaching and learning domain	8	0.987
Creating a safe and orderly learning/school environment domain	8	0.987
School leadership and management domain	6	0.987
Community participation domain	8	0.987
Sub scale	52	0.987
Contributions of instructional leadership roles of principals for school effectiveness and improvement.	10	0.987
Barriers in executing instructional leadership roles of principals	14	0.987
Whole Scale	144	0.988

In this study, the reliability of the scaled items in the questionnaire was done statistically using the Cronbach Alpha correlation coefficient as indicated in Table 4.5. While the scale was assessed for reliability by the investigator, the researcher pilot-tested the questionnaire on a group of 30 respondents (i.e. four supervisors, three principals, four vice principals, and 19 teachers) in the secondary schools with grades 9 to 12 at Hawassa City Administration, the City Administration that was not among the sample Zones of this study in the SNNPR. Respondents were asked to rate each item based on a five-point Likert scale of 1 = Strongly Disagree to 5 = Strongly Agree for scaled questionnaire items related to instructional leadership roles of principals, contributions of instructional leadership roles for school effectiveness and improvement, and for questionnaire items that focus on identifying barriers of instructional leadership roles execution; and 1 = Never to 5 = Always for scaled questionnaire items designed to measure the extent that school principals' roles about school improvement program (SIP) planning, implementation, and monitoring and evaluation were carried out. Accordingly, the Cronbach Alpha coefficients were calculated based on these four categories as well as in their sub and whole categories as shown in Table 4.5. That is, a reliability test for a questionnaire, as an instrument of data collection, was done by grouping the items of the questionnaire into four categories.

The first category of items consists of 68 detail/specific instructional leadership roles which could be grouped under seven major instructional leadership roles of secondary school principals. The second part consists of 52 questionnaire items that have been designated as different roles of secondary school principals concerning SIP planning, implementation and monitoring, and evaluation in the schools. These items of a questionnaire have also been considered as secondary school principals' roles that need to be executed within the four domains of school improvement program/SIP while implementing SIP in the school. The four domains of school improvement program/SIP are the teaching and learning domain, creating safe and orderly learning/school environment domain, school leadership and management domain, and community participation domain. The third category comprises 10 questionnaire items about contributions of instructional leadership roles of principals for school effectiveness and improvement. Finally, the fourth set of questionnaire items consist of 14 questions that focus on identifying respondents' observations about barriers in executing instructional leadership roles of principals in the secondary schools. The reliability coefficients were also calculated for their respective subtotal categories and whole scale category as clearly depicted in the table below (i.e. Table 4.5).

Therefore, Table 4.5, here above, indicates the reliability analyses result for all the scaled items of the questionnaire concerning instructional leadership dimensions (variables) in terms of instructional leadership roles of principals, contributions of instructional leadership roles of principals for school effectiveness and improvement, and barriers in executing instructional leadership roles of principals; and regarding principals' roles on school improvement program domains (variables) while planning, implementing, and monitoring and evaluation. Acceptable scores were obtained as calculated Cronbach's Alpha value equals 0.987 (the correlation coefficient value that is very close to 1). Cronbach's Alpha value of .987 computed here is an indication of greater reliability. Hence, the high alpha reliability of each scale leads to the conclusion that the survey designed for the current study was a very reliable measure.

4.12.3. Trustworthiness and Transferability of the Data

Researchers indicated that credibility, transferability, dependability, and conformability can be used to ensure trustworthiness in qualitative research (Chilisa & Preece, 2005: 171; Guest, MacQueen, & Namey, 2012: 83). Trustworthiness in qualitative research, which bases itself entirely on qualitative data, is taken as a substitute for validity and reliability in quantitative

research that predominantly focuses on quantitative data to draw its conclusion. That is why trustworthiness has been considered as it is at the heart of qualitative data analysis and as it addresses five criteria including credibility (the believability of the data and the confidence one has in the truth of the findings); dependability (the stability of the data over time and in different contexts and conditions); transferability (the ability of the findings to be transferred to other contexts so that it enables the researcher to answer questions such as "Do the results have applicability to other groups?"); authenticity (the degree/extent to which researchers faithfully and fairly describe participants' experiences); and conformability (it deals with objectivity, which is viewed as an agreement between two or more people reviewing the findings for accuracy and meaning). It is the final construct in the qualitative paradigm which is parallel to the objectivity in quantitative research) (Misganaw, 2018: 133 - 137). Concerning qualitative data, these are the principles that guide this study.

Moreover, to ensure the trustworthiness of the data, particularly of the qualitative data, this study makes use of "tests of trustworthiness" as suggested by Bassey (2012:168). These include the prolonged engagement with the data sources; persistent observation of emergent issues; adequately checking the data with their sources; having the data challenged by critical friends; the sufficient triangulation of the data; and giving a detailed account of the data.

4.13. ETHICAL CONSIDERATIONS

As already indicated in the first chapter of this study, all researchers must adhere to research ethics. While doing everything related to this research, the researcher openly communicates with the respective sample secondary schools and concerned educational institutions (such as Regional Education Bureau, Zone Education Departments, City/Town Administration Education Department/Offices, and Wereda/District Education Offices) to create ease on the part of the subjects/participants of the study and respective sample schools. Initially, to get access to schools and participants, official permission has been sought from South Nations, Nationalities and Peoples Regional State Education Bureau (SNNPRSEB) that have the authority to approve and to inform concerned education departments at Zone/City/Town Administration level, education offices at Wereda/District level, and schools level for cooperation. Necessary precautions were also being taken into consideration not to disturb the daily functions of the sample schools and the

participants' regular daily activities as much as possible. In due course, the Hawassa University, the institution at which the investigator of this research/study has been teaching/serving as a permanent employee/lecturer, has supported the researcher in issuing the letter of cooperation to the above mentioned educational organizations including to sample schools to ensure/enhance the ethical considerations and the collaboration of sample schools.

In general, the ethical considerations in this study addressed aspects such as having informed consent, voluntary participation, confidentiality and anonymity, and integrity as regards plagiarism. The researcher has also explained the possibility that the participants and the respondents could withdraw from the study at any stage. Moreover, the researcher ensured not to indicate the identity of the participants in the study. Adoption of appropriate data analysis techniques was also considered to improve and enhance the soundness of the findings. Moreover, eventually, the researcher has obtained a Certificate of Research Ethics Clearance from the College of Education (CEDU) at the University of South Africa (UNISA).

4.14. SUMMARY OF THE CHAPTER

The main aim of this study is to explore principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Ethiopia. To this end, the study examines the extent to which secondary school principals are practicing instructional leadership roles and the degree of effect of this practice on the school improvement program underway in those schools. To achieve this overarching objective of the research, pragmatism has been taken as a research philosophy and paradigm that guides this study. This paradigm views the problem related to the effect of principals' instructional leadership roles on school improvement programs in secondary schools in Ethiopia from the perspective of the contexts in which the problem prevails and the existing objective reality. Pragmatism supports the use of both qualitative & quantitative data and assumptions in the same study & rejects incompatibility stance. Since pragmatism is considered to be a philosophical companion for mixed methods research, and also because of the nature of the research basic questions and the type of data required for the survey, this study uses mixed methods research (a convergent or parallel, or concurrent mixed methods design) as its methodological choice and as its paradigms of knowledge for the research. As a result, this study bases its investigation on both quantitative and qualitative data and assumptions. Moreover, based

on the specific objectives of the study, a descriptive survey approach is employed as a strategy to research this study.

Out of a total of 19 secondary schools (grades 9 - 12) in the Administrative Zones (Hadiya Zone and Halaba Zone) in 13 Woreda/District Education Offices (that is, in 12 Woreda/District Education Offices in Hadiya Zone, and 1 Woreda/District Education Office in Halaba Zone), 7 secondary schools (6 secondary schools from Hadiya Zone by using simple random sampling method, and 1 secondary school from Halaba Zone using comprehensive/availability sampling mechanism) were selected as sample secondary schools of the study. Concerning the sample size of the subjects (participants and respondents) of this study, 260 teachers (more than 20 percent of the teachers' population of the research site/area), seven principals, 23 vice principals, seven supervisors, nine PTSA members, three SIP coordinators, and six students' council members that make up a total of 315 subjects of the study were selected as sample of the study. Descriptive as well as inferential statistics are employed as methods of quantitative data analysis in this study. Moreover, qualitative data has also been transcribed, coded, categorized into themes, and analyzed simultaneously with quantitative data by matching the responses to the research questions.

Both validity and reliability, and trustworthiness and transferability are also addressed concerning both quantitative and qualitative data respectively, since enhancing trustworthiness and transferability of data are worthwhile mechanisms to ensure the validity and reliability of qualitative data in conducting research. Issues of ethical considerations are also concisely presented. The chapter also focused on the description of the study area concerning educational variables of the sample Zones (Hadiya Zone and Halaba Special Woreda/District) about the educational standards set for the educational variables (that include, among others, class size, learner-section ratio, learner-teacher ratio) at Regional (SNNPR) as well as at National/Country/Ethiopia level. Finally, the chapter highlights the important points deliberated in this part/chapter of the study as a summary.

The following chapter (Chapter Five) deals with the presentation, analysis, and interpretation of the research data

CHAPTER FIVE

ANALYSIS, PRESENTATION, AND INTERPRETATION OF DATA

5.1. INTRODUCTION

This descriptive survey study was employed to explore the effect of instructional leadership roles of principals on school improvement program (SIP) and the perception of key stakeholders of secondary schools (principals, teachers, supervisors, school improvement program coordinators, Parent-Teacher-Student Association/PTSA members, and learners) on the instructional leadership roles of secondary school principals. The data were collected through questionnaires, semi-structured interviews, focus group discussions/FGDs, observation, and document analysis.

This chapter presented analyses and interpretation of data in line with the research questions, aims, and objectives of the research study. The presentation, analysis, and interpretation of data were both quantitative and qualitative. Qualitative data results were used to help explain and substantiate the quantitative data results. Moreover, it (chapter five) expands chapter four of this research about the presentation, analysis, and interpretation of data. This chapter (chapter five), which exclusively dealt with the presentation, analysis, and interpretation of the data, was mainly divided into two parts. The first part dealt with quantitative data analysis while the second part focuses on analyzing qualitative data of the study alongside quantitative data analysis since the research method employed in this particular study was concurrent mixed-method design. The quantitative data analysis part was also divided into two parts which the first part addressed the demographic data of the respondents while the second part dealt with the presentation, analysis, and interpretation of the quantitative data. Besides the quantitative data analysis, qualitative data analysis was made

exclusively as the research method employed in this particular study was a concurrent mixed-method design. The purpose of the qualitative data that was obtained through open-ended question items of the questionnaire, semi-structured interview, focus-group discussions, document analysis/review, and through observation was used both to supplement as well as complement the data obtained from the quantitative survey.

Finally, triangulation of the data (as indicated in section 5.2) was made based on the quantitative data alongside the qualitative data of the study obtained under the main themes that include instructional leadership roles of principals in the school; perceptions of major stakeholders of school (principals, supervisors, teachers, PTSA members, SIP Coordinators, and learner) towards instructional leadership roles of principals (that is, school's major stakeholders understanding on principals' instructional leadership roles); contributions of instructional leadership for school effectiveness and improvement; challenges as barriers of instructional leadership in the school; and mechanisms/approaches that may serve as guidelines to improve principals' instructional leadership role execution in the school. The scaled questionnaire items in each section headings of the questionnaire were meant to identify respondents' views about principals' instructional leadership roles execution, principal roles about school improvement program implementation, contributions of instructional leadership roles of principal for school effectiveness and improvement, and barriers of instructional leadership. The findings of the quantitative data were substantiated with the findings from qualitative data.

Concurrent triangulation occurs when quantitative and qualitative data are collected and analyzed separately but at the same time, with the findings converging in the conclusions to answer an overarching research question (Ary, Jacobs & Sorensen, 2010: 563). Accordingly, as this study employed concurrent mixed designs method, both qualitative and quantitative data were collected separately but at the same time. Analyses were conducted separately and interpretations were made for each set of data. Results from one set of data were not used to build upon another set of data during analysis. Ultimately the integration of findings and inferences was made by the investigator of this study following separate collection, analysis, and interpretation phases.

5.2. THE STUDY PROCEDURE

This study employed a concurrent mixed method as an approach to the research. Both quantitative and qualitative data were collected and analyzed concurrently. After analysis, presentation, and interpretation of each set of data (both quantitative and qualitative) comparison of the results was made, and accordingly, the integrated findings and the resulting conclusions were drawn in line with the research basic questions.

The next section presents an analysis of quantitative data.

5.3. QUANTITATIVE DATA ANALYSIS

The quantitative data for this study encompasses the data that is obtained through questionnaires and document analysis.

Table 5.1: Summary of the Number of Respondents from the Sample Secondary Schools

Sample Secondary Schools	Gender or Sex	Subjects of the Study/Respondents (n = 297)					
		Teachers (n = 260)	School Leaders (n = 37)			Total	Percent
			Principals (n = 7)	Vice Principals (n = 23)	Supervisors (n = 7)		
Secondary School one (SS1)	Male	21	1	3	1	26	8.7
	Female	2	-	-	-	2	0.7
Secondary School two (SS2)	Male	27	1	3	1	32	10.8
	Female	9	-	-	-	9	3.0
Secondary School three (SS3)	Male	19	1	3	1	24	8.1
	Female	11	-	-	-	11	3.7
Secondary School four (SS4)	Male	14	1	3	1	19	6.4
	Female	7	-	-	-	7	2.4
Secondary School five (SS5)	Male	49	1	3	1	54	18.2
	Female	1	-	-	-	1	0.3
Secondary School six (SS6)	Male	40	1	4	1	46	15.5
	Female	11	-	-	-	11	3.7
Secondary School seven (SS7)	Male	33	1	4	1	39	13.1
	Female	16	-	-	-	16	5.4
Total in terms of the current position of the respondents	Male	203	7	23	7	240	80.8
	Female	57	-	-	-	57	19.2
	Total	260	7	23	7	297	100
	Percent	87.5	2.4	7.7	2.4	100	

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Table 5.1 indicates the summary of the number of respondents from the sample schools. Table 5.1 also shows the number of respondents in terms of their current position in the school. The respondents in terms of their current position in the school were 260 teachers, 23 vice principals, 7 principals, and 7 supervisors. Moreover, from Table 5.1 one could roughly infer that the major leadership positions (supervisor positions, principal positions, and vice-principal positions) in the sample schools were exclusively occupied by male incumbents. Unfortunately, there was not even one female professional who assumed one of these major educational leadership positions in the sample schools, even though the female population in Ethiopia when compared to their male counterparts surpasses 50 percent of the overall population of the country (Ethiopia). Therefore, we need to work hard to empower females and assign them to educational leadership positions and promote equity in the overall education system of the country (Ethiopia).

Promoting gender equity in the education system of the country could be the foundation to enhance human resource capital not only in the education sector but also in other sectors of the country and to reduce partiality and advance impartiality as ethical principles throughout the country. Promoting gender equity in the education system may also add value in making the major stakeholders of schools (Principals, Department Heads, Supervisors, School Improvement Program/SIP Coordinators, Parent-Teacher-Student Association/PTSA members, and learners) positively perceive leadership positions of the schools (i.e. mainly principal-ship positions that include being principal, and vice-principal) and the roles associated to the positions. Positive perception of the major stakeholders of schools toward schools' leadership positions and its related roles in general and principal positions and instructional leadership roles of principals of the school, in particular, may contribute positively to school improvement and effectiveness.

5.3.1. Demographic Profile of the Respondents

The following four tables present the demographic profile of the respondents. Accordingly, Table 5.2 presents the gender and age distribution of the respondents. Moreover, Table 5.3, 5.4, and 5.5 illustrate the background information of the respondents in terms of academic qualification, the field of specialization, teaching experience in the school, status in the professional career ladder of teachers, the highest position/rank that the respondents had assumed/served or may also have been serving at the moment too in the school or the education system, and respondents' total years

of experience in the schools or the overall education system of Ethiopia respectively. Then, the sex/gender and age range in the years of the respondents were indicated in the table (Table 5.2) here.

Table 5.2 item one indicates that more than four-fifths of the respondents (80.8 percent) were males while only less than one-fifth of the respondents (19.2 percent) were females. Surprisingly, not even one female was assigned a leadership position either as supervisor, principal, or vice-principal in the sample schools of this study. Such male-female disparity may be attributed to the low proportion of females in the teaching profession and the education system in general and at secondary level education of the nation (Ethiopia) in particular.

Table 5.2: Gender (Sex) and Age Distribution of the Respondents

No.	Variables	Categories	Respondents (n= 297)					
			School Leaders (n = 37)			Teachers (n=260)	Total (n=297)	Percent (%)
			Principals (n = 7)	Vice Principals (n = 23)	Supervisors (n = 7)			
1	Gender or Sex	Male	7	23	7	203	240	80.8
		Female	-	-	-	57	57	19.2
		Total	7	23	7	260	297	100
		Percent (%)	2.4	7.7	2.4	87.5	100	
2	Age (in years)	<30	-	4	-	39	43	14.5
		30 - 39	3	6	2	101	112	37.7
		40 - 49	2	10	2	99	113	38.0
		50&above	2	3	3	21	29	9.8
		Total	7	23	7	260	297	100.0

Table 5.2 item two is about the age of the respondents. Accordingly, item two Table 5.2 shows that 14.5 percent of the respondents were in their age range of the twenties. On the other hand, 37.7 percent and 38 percent of the respondents that in sum make up more than three-fourths of the total respondents (i.e. a few more than seventy-five percent of the respondents) were within the age range of the thirties and forties respectively. Nearly ten percent (9.8 %) were with ages of 50 and above. Therefore, the respondents of the study were composed of different ages that range from the young age to late adult age which was close to the retirement age of the respondents. Thus, age by itself may have been considered as a school of learning that helps somebody to have a different experience based on practical knowledge and wisdom in the area of his/her profession.

Such different compositions about the age of the respondents may help to have reliable data and to draw a valid conclusion about the problem under consideration.

Concerning the current academic qualification of the respondents, 130 respondents (43.8 percent of the total sample population for quantitative data where (n = 297) were first degree holders. Few respondents, 22 in number that consists only 7.4 percent of the total respondents, have reported as they had received Post Graduate Diploma in School Leadership (PGDSL) besides having a first degree (Bachelor of Arts or sciences/BA/BSc). The remaining 145 respondents, that make up 48.8 percent of the total respondents, have reported as they had received a second degree (Master of Arts or sciences/MA/MSc). Teachers, principals, vice principals, and supervisors who have been working at secondary schools are required to have at least first degree (BA/BSc or BED that is Bachelor of Education) as their minimum qualification in one of the academic subjects, which are among the curriculum of secondary school level education. However, since long the government of Ethiopia has planned to upgrade the qualification of secondary school teachers with BA/BSc degree to MA/MSc level. As clearly depicted in the above table (Table 5.3), it is indicated that the share of MA/MSc among the total respondents (where, n = 297) was less than 50 percent (that is, 48.8 percent). Hence, this pinpoints the area where the government and policy formulators should give due emphasis.

Table 5.3: Qualification and Specialization of the Respondents

No.	Variables	Categories	Respondents (n= 297)					
			School Leaders (n = 37)			Teachers (n = 260)	Total	%
			Principals (n = 7)	Vice Principals (n = 23)	Supervisors (n = 7)			
1	Current Academic Qualification	BA/BSc	2	5	-	123	130	43.8
		BA/BSc + PGDSL	1	1	2	18	22	7.4
		MA/MSc	4	17	5	119	145	48.8
		Total	7	23	7	260	297	100
2	Field of Specialization	Academic subject	3	20	1	202	223	75.1
		Vocational/ Technical	-	-	-	2	2	0.7
		Educational	4	3	6	49	60	20.2

		Leadership					
		Other	-	-	-	7	12	4.0
		Total	7	23	7	260	297	100

Besides, in due course, teachers, principals, vice principals, and supervisors were among the most important human resources who work in a school that as an educational organization focuses on expanding new and existing knowledge, enhancing skills, and above all on bringing about a desirable change of behavior of the learners, they are also expected to have courses on pedagogies, school organization and management, and school/educational leadership as a mandatory prerequisite. Such preliminary preparatory courses during training of teachers, principals, vice principals, and supervisors may help them in their respective schools not only for expanding knowledge on their area of specialization but also on bringing about the positive attitude towards leadership roles of principals in general and instructional leadership roles of principals in particular. Developing a positive attitude towards one another roles in the school may also help in building a constructive team spirit that could be considered as an essential input among the major stakeholders of the school to attain the objectives of the school effectively and efficiently. According to ESDP IV, requirements for the training of secondary school teachers have been newly designed to a form that requires having a BA/BSc degree first in a major field plus one-year add-on professional teacher training called PGDT (Post Graduate Diploma in Teaching). The intention is to professionally equip teachers with different teaching methods and skills in their respective fields of study. Principals and supervisors are expected to receive training on PGDSL as a prerequisite.

Table 5.3 item two shows a field of specialization of the respondents. The respondents (principals vice principals, supervisors, and teachers) were asked to indicate their specialization area in terms of the subject matter they have studied. According to the data shown in Table 5.3 item two, the significant majority of the respondents (75.1 percent) had specialized in academic subjects that are among the core curriculum of secondary school level education in Ethiopia. Sixty respondents (20.2 percent of the total sample respondents where n = 297) had specialized in educational leadership. On the other hand, 202 respondent teachers (77.7 percent of the total respondent teachers) were specialized in their respective academic subjects. The number of teachers who specialized in educational leadership accounted for 18.8 percent (that is, 49 respondent teachers).

Table 5.4 is about the teaching experience (in years) of the respondents and their status in the professional career ladder of teachers. Item one Table 5.4 depicts respondents' work experience in terms of several years of teaching experience at schools or years of experience as a teacher. Initially, all respondents (i.e. principals, supervisors, vice principals, and also teachers) began their career as a teacher. That is, to be assigned as principal, vice-principal, and supervisor in the schools and to hold the position of supervisor at different echelons in the education system of Ethiopia (i.e. Woreda or District Education Office, Zone Education Department, Regional Education Bureau, and at the federal level in the Ministry of Education of Ethiopia) serving as a teacher in the schools for a specified number of years (at least for five years) is a mandatory requirement. Accordingly, as clearly indicated in the table (Table 5.4 item one), all the respondent principals, vice-principals and supervisors had served as a teacher for more than five years. Most of them (principals, vice-principals, and supervisors) had served as a teacher for more than 10 years.

Table 5.4: Teaching Experience of the Respondents and their Status in the Professional Career Ladder of Teachers

No.	Variable	Categories	Respondents (n = 297)					
			School Leaders			Teachers	Total	%
			principals	Vice Principals	Supervisors			
1	Teaching experience (in years)	<5	-	-	-	24	24	8.1
		5-10	2	1	1	45	49	16.5
		11-15	1	8	2	54	65	21.9
		16&above	4	14	4	137	159	53.5
		Total	7	23	7	260	297	100
2	Respondents' status in the professional career ladder of teachers	Novice/Beginner Teacher	-	-	-	12	12	4.1
		Junior Teacher	-	-	-	19	19	6.4
		Full-fledged Teacher	-	-	-	16	16	5.4
		Senior Teacher	1	10	2	86	99	33.3
		Associate Head Teacher	1	3	1	44	49	16.5
		Head Teacher	2	10	2	79	93	31.3
		Senior Headteacher	3	-	2	4	9	3.0
		Total	7	23	7	260	297	100

Of the total respondents that include principals, vice principals, supervisors, and teachers (n = 297) of this study, 49 of them (16.5 percent) had service years that range from five to ten, 65 of them

make up nearly twenty-two percent (21.9 %) of the total respondents had served as a teacher in schools for 11 to 15 years, while 159 respondents (53.5 percent of the total respondents) had served as a teacher for more than 15 years. Among the teacher respondents, 24 of them (8.1 percent of the total respondents) had reported as they have served as a teacher for less than five years. Thus, the composition of the subjects as sources of data of the study was diverse in terms of the service years in the teaching job (as a teacher).

However, as one infers from the table (Table 5.4 item one), nearly one-quarter of the total respondents (24.6 percent, that is, seventy-three respondents) (that includes teachers, vice principals, principals, and supervisors where n = 297) had served as a teacher at the most for only ten years. Lack of adequate experience as a teacher on the part of the major stakeholders of the school (teachers, vice principals, principals, and supervisors) may likely be an obstacle in executing instructional leadership roles of principals and in implementing school improvement programs (SIP) in the schools. Frequent training, therefore, is needed so that teachers, vice principals, principals, and supervisors can contribute to the successful implementation of school improvement programs and effective execution of instructional leadership roles of principals and maintain improved teaching and learning activities in the schools.

Item two of Table 5.4 is about respondents' status in the professional career ladder of teachers. Since 1995 the teachers' career structure scheme has been designed for teachers who have been teaching in the schools at different levels (i.e., kindergarten, primary, and secondary level education). The scheme (the career structure) consists of different ranks/status (that is, when viewed from the lowest rank to the highest title, the ranks/positions are designated as Novice/Beginner Teacher, Junior Teacher, Full-fledged Teacher, Senior Teacher, Associate Head Teacher, Head Teacher, and Senior Head Teacher) that to be attained by teachers based on their teaching experience as well as the effort they exert to bring about appealing solutions for the existing educational problem in the school and in the classroom where they are teaching through conducting action research. Through conducting action research teachers, principals and supervisors look at a problem in their own classroom/school/district to be able to gather information and make an informed action plan. The purpose is generally to improve one's teaching or address a specific, school or local concern. Moreover, action research is research that addresses specific questions in a classroom, school, or district to improve teaching and learning or provides the necessary information to help in decision making (Morrell & Carroll, 2010: 17). The purpose

of the career structure for teachers in Ethiopia focuses on motivating and retaining teachers who are already in the teaching profession and attracting talented and high-potential candidates to the teaching profession.

Fortunately, teachers involved from the sample schools in this study, as primary sources of data, were from all ranks or positions of the career structure. Accordingly, 12 teacher respondents that consist of four percent (4 %) of the total sample respondents (n = 297) were at the first/initial stage designated as Novice/Beginner Teacher in the career ladder. Nineteen of the teacher respondents (6.4 percent of the total respondents) and sixteen teacher respondents (5.4 percent of the total respondents) were at the career ladder positions of teachers ranked Junior Teacher and Full-fledged Teacher respectively.

On the other hand, as one infers from Table 5.4 item two, neither principal, vice-principal nor supervisor was found to be ranked Novice/Beginner Teacher, Junior Teacher, or Full-fledged Teacher in the career ladder of teachers in the sample schools. Those who are currently supervisors, principals, and vice-principals in the sample schools of this study were previously promoted to the rank either Senior Teacher, Associate Head Teacher, Head Teacher, or Senior Head Teacher in the professional career ladder of teachers before they commence their present position as supervisor, principal, or vice-principal in the schools where they are working at the moment.

Table 5.4 item two also depicts that one-third (33.3 percent that is 99 respondents in number) of the total respondents that include supervisors, principals, vice-principals, and teachers (n = 297) were ranked as Senior Teachers; forty-nine (49) of the respondents (16.5 percent of the total respondents) were at the level designated as Associate Head Teacher; ninety-three (93) respondents (31.3 percent of the total respondents where n = 297) were ranked as Head Teacher; and the remaining three percent (i.e., nine respondents) were ranked at the peak of the career structure of teachers as Senior Head Teacher. Thus, the overwhelming majority of the respondents (more than 84 percent or 250 respondents in number where n = 297) were at the high ranking positions (Senior Teacher, Associate Head Teacher, Head Teacher, and Senior Head Teacher) of the professional career ladder of teachers. This shows that a significant number of the respondents have ample experience in the schools as a teacher. Such state of affairs could be considered as an opportunity for schools to implement reforms such as school improvement programs, and instructional leadership as a management approach in the schools effectively and efficiently.

Table 5.5 shows the highest position that the respondents had ever served or have been serving in the school or education system of Ethiopia and overall years of experience in the schools or the education system of Ethiopia. Accordingly, as one can easily deduce from Table 5.5 item one, 109 respondents (36.7 percent of the total respondents) had either served or been serving at different positions of the school as supervisor, principal, or vice-principal even though currently, only 37 respondents (just about 12.5 percent of the total sample respondents) hold the position of either supervisor, principal, or vice-principal in the sample schools.

Table 5.5: Highest Position that the Respondents had ever served and Overall Years of Experience in the School or the Education System of Ethiopia

No.	Items/Variables	Categories or Positions	Respondents (n = 297)					
			Principals	Vice Principals	Supervisors	Teachers	Total	%
1	Highest position that the respondents had ever served in the school or education system of Ethiopia	Supervisor	3	-	7	14	24	8.08
		Principal	4	-	-	9	13	4.38
		Vice Principal	-	23	-	49	72	24.24
		Teacher	-	-	-	188	188	63.30
		Total	7	23	7	260	297	100
2	Respondents overall years of experience in the schools or the education system of Ethiopia	0-10	1	2	-	29	32	10.8
		11-20	3	10	2	112	127	42.8
		21-30	3	8	5	94	110	37.0
		>30		3		25	28	9.4
		Total	7	23	7	260	297	100

During data collection for this study, as one can infer from Table 5.3, only seven Supervisors (nearly 2.4 percent of the total sample respondents), seven Principals (that is also nearly 2.4 percent of the total sample respondents), and 23 Vice Principals (7.7 percent of the total sample respondents) were holding their respective positions in the sample schools. The rest that consists of 72 respondents (who were more than 24 percent of the total respondents) and who had served in different positions in the schools or the education system of Ethiopia as supervisor, principal, or vice-principal were currently serving as a teacher in the sample schools. Thus, the respondents

of this study have different experiences that may help them to have deep knowledge and understanding about what is going on in the schools and accordingly contributes to their respective school's effectiveness and improvement. Moreover, the involvement of such experienced stakeholders as subjects of this study may also give support to have valid data or information, which may lend a hand in analyzing the data that lead to have convincing findings and to draw a reliable conclusion.

Item two of Table 5.5 indicates respondents' overall years of experience in the schools or the education system of Ethiopia. Table 5.5 item two shows that the overwhelming majority of the respondents (89.2 percent) had served in the schools or the education system of the country (Ethiopia) for more than ten years. Though all the services may not be necessary as a teacher, such experiences in the school or at any position in the education system of the nation (Ethiopia) may also be considered as an opportunity to implement new reforms (such as implementing the school-improvement program and applying instructional leadership as management approach) in the schools effectively and efficiently.

The subsequent sections analyses and interprets data on the instructional leadership roles of secondary school principals, School Improvement Program/SIP related roles of principals (SIP planning, implementation and monitoring and evaluation in the schools), contributions of instructional leadership roles of principals for school effectiveness and improvement, and barriers in executing instructional leadership roles of principals. The results of the quantitative data were backed or validated by the information obtained from the qualitative data. That is to say, following the analysis of data from quantitative sources, qualitative data sources were also included to support the information obtained.

5.3.2. Major Instructional Leadership Dimensions/Roles of School Principals

This section assesses the emphasis given by the school principals in the area of instructional leadership dimensions and its constituent elements as their major roles while managing/coordinating schools as educational institutions/organizations. It (this part) also shows the extent that principals consider and carry out their instructional leadership roles in the schools. In addition, it signifies how to measure stakeholders (principals, vice-principals, department heads, supervisors, school improvement program/SIP coordinators, parent-teacher-student

association/PTSA members, learners) of school perceive instructional leadership roles of principals in the school. For that reason, the major instructional leadership dimensions, which were thought to be the core activities of a principal as an instructional leader, and the specific instructional leadership roles of principals within the major instructional leadership dimensions were presented in the tables that were presented successively in this section hereunder. The main instructional leadership dimensions, as clearly indicated in the analysis of the literature review, including setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; promoting professional development exercises in the school; developing/creating safe and healthy school environment; and promoting community participation in the school.

Subsequently, teachers, principals, vice principals, and supervisors (they were respondents of this study where n = 297) were made to give their opinion on each specific role of principal within the major instructional leadership dimensions, based on the scales provided. The opinions of the respondents on instructional leadership roles of principals were assessed against the major instructional leadership dimensions and analyzed using different computational techniques or statistical tools like frequency, percentage distribution, mean, standard deviation, Pearson correlation coefficient (R), analysis of variance (ANOVA) that is symbolized as F or F-value in the tables, and T-test. A post hoc test was also employed to explore specific differences.

The ratings of the principals' roles by the respondents were based on the five points Likert scale that carries points which range from 1 to 5 (Strongly agree = 5, Agree = 4, Undecided = 3, Disagree = 2, or Strongly disagree = 5) or in the form of rating scale similar to a Likert scale (that is, Always = 5, Frequently = 4, Sometimes = 3, Rarely = 2, or Never = 1). That is to say that the five points Likert scale or the rating scale associated with the scaled questionnaire items of a questionnaire were designated as either: "Strongly disagree" which may imply lack of effectiveness or very minimal effectiveness that could be represented/equated to 1; "Disagree" that shows less effectiveness or minimal effectiveness that could be represented/equated to 2; "Undecided" that could be taken as moderately effective or effectiveness at medium level and it has to be equated to 3; "Agree" that indicates more effectiveness or high effectiveness that is equivalent to 4 in the Likert scale; and "Strongly agree" for Most effective or Very high effectiveness which is given

with 5 points; or "Always" = 5, "Frequently" = 4, "Sometimes" = 3, "Rarely" = 2, or "Never" = 1 for principals' roles that are related with the school improvement program (SIP) in the schools. Moreover, the mean scores of scaled questionnaire items, as indicated in different tables that were presented throughout chapter five for the data analysis, were interpreted as follows: 1 - 1.79 very low, 1.80 - 2.59 low, 2.60 - 3.39 medium, 3.40 - 4.19 high, and 4.20 - 5.00 very high. Thus, the following consecutive subsections present tables and describe the analysis result that assesses the extent of instructional leadership roles executed by school principals as well as examines how to measure stakeholders of school view instructional leadership roles of principals in the school as per the responses of the respondents.

The major instructional leadership dimensions/roles of school principals, as indicated here above, encompass setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; promoting professional development exercises in the school; developing/creating safe and healthy school environment; and promoting community participation in the school. The following table (Table 5.6) depicts views/opinions of the respondents (supervisors, principals, vice-principal, and teachers), as the main stakeholders of the school, on the extent that school principals have given due emphasis and executed their instructional roles that constitute major instructional leadership dimensions. The statistical tools employed to analyze the data in Table 5.6 were descriptive statistics (mean and standard deviation) that help to weigh up the views and opinions of respondents in terms of the extent that principals have given due emphasis to execute their instructional leadership roles; and inferential statistics (ANOVA) was used to test for a difference among respondents (supervisors, principals, vice principals, and teachers) as different groups as well as to test for a difference in views/opinions within a group in terms of their career status and position that the respondents had/have ever served. That is to say, the way how the respondents perceive instructional leadership roles of principals in the schools may differ in terms of their career status in the teachers' professional career ladder, the highest position that the respondents had ever served in the school or education system of Ethiopia, and respondents overall years of experience in the schools or the education system of Ethiopia.

Table 5.6, as explained just here above, depicts respondents' view/opinion on the extent that principals endeavor to perform their roles within the major instructional leadership dimensions in the schools. As clearly indicated in the table (Table 5.6), there were around seven major instructional leadership roles that involve several specific roles (about 68 roles) of principals in the school.

Table 5.6: Respondents' View on the Extent that Principals Endeavor to Perform their Roles within the Major Instructional Leadership Dimensions in the Schools

No.	Items	No. of items	Mean	Mean Rank	SD	ANOVA Test	
						F-value	P-value
1	Setting the school goals and vision and defining mission and values	8	4.137	1	.619	8.044	.000
2	Communicating school goal, vision, mission, and values	7	4.049	5	.695	11.324	.000
3	Managing instructional program of the school	11	4.078	4	.642	12.515	.000
4	Empowering and supporting learners in the school	11	4.115	3	.577	9.958	.000
5	Promoting professional development exercises in the school	12	4.038	6	.596	12.386	.000
6	Developing/creating a safe and healthy school environment	10	4.119	2	.563	9.840	.000
7	Promoting community participation in the school	9	4.026	7	.689	15.673	.000

Note: SD represents Standard Deviation

The mean scores, as indicated in Table 5.6, calculated for all the seven major roles, which could be considered as important instructional leadership dimensions that principals in the schools were expected to give due emphasis while coordinating schools, were above average. Explicitly, principals' endeavors to execute the major instructional leadership dimensions/roles in the school were regarded high by the respondents of the study (see Table 5.6). Thus, the mean scores of the major instructional leadership dimensions, as indicated in Table 5.6, show that respondents had a more positive opinion about their respective school principals' attempt to execute their

instructional leadership roles. As Table 5.6 indicates, among the given instructional leadership dimensions, based on the weight of the mean score, setting the school goals and vision and defining mission and values (with mean = 4.137) was considered by the respondents as the most important as well as performed instructional leadership dimension. That is, setting the school goals and vision and defining mission and values were considered by the respondents as an important instructional leadership dimension that relatively weighs most when compared with the rest of the instructional leadership dimensions.

Likewise, the extent that principals carry out instructional leadership roles associated with the major instructional leadership dimensions that comprise developing/creating a safe and healthy school environment (mean = 4.119); empowering and supporting students in the school (mean value = 4.115); managing an instructional program of the school (mean = 4.078); communicating school goal, vision, mission and values (mean = 4.049); promoting professional development exercises in the school (mean = 4.038); and promoting community participation (mean = 4.026) in the school, with a slight difference in the weights given, were also rated high by the respondents of this study.

To see if there were significant differences at 0.01 and 0.05 significance levels among respondents of the study by their current position in the school (supervisors, principals, vice principals, and teachers), a one-way ANOVA was computed. Accordingly, statistically significant differences were observed among supervisors, principals, vice principals, and teachers because for each instructional leadership dimension, as displayed in Table 5.6 above, P-value (.000) is less than alpha value 0.01 and 0.05.

The data collected from the respondents via scaled questionnaire items (close-ended questionnaire items) of the questionnaire were made easily manageable in the tables of the text by transforming the responses of the respondents into three categories as (Disagree, Undecided, or Agree and Never, Sometimes, or frequently) instead of having five categories as (Strongly Disagree, Disagree, Undecided, Agree, or Strongly Agree and Never, Rarely, Sometimes, frequently, or Always respectively) as it appeared in the questionnaire during data collection. That is, to ease the analysis of data and to have easily manageable tables of data in the text of the thesis, the responses of the respondents (or the ratings of the data) for scaled questionnaire items (close-ended

questionnaire items) of the questionnaire were merged into three categories (rating scales) instead of having five scales as it was organized/arranged during questionnaire preparation and used throughout data collection. 'Strongly disagree' & 'disagree' were merged into one category as 'disagree'; and 'strongly agree' & 'agree' categories were combined into one group as 'agree'. In the same way, the rating scale that includes 'Never, Rarely, Sometimes, Frequently, or Always' was transformed into three categories as 'Never, Sometimes, or Frequently'.

Furthermore, the respondents of this study (n = 297) were also grouped into two sets as (School Leaders and Teachers) instead of having four groupings as (Supervisors, Principals, Vice Principals, And Teachers). Supervisors, principals, and vice-principals were grouped in one category as School Leaders because they are part and parcel of the school leaders who were expected to influence teachers to work hard and contribute their best to help attain the objectives of the schools effectively and efficiently. Teachers, as line personnel, who were fully responsible to do the main task of the school or mission of the school (teaching and learning function in the school), were considered as one other category. Accordingly, a T-test was employed to test for a difference between the two groups (School Leaders and Teachers) in terms of their opinions toward major instructional leadership dimensions/roles of principals in the school.

Table 5.7 is about inferential statistics (T-test) on the major instructional leadership dimensions/roles of school principals. As clearly shown in Table 5.7, P-value (.000 or .001) is less than the alpha value (0.05 and 0.01) for all instructional leadership dimensions or roles of principals. As a result, there is a statistically significant difference between School Leaders (Supervisors + Principals + Vice Principals) and Teachers. Therefore, from the analysis of the data, one could easily infer that instructional leadership dimensions and their specific components constitute instructional leadership roles of principals in secondary schools. In addition, it also implies the very positive perception awarded towards the instructional leadership roles of principals by the major stakeholders of the school (supervisors, principals, vice principals, and teachers). It is also evident from the findings that the extent that principals exert forth effort to execute the instructional leadership roles in their respective schools was considered high.

In here ANOVA, as presented in Table 5.6, was significant, and more than two groups (principals, supervisors, and vice-principals, and teachers) were involved in the study. When more than two

groups are being compared, the F test will not, by itself, tell us which of the means are different. A further procedure, called a post hoc analysis, is required to find this out (Fraenkel & Wallen 2009: 232). As a result, post hoc tests are needed to see differences between specific groups. This was also necessary because a post hoc test is used only after it was found a statistically significant result and the need to determine where the differences truly came from. That is, post hoc tests are used to uncover specific differences between three or more group means when an analysis of variance (ANOVA) F test is significant, and it allows researchers to locate those specific differences. Accordingly, in this study as indicated in Table 5.8, post hoc test results were calculated to find out opinion differences between principals and supervisors, principals and vice Principals, principals and teachers, supervisors and vice-principals, supervisors and teachers, and vice-principals and Teachers.

Table 5.7: Inferential Statistics (T-test) on the Major Instructional Leadership Dimensions/Roles of School Principals

Independent Samples Test						
Major instructional leadership dimensions/roles of school principals		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Setting the school goals and vision and defining mission and values	Equal variances assumed	16.053	.000	4.789	295	.000
	Equal variances not assumed			3.6**	41	.001
Communicating school goal, vision, mission and values	Equal variances assumed	25.056	.000	4.982	295	.000
	Equal variances not assumed			3.6**	40	.001
Managing instructional program of the school	Equal variances assumed	22.403	.000	6.013	291	.000
	Equal variances not assumed			4.5**	40	.000
Empowering and supporting learners in the school	Equal variances assumed	8.315	.004	5.421	295	.000
	Equal variances not assumed			4.4**	42	.000
Promoting professional development exercises in the school	Equal variances assumed	22.399	.000	5.452	295	.000
	Equal variances not assumed			4.1**	41	.000
Developing a safe and healthy school environment and learning climate	Equal variances assumed	14.679	.000	5.005	295	.000
	Equal variances not assumed			3.7**	41	.001
Promoting community participation in the school	Equal variances assumed	17.861	.000	6.333	295	.000
	Equal variances not assumed			4.7**	41	.000

Note: ** significant at 1%, *significant at 5% level and n=297

Table 5.8 depicts the post-hoc test of respondents' views on the extent that principals endeavor to perform their roles within the major instructional leadership dimensions in the schools. For all variables, as indicated in Table 5.8, there was a significant difference of opinions between vice-principals and teachers, as well as teachers and supervisors at 5% level of significance while there was no significant difference between principals and teachers, supervisors and vice-principals. Likewise, there was a significant difference of views and perceptions between principals and supervisors on the extent that principals endeavor to perform their roles within the major instructional leadership dimensions in the schools (that included setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; and creating safe and healthy school environment) at 5% level of significance while there was no significant difference on empowering and supporting learners in the school, promoting professional development exercises in the school, and promoting community participation in the school. In the same way, there was a significant difference of views and opinions between principals and vice-principals on setting the school goals and vision and defining mission and values, communicating school goals, promoting professional development exercises in the school, developing a safe and healthy school environment, and promoting community participation in the school at 5% level of significance while there was no significant difference on managing an instructional program of the school, and empowering and supporting learners in the school. The significant difference of views emanated between school leaders (Principals +Supervisors + Vice Principals) and teachers on the extent that principals endeavor to perform their roles within the major instructional leadership dimensions in the schools was because of the significant difference of opinions of supervisors and vice-principals from the views and opinions of teachers at 5% level of significance.

The finding showed that principals had more similar views and perceptions with teachers than with the opinions of supervisors and vice-principals, who were part and parcel of the school leadership, about acknowledging the effort of principals in executing specific roles related to major instructional leadership dimensions and roles of school principals. Such a situation may be considered as an important input for the principals while leading schools to bring about quality education in the school through properly executing instructional leadership roles and successfully implementing SIP because teachers were the actual practitioners who are responsible to undertake quality teaching and learning functions within the learning classrooms.

Table 5.8: Post-Hoc Test Results of the Respondents' View on the Extent that Principals Endeavor to Perform their Roles within the Major Instructional Leadership Dimensions

Variable	Number of Items	(I) name	(J) name	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Setting the school goals and vision and defining mission and values	8	Supervisors	Principals	-.75000*	.31980	.020	-1.3794	-.1206
			Vice Principals	-.08075	.25826	.755	-.5890	.4275
			Teachers	-.61944*	.22915	.007	-1.0704	-.1684
		Principals	Supervisors	.75000*	.31980	.020	.1206	1.3794
			Vice Principals	.66925*	.25826	.010	.1610	1.1775
			Teachers	.13056	.22915	.569	-.3204	.5816
		Vice Principals	Supervisors	.08075	.25826	.755	-.4275	.5890
			Principals	-.66925*	.25826	.010	-1.1775	-.1610
			Teachers	-.53869*	.13015	.000	-.7948	-.2825
		Teachers	Supervisors	.61944*	.22915	.007	.1684	1.0704
			Principals	-.13056	.22915	.569	-.5816	.3204
			Vice Principals	.53869*	.13015	.000	.2825	.7948
Communicating school goal, vision, mission and values	7	Supervisors	Principals	-1.12245*	.35370	.002	-1.8186	-.4263
			Vice Principals	-.42147	.28564	.141	-.9836	.1407
			Teachers	-1.03815*	.25345	.000	-1.5370	-.5393
		Principals	Supervisors	1.12245*	.35370	.002	.4263	1.8186
			Vice Principals	.70098*	.28564	.015	.1388	1.2631
			Teachers	.08430	.25345	.740	-.4145	.5831
		Vice Principals	Supervisors	.42147	.28564	.141	-.1407	.9836
			Principals	-.70098*	.28564	.015	-1.2631	-.1388
			Teachers	-.61667*	.14395	.000	-.9000	-.3334
		Teachers	Supervisors	1.03815*	.25345	.000	.5393	1.5370
			Principals	-.08430	.25345	.740	-.5831	.4145
			Vice Principals	.61667*	.14395	.000	.3334	.9000
Managing instru	11	Supervisors	Principals	-.79273*	.32471	.015	-1.4318	-.1537
			Vice Principals	-.29753	.26222	.257	-.8136	.2186

				Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
			Teachers	-.93275*	.23268	.000	-1.3907	-.4748
		Principals	Supervisors	.79273*	.32471	.015	.1537	1.4318
			Vice Principals	.49520	.26222	.060	-.0209	1.0113
			Teachers	-.14002	.23268	.548	-.5980	.3179
		Vice Principals	Supervisors	.29753	.26222	.257	-.2186	.8136
			Principals	-.49520	.26222	.060	-1.0113	.0209
			Teachers	-.63522*	.13217	.000	-.8953	-.3751
		Teachers	Supervisors	.93275*	.23268	.000	.4748	1.3907
			Principals	.14002	.23268	.548	-.3179	.5980
			Vice Principals	.63522*	.13217	.000	.3751	.8953
Empowering and supporting students in the school	11	Supervisors	Principals	-.31169	.29566	.293	-.8936	.2702
			Vice Principals	.14907	.23876	.533	-.3208	.6190
			Teachers	-.46299*	.21186	.030	-.8799	-.0460
		Principals	Supervisors	.31169	.29566	.293	-.2702	.8936
			Vice Principals	.46076	.23876	.055	-.0092	.9307
			Teachers	-.15130	.21186	.476	-.5682	.2657
		Vice Principals	Supervisors	-.14907	.23876	.533	-.6190	.3208
			Principals	-.46076	.23876	.055	-.9307	.0092
			Teachers	-.61206*	.12033	.000	-.8489	-.3752
		Teachers	Supervisors	.46299*	.21186	.030	.0460	.8799
			Principals	.15130	.21186	.476	-.2657	.5682
			Vice Principals	.61206*	.12033	.000	.3752	.8489
Promoting professional development exercises in the school	12	Supervisors	Principals	-.33333	.30205	.271	-.9278	.2611
			Vice Principals	.23240	.24393	.342	-.2477	.7125
			Teachers	-.47674*	.21644	.028	-.9027	-.0508
		Principals	Supervisors	.33333	.30205	.271	-.2611	.9278
			Vice Principals	.56573*	.24393	.021	.0857	1.0458
			Teachers	-.14341	.21644	.508	-.5694	.2826
		Vice Principals	Supervisors	-.23240	.24393	.342	-.7125	.2477
			Principals	-.56573*	.24393	.021	-1.0458	-.0857
			Teachers	-.70914*	.12293	.000	-.9511	-.4672
		Teachers	Supervisors	.47674*	.21644	.028	.0508	.9027
			Principals	.14341	.21644	.508	-.2826	.5694
			Vice Principals	.70914*	.12293	.000	.4672	.9511
Developing safe and healthy school	10	Supervisors	Principals	-.74286*	.28850	.011	-1.3106	-.1751
			Vice Principals	.04410	.23298	.850	-.4144	.5026
			Teachers	-.51247*	.20673	.014	-.9193	-.1056
		Principals	Supervisors	.74286*	.28850	.011	.1751	1.3106
			Vice Principals	.78696*	.23298	.001	.3284	1.2455

				Mean Diff	Std. Error	Sig.	Lower	Upper
			Teachers	.23038	.20673	.266	-.1765	.6372
		Vice Principals	Supervisors	-.04410	.23298	.850	-.5026	.4144
			Principals	-.78696*	.23298	.001	-1.2455	-.3284
			Teachers	-.55657*	.11741	.000	-.7877	-.3255
		Teachers	Supervisors	.51247*	.20673	.014	.1056	.9193
			Principals	-.23038	.20673	.266	-.6372	.1765
			Vice Principals	.55657*	.11741	.000	.3255	.7877
Promoting community participation in the school	9	Supervisors	Principals	-.39683	.34407	.250	-1.0740	.2803
			Vice Principals	.27950	.27787	.315	-.2674	.8264
			Teachers	-.62460*	.24655	.012	-1.1098	-.1394
		Principals	Supervisors	.39683	.34407	.250	-.2803	1.0740
			Vice Principals	.67633*	.27787	.016	.1295	1.2232
			Teachers	-.22778	.24655	.356	-.7130	.2575
		Vice Principals	Supervisors	-.27950	.27787	.315	-.8264	.2674
			Principals	-.67633*	.27787	.016	-1.2232	-.1295
			Teachers	-.90411*	.14003	.000	-1.1797	-.6285
		Teachers	Supervisors	.62460*	.24655	.012	.1394	1.1098
			Principals	.22778	.24655	.356	-.2575	.7130
			Vice Principals	.90411*	.14003	.000	.6285	1.1797

5.3.2.1. Setting the school goals and vision and defining mission and values

The dimension of defining school goals predominantly encompasses both constructing the school goal and spreading it to all concerned bodies that may include stakeholders and collaborators of the school. Through this dimension, the main role of school leaders, as top executives of the school, is to set school goals to be attained within the reasonable time limit. Setting the school goal and determining the vision of the school is primarily the role of the principals as they are at the top level of the management hierarchy in the school. Principals, as school leaders and as instructional leaders, are expected to comprehend what is to be achieved by the school and the direction they are heading to. A school without a goal and vision is considered as a school that has no direction in the educational process and which has no criteria to measure whether it has succeeded in executing the process or not. Thus, this dimension, as the first instructional leadership dimension, focuses on principals' (school leaders') roles that begin with planning which helps in ensuring that the school has clear and measurable goals and has a timeline for learners' academic progress. School leaders and/or principals are also responsible to clarify the constructed goal so that all

parties are aware of it and this could ease supports and aids from the school community to ensure the achievement of the goal set in the school.

Table 5.9 indicates respondents' view on the extent that principals attempt to carry out instructional leadership roles concerning setting the school goals and vision and defining mission and values. The review of different literature confirms that setting the school goals has been the first and foremost function of the principal as the instructional leader of the school. Given that, as stated when Table 5.6 was analyzed, setting the school goals and vision and defining mission and values were also given utmost weight by the respondents of this study in terms of the extent that it was executed by principals when compared to the other major instructional leadership dimensions/roles that principals, as instructional leaders, we're expected to carry out while coordinating schools as social organizations. Consequently, the findings of this study, as shown in Table 5.9, confirm that the specific roles of principals related to setting the school goals and vision and defining mission and values (with mean values that range from 4.00 to 4.40, which may be rated as 'high' or 'very high') were considered as roles that are given due emphasis by the principals of the schools. Mean ranks in Table 5.9 shows the relative weights given by the respondents (both School Leaders and Teachers) for the specific roles of principals related to setting the school goals and vision and defining mission and values. Thus, based on the mean rank, as demonstrated in Table 5.9, the respondents had shown strong agreement and rated very high value on the principal's roles that focus on preparing a three year strategic and annual plans for his/her respective school (Mean = 4.40), and making school's vision, a goal of the school, to center itself on academic development (Mean = 4.22). Moreover, the overwhelming majority of the respondent teachers (93.5%) and school leaders (81.1%) had confirmed that the school has prepared three-year strategic and annual plans.

Furthermore, principals' specific instructional leadership roles related to setting the school goals and vision and defining mission and values as major instructional leadership role that embrace principals' functions such as: the identification of the school's priorities (a bit more than 85% of the respondents had shown their agreement on this specific role of principals); considering the school's goal as a major defining characteristic of the school effectiveness (86.5% of the respondents had revealed their agreement); the school principal himself/herself portrays the best example in setting and realizing the school's goals (83.5% of the respondents had made their

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agreement known); the school has set/defined its goal and designed its vision, mission, values, and plans (87.5% of the respondents had acknowledged their agreement); the school has prepared participatory school improvement plan (86.5% of the respondents had approved their agreement); and there has been high involvement of the major stakeholders of the school while defining the school's goal (slightly more than 82% of the respondents had revealed their agreement). Thus, the respondents of the study confirmed that principals had given due emphasis to carry out instructional leadership roles concerning setting the school goals and vision and defining mission and values in the school. The findings also acknowledge not only what constitutes the instructional leadership role of school principals, but also the positive perception awarded by the major stakeholders (supervisors, principals, vice principals, and teachers) of the school towards instructional leadership roles of principals in creating effective schools/ in enhancing schools' effectiveness. It also implies the understanding and expectations of the stakeholders of the school about the benefits of instructional leadership to enhance the quality of education and ultimately to improve the academic achievement of learners in the school.

Table 5.9: Respondents' View on the Extent that Principals Attempt to Carry-out Instructional Leadership Roles concerning Setting the School Goals and Vision and Defining Mission and Values

Specific roles of principals related to setting the school goals and vision and defining mission and values		Respondents (n = 297)				Mean	Mean Rank	SD
		School Leaders		Teachers				
		Count	%	Count	%			
The school has set/defined its goal and designed its vision, mission, values, and plans.	disagree	2	5.4	16	6.2	4.05	6	.802
	undecided	5	13.5	11	4.2			
	agree	30	81.1	233	89.6			
The school has prepared a participatory school improvement plan.	disagree	7	18.9	13	5.0	4.02	7	.824
	undecided	4	10.8	16	6.2			
	agree	26	70.3	231	88.8			
The school has identified its priorities.	disagree	5	13.5	7	2.7	4.19	3	.850
	undecided	7	18.9	23	8.8			
	agree	25	67.6	230	88.5			
The school has prepared three-year strategic and annual plans.	disagree	3	8.1	3	1.2	4.40	1	.724
	undecided	4	10.8	14	5.4			
	agree	30	81.1	243	93.5			
The school's vision, as goal of the school, focuses on academic development.	disagree	6	16.2	10	3.8	4.22	2	.899
	undecided	9	24.3	19	7.3			
	agree	22	59.5	231	88.8			
There has been high involvement of the major stakeholders of the school while defining the school's goal.	disagree	9	24.3	13	5.0	4.00	8	.928
	undecided	10	27.0	21	8.1			
	agree	18	48.6	226	86.9			
The school's goal should be seen as a major defining characteristic of the school effectiveness	disagree	4	10.8	8	3.1	4.15	4	.803
	undecided	8	21.6	20	7.7			
	agree	25	67.6	232	89.2			
	disagree	7	18.9	13	5.0			

The school principal himself/herself portrays the best example in setting and realizing the school's goals.	undecided	7	18.9	22	8.5	4.06	5	.928
	agree	23	62.2	225	86.5			
Whole Scale/Overall = Grand Mean						4.13		.619

Note: SD represents Standard Deviation

Subsequently, Specific roles of principals related to setting the school goals and vision and defining mission and values were considered as among the roles that constitute instructional leadership roles of principals in the school. The extent that principals attempt to carry out instructional leadership roles concerning setting the school goals and vision and defining mission and values was also considered as high by the respondents.

5.3.2.2. Communicating school goal, vision, mission, and values

At the outset, the school's goal, vision, mission, and values need to be defined. The rationale behind defining the goal of the school seems to have clear awareness among the major stakeholders of the school on the point of departure and to identify the areas that need development in the school. Having a sound understanding of the point of departure and identification of the areas where the school needs development using defining the school's goal would help the major stakeholders of the school comprehend from where does the school begins its journey and to which aspect should the school be a focus on. Subsequently, the school's goal, vision, mission, and values should be made clear and understandable for everyone in the school community. In this regard, communicating the goals set to the school community members before its implementation becomes indispensable. It should be shared among the major stakeholders of the school. That is why Murphy and Lick (2005: 50-51) state the importance of communicating among the major stakeholders of the school and having a shared school goal, vision, mission, and values as an essential dimension in instructional leadership as it: - provides direction to resources allocation and management; indicates how personnel will be deployed; defines how schedules will be organized; indicates what the professional development priorities will be, and provides a guidepost in decision making about teaching and learning. Principals, as effective and efficient instructional leaders of the school, should play a major role in this respect.

Table 5.10 displays respondents' views on the extent that principals make an effort to execute instructional leadership roles about communicating school goals, vision, mission, and values. Communicating school goals, vision, mission, and values is also another important instructional

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leadership dimension that principals, as instructional leaders, are believed to concentrate on while managing the school as a social organization with teaching and learning as its main mission. Accordingly, the overwhelming majority of teachers (that ranges from 85 to 90.4 percent of the respondent teachers for all principal roles that are related to communicating school goal, vision, mission, and values) and a significant number of school leaders (at least 54.1% and at most 75.7% of respondent school leaders) had confirmed that principals in the sample school had exerted their effort to execute specific instructional leadership roles associated with communicating school goal, vision, mission, and values.

Table 5.10: Respondents' View about Principals' Effort about Communicating School Goal, Vision, Mission, and Values

Principals' roles regarding communicating school goal, vision, mission, and values		Respondents (n = 297)				Mean	Mean Rank	SD
		School leaders		Teachers				
		count	%	count	%			
The school's vision and mission are clear and understandable for everyone in the school community.	disagree	6	16.2	8	3.1	4.09	3	.779
	undecided	7	18.9	17	6.5			
	agree	24	64.9	235	90.4			
The vision and mission are written and displayed in and around the school.	disagree	5	13.5	9	3.5	4.13	2	.759
	undecided	4	10.8	22	8.5			
	agree	28	75.7	229	88.1			
The school's goal or attainment targets are shared among the members of the school.	disagree	8	21.6	16	6.2	4.14	1	.992
	undecided	9	24.3	23	8.8			
	agree	20	54.1	221	85.0			
The school's goal has been accepted and verified by teachers in the school.	disagree	8	21.6	12	4.6	4.06	4	.819
	undecided	8	21.6	19	7.3			
	agree	21	56.8	229	88.1			
The school's goal is remarkably articulated by the principal of the school.	disagree	6	16.2	16	6.2	3.88	7	.819
	undecided	6	16.2	18	6.9			
	agree	25	67.6	226	86.9			
The school's goal has been communicated to and supported by everyone in the school community.	disagree	8	21.6	16	6.2	4.01	6	.895
	undecided	7	18.9	20	7.7			
	agree	22	59.5	224	86.2			
There has been high involvement among the major stakeholders of the school during communication.	disagree	8	21.6	14	5.4	4.04	5	.903
	undecided	9	24.3	22	8.5			
	agree	20	54.1	224	86.2			
Whole Scale/Overall = Grand Mean						4.05		.695

Note: SD represents Standard Deviation

Specifically, Table 5.10 specifies that 24 school leaders (64.9% of the respondent school leaders) and 235 teachers that may be considered as the overwhelming majority (90.4% of the respondent teachers) had indicated that the school's vision and mission are clear and understandable for everyone in the school community. The significant majority of respondent school leaders, who

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were 28 in number (75.7% of the respondent school leaders) out of 37 sample number of school leaders (i.e., 7 Supervisors + 7 Principals + 23 Vice Principals = 37 School Leaders), and the vast majority of respondent teachers, who were 229 teachers (88.1% of the respondent teachers) had indicated that the vision and missions of the school are written and displayed in and around the school. Among the respondents, 85% of the respondent teachers (221 in number) and 54.1% of school leaders (20 school leaders) had agreed that the vision and mission of the school are written and displayed in and around the school. The vast majority of teachers (88.1%) and a significant number of school leaders (56.8%) had confirmed that the school's goal has been accepted and verified by teachers in the school. Similarly, the majority of teacher respondents and a significant number of school leaders had indicated their agreement that there has been high involvement among the major stakeholders of the school during communication (86.2% and 54.1% respectively); the school's goal has been communicated to and supported by everyone in the school community (86.2% of the respondent teachers and 59.5% of school leaders); and that the school's goal is remarkably articulated by the principal of the school (86.9% of the respondent teachers and 67.6% of school leaders).

The high mean values of the respondents' response for each specific role of principal concerning communicating school goal, vision, mission, and values, as depicted in Table 5.10, clearly indicate that principals had done their best to perform the roles. Thus, in terms of their mean rank order (from 1st to 7th), the findings indicate that the school's goal or attainment targets are shared among the members of the school (mean = 4.14); the vision and mission are written and displayed in and around the school (mean = 4.13); the school's vision and mission are clear and understandable for everyone in the school community (mean = 4.09); the school's goal has been accepted and verified by teachers in the school (mean = 4.06); there has been high involvement among the major stakeholders of the school during communication (mean = 4.04); the school's goal has been communicated to and supported by everyone in the school community (mean = 4.01), and the school's goal is remarkably articulated by the principal of the school (mean = 3.88).

5.3.2.3. Managing instructional program of the school

Managing the instructional program of the school is one other important instructional leadership dimension that principals of schools are believed to perform as their important instructional leadership role. Managing the instructional program of the school involves different roles that

principals are expected to execute while coordinating school as an organization, which are supposed to be sources of skilled manpower for all sectors of the government and non-government institutions/organizations. Table 5.11 here below depicts principals' roles regarding managing an instructional program of the school.

Table 5.11: Principals' Roles Regarding Managing Instructional Program of the School

Principals' roles while managing an instructional program of the school		Respondents (n = 297)				Mean	Mean Rank	SD
		School Leaders		Teachers				
		Count	%	Count	%			
The principal considers curriculum and teaching as the core function of a school.	disagree	6	16.2	12	4.6	4.07	5	.85
	undecided	6	16.2	13	5.0			
	agree	25	67.6	235	90.4			
The principal engages himself/herself in the curricular and instructional program of the school.	disagree	5	13.5	9	3.5	4.08	4	.80
	undecided	7	18.9	23	8.8			
	agree	25	67.6	228	87.7			
Principal believes that failure in managing instructional program causes failure in attaining goals.	disagree	1	2.7	11	4.2	4.23	1	.80
	undecided	10	27.0	17	6.5			
	agree	26	70.3	232	89.2			
The principal ensures that the school goal is fully translated into the curriculum and practiced in the process of instruction.	disagree	4	10.8	6	2.3	4.20	2	.79
	undecided	8	21.6	20	7.8			
	agree	25	67.6	232	89.9			
Principal ensures that teachers align teaching objectives with learning activities in the classroom.	disagree	4	10.8	6	2.3	4.03	8	.72
	undecided	10	27.0	21	8.1			
	agree	23	62.2	233	89.6			
The principal urges/inspires teachers to choose curriculum materials that suit the students' needs and interests best.	disagree	7	18.9	11	4.2	3.99	11	.91
	undecided	11	29.7	30	11.5			
	agree	19	51.4	219	84.2			
Principal holds a continuous discussion with teachers regarding learners' academic achievement.	disagree	8	21.6	12	4.6	4.05	6	.90
	undecided	7	18.9	24	9.2			
	agree	22	59.5	224	86.2			
The principal assigns curriculum experts and senior teachers responsible for coordinating the curriculum.	disagree	13	35.1	14	5.4	4.00	10	1.02
	undecided	8	21.6	28	10.8			
	agree	16	43.2	218	83.8			
Principal frequently supervises instruction to realize measurable improvements in learner results.	disagree	6	16.2	14	5.4	4.01	9	.87
	undecided	12	32.4	21	8.1			
	agree	19	51.4	225	86.5			
The principal ensures that learners' needs are central to all decision making during curriculum coordination	disagree	6	16.2	10	3.8	4.10	3	.86
	undecided	10	27.0	20	7.7			
	agree	21	56.8	230	88.5			
The principal ensures the use of appropriate curricula, learning resources, and instructional strategies.	disagree	9	25.0	10	3.9	4.05	6	.85
	undecided	6	16.7	26	10.0			
	agree	21	58.3	223	86.1			
Whole Scale/Overall = Grand Mean						4.08		.64

Note: SD represents Standard Deviation

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Surprisingly, here also, as indicated in Table 5.11, the overwhelming majority of the respondent teachers (that ranges from nearly 84 to 90.4 percent) and a significant majority of respondent school leaders (that peaks to more than 70 percent) had approved that principals had given much weight to execute/carry-out their specific roles related with one of the instructional leadership dimensions, which has been labeled as managing an instructional program of the school. Still, the high mean weights of the respondents' response for each specific role of principal concerning managing an instructional program of the school, as portrayed in Table 5.11, markedly point out that principals had executed the roles with the necessary commitment.

When we consider the mean rank for each specific role of principals about managing an instructional program of the school, comparatively, as indicated in Table 5.11, principals' commitment and belief that failure in managing instructional program causes failure in attaining goals of the school, and principals' endeavor to ensure that the school goal fully translated in the curriculum and practiced in the process of instruction was given the most favorable opinion by the respondents of this study with corresponding mean weights of 4.23 and 4.20 respectively. Whereas, principals' effort in urging/inspiring teachers to choose curriculum materials that suit the learners' needs and interests best was given relatively the least favorable opinion by the respondents of this study with a corresponding mean weight of 3.99.

Markedly, what was an interesting finding here is that the respondents had given no unfavorable opinion for the roles of principals in managing an instructional program of the school. This finding implies three important aspects that may well provide answers for the three basic guiding questions of this study. One is about what constitutes instructional leadership roles of principals. The other one is the positive perception awarded to instructional leadership by the major stakeholders of the school (supervisors, principals, vice principals, and teachers), as all the specific roles associated with managing an instructional program of the school are instructional leadership roles of principals. The third important aspect one could easily infer from the finding at this specific point (principals' roles regarding managing an instructional program of the school) is that principals were exerting forth effort to implement their roles of managing the instructional program.

Thus, in terms of their relative mean rank order (from 1st to 11th), as presented in Table 5.11, the mean weight of each role of principals as regards managing instructional programs is presented as

follows. Principal believes that failure in managing instructional program causes failure in attaining goals (mean = 4.23); principal ensures that the school goal fully translated in the curriculum and practiced in the process of instruction (mean = 4.20); principal ensures that students' needs are central to all decision making during curriculum coordination (mean = 4.10); principal engages himself/herself in the curricular and instructional program of the school (mean = 4.08); principal considers curriculum and teaching as the core function of a school (mean = 4.07); principal holds a continuous discussion with teachers regarding learners' academic achievement (mean = 4.05); principal ensures the use of appropriate curricula, learning resources and instructional strategies (mean = 4.05); principal ensures that teachers align teaching objectives with learning activities in the classroom (mean = 4.03); principal frequently supervises instruction to realize measurable improvements in learner results (mean = 4.01); principal assigns curriculum experts and senior teachers responsible in coordinating curriculum (mean = 4.00); and principal urges/inspires teachers to choose curriculum materials that suits the learners' needs and interest best (mean = 3.99). One can easily infer from the percentage distribution of the respondents, as indicated in Table 5.11, far more proportion of the respondent teachers had shown more weight in terms of their agreement than the school leader respondents.

Thus, respondents of this study have acknowledged that principals in the sample schools put forth the effort to execute specific roles associated with managing an instructional program of the school, which has been one important constituent element of instructional leadership dimensions. Thus, managing instructional programs have been considered as all about the management of the school as an educational institution/organization. This is so because everything that needs to be done in the school is most important to improve the teaching and learning process that could be exhibited through the interaction among the three necessary variables (i.e., curriculum, teachers, and learners) in the classroom where teaching and learning are usually going on.

5.3.2.4. Empowering and supporting students in the school

If the school strives to attain its objectives and goals effectively and efficiently, empowering and supporting learners in the school is very indispensable. This is so because school's goal achievement has been intricately associated with the academic performance of learners, which directly or indirectly reveals the new knowledge that they have acquired, the skills that the learners have developed, and above all the desired change of behavior that they have attained as a result of

education. Table 5.12, here below, depicts respondents' views/opinions concerning school principals' roles in the area of empowering and supporting learners in the school.

Table 5.12: Principals' Roles of Empowering and Supporting Learners in the School

Principals' roles of empowering and supporting learners in the school		Respondents (n = 297)				Mean	Mean Rank	SD
		School Leaders		Teachers				
		Count	%	Count	%			
The principal ensures that learners support each other using Network or group formations.	disagree	9	24.3	13	5.0	3.93	11	.87
	undecided	5	13.5	17	6.5			
	agree	23	62.2	230	88.5			
The principal ensures that learners are actively participating in various clubs or co-curricular activities.	disagree	5	13.5	11	4.2	4.08	8	.77
	undecided	7	18.9	23	8.8			
	agree	25	67.6	226	86.9			
The principal ensures that learners are participating and making decisions by involving in Student Council.	disagree	5	13.5	13	5.0	4.20	1	.91
	undecided	9	24.3	19	7.3			
	agree	23	62.2	228	87.7			
The principal ensures that learners use their time effectively for learning.	disagree	6	16.2	7	2.7	4.19	2	.79
	undecided	8	21.6	18	6.9			
	agree	23	62.2	235	90.4			
The principal ensures that teachers provide tutorial and make-up classes for learners.	disagree	3	8.1	7	2.7	4.17	5	.73
	undecided	4	10.8	20	7.7			
	agree	30	81.1	233	89.6			
Principal ensures that teachers use various active learning methods.	disagree	5	13.5	9	3.5	4.04	9	.82
	undecided	11	29.7	23	8.8			
	agree	21	56.8	228	87.7			
The principal ensures that teachers provide support to female learners and learners with special needs.	disagree	3	8.1	13	5.0	4.13	7	.85
	undecided	7	18.9	13	5.0			
	agree	27	73.0	234	90.0			
The principal ensures that teachers undertake a continuous assessment of learners' work	disagree	5	13.5	11	4.2	4.18	4	.89
	undecided	8	21.6	17	6.5			
	agree	24	64.9	232	89.2			
The principal ensures that parents provide support to learners in their learning at home.	disagree	11	29.7	18	6.9	4.01	10	.97
	undecided	10	27.0	24	9.2			
	agree	16	43.2	218	83.8			
The principal provides learners with frequent counseling and advising services on different occasions.	disagree	6	16.2	6	2.3	4.15	6	.78
	undecided	9	24.3	27	10.4			
	agree	22	59.5	227	87.3			
Principal provides high achieving learners with rewards (incentives).	disagree	2	5.4	4	1.5	4.19	2	.67
	undecided	2	5.4	12	4.6			
	agree	33	89.2	244	93.8			
Whole Scale/Overall = Grand Mean						4.12		.58

Note: SD represents Standard Deviation

Accordingly, as shown in Table 5.12, respondents of this study have recognized that principals had given considerable attention to carry out their respective roles related to empowering and supporting learners in the school. Specifically, in terms of the mean rank order given based on the weight of mean for each particular role of principals in this regard, principals' attempt to ensure

that learners are participating and making decisions by involving in learner council (mean = 4.20) was given the highest weight when compared to other roles of principals while empowering and supporting learners in the school. Moreover, 90.4% of the respondent teachers and 62.2% of school leaders have confirmed that principals ensure that learners use their time effectively for learning (mean = 4.19). Equally, 93.8% of the respondent teachers and 89.2% of school leaders have recognized that the principal provides high-achieving learners with rewards (incentives) in the school (mean = 4.19). All the roles of principals concerning empowering and supporting learners in the school are given with a high mean value as is indicated in Table 5.12 below. Thus, it is evident from the findings that principals' roles of empowering and supporting students in the schools are highly implemented. However, principals' attempt to ensure that learners support each other using network or group formations was given relatively the least favorable opinion by the respondents of this study with a corresponding mean weight of 3.93. In addition, during FGDs, teachers from PTSA members and learners from learners' council members in the school tend to criticize and to question the relevance of learners' networking by considering it as a burden upon high achieving learners who have been assigned as the coordinators and chairs of their respective groups.

The purpose of learners' grouping as net-workings in each instructional classroom is to promote cooperative learning among learners. Principals as school leaders are expected to give due emphasis and promote cooperative learning among learners to improve their academic performance and to support them to rightly interact with one another. Learners are required to work cooperatively with a vested interest in each other's learning as well as their own. This is so because, as Singh and Agrawal (2011: 2) acknowledges, cooperation among learners helps celebrate each other's successes, encourage each other to do homework, and learn to work together regardless of the difference among themselves in terms of ethnic backgrounds or whether they are male or female, disabled or not, and so on.

5.3.2.5. Promoting professional development exercises in the school

This dimension encompasses behaviors that are consistent with life-long learning. Principals, as instructional leaders, are required to encourage teachers to learn more about learner achievement through data analysis. Principals are also likely to provide professional development opportunities that are aligned to school goals and provide resources that develop the professionalism of teachers.

Accordingly, this section scrutinizes the views of the respondents concerning principals' attempt to promote professional development exercises in the school.

Table 5.13: Principals' Instructional Leadership Roles About Promoting Professional Development Exercises in the School

principals' instructional leadership roles about promoting professional development exercises in the school		Respondents (n = 297)				Mean	Mean Rank	SD
		School Leaders		Teachers				
		Count	%	Count	%			
The principal creates an opportunity for lesson observations among peer teachers.	disagree	6	16.2	10	3.8	3.97	10	.75
	undecided	3	8.1	13	5.0			
	agree	28	75.7	237	91.2			
The principal organizes courses and workshops as mechanisms of professional development.	disagree	10	27.0	16	6.2	3.82	11	.95
	undecided	10	27.0	29	11.2			
	agree	17	45.9	215	82.7			
Principal encourages teachers to conduct action research.	disagree	5	13.5	5	1.9	4.20	2	78
	undecided	10	27.0	28	10.8			
	agree	22	59.5	227	87.3			
The principal facilitates experience-sharing visits to other schools.	disagree	10	27.0	20	7.7	4.03	7	.97
	undecided	6	16.2	22	8.5			
	agree	21	56.8	218	83.8			
Principal motivates teachers to conduct tutorials and make-up classes	disagree	2	5.4	4	1.5	4.26	1	.75
	undecided	5	13.5	21	8.1			
	agree	30	81.1	235	90.4			
The principal encourages teachers to participate in different educational committees and co-curricular activities.	disagree	3	8.1	7	2.7	4.13	4	.72
	undecided	7	18.9	23	8.8			
	agree	27	73.0	230	88.5			
The principal encourages teachers to prepare curriculum development materials.	disagree	6	16.2	8	3.1	4.03	7	.81
	undecided	7	18.9	21	8.1			
	agree	24	64.9	231	88.8			
The principal encourages teachers to upgrade themselves concerning career promotion and qualification.	disagree	5	13.5	9	3.5	4.10	5	.75
	undecided	4	10.8	14	5.4			
	agree	28	75.7	237	91.2			
Principal organizes/arranges English Language Improvement program for teachers.	disagree	16	43.2	28	10.8	3.72	12	1.01
	undecided	6	16.2	38	14.6			
	agree	15	40.5	194	74.6			
The principal facilitates induction courses and arranges to work with mentors for new/novice teachers.	disagree	10	27.0	20	7.7	4.01	9	.98
	undecided	7	18.9	26	10.0			
	agree	20	54.1	214	82.3			
Principals facilitate continuous professional development activities for at least 60 hours per year.	disagree	6	16.2	12	4.6	4.04	6	.82
	undecided	6	16.2	24	9.2			
	agree	25	67.6	224	86.2			
The principal distributes leadership roles among the major stakeholders of the school.	disagree	4	10.8	12	4.6	4.14	3	.84
	undecided	9	24.3	19	7.3			
	agree	24	64.9	229	88.1			
Whole Scale/Overall = Grand Mean						4.04		.59

Note: SD represents Standard Deviation

Table 5.13 depicts principals' instructional leadership roles in promoting professional development exercises in the school. Given that, as shown in Table 5.13, respondents of the study (both school leaders and teachers) have acknowledged that principals had given great attention to executing their respective roles related to promoting professional development exercises in the school as the calculated mean for all the roles are either in the 'high' or 'very high' category. In particular, in terms of the mean rank order given based on the weight of mean for each particular role of principals in promoting professional development exercises in the school, principals' attempt to motivate teachers to conduct tutorials and make-up classes (mean = 4.26), principals' effort to encourage teachers to conduct action research (mean = 4.20), and principals' endeavor to distribute and delegate leadership roles among the major stakeholders of the school (mean = 4.14) were given the highest weight when compared to other roles within this instructional leadership dimension. That is, the ranking by mean score, as depicted in Table 5.13, shows that respondents had a more positive opinion about the aspects that pronounce as "principal motivates teachers to conduct tutorials and make-up classes", that assert as "principal encourages teachers to conduct action research", and that state as "principal distributes leadership roles among the major stakeholders of the school" than the rest of the principal roles concerning promoting professional development exercises in the school. On the other hand, relatively, principals' attempt to organize/arrange English language improvement programs for teachers (mean = 3.72), and principals' endeavor in organizing courses and workshops as mechanisms of professional development (mean = 3.82) were given a least favorable opinion by the respondents of the study.

As indicated in Table 5.13 via percentage distribution of the respondents, the overwhelming majority of teachers and a significant proportion of school leaders had approved that principals are determined to perform their roles related to promoting professional development exercises in the school. Given that, based on the mean rank order, 90.4% of respondent teachers and 81.1% of respondent school leaders had agreed that principal motivates teachers to conduct tutorials and make-up classes (mean = 4.26); and 87.3% of respondent teachers and 59.5% of respondent school leaders had decided that principal encourages teachers to conduct action research (mean = 4.20). Action research is considered as a means of improving practitioners' (i.e., practitioners in the school include mainly teachers, principals, and supervisors) problem-solving skills and their attitudes toward professional development and institutional change, as well as of increasing their confidence and professional self-esteem. Teachers, principals, and supervisors, through

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conducting action research, look at a problem in their own classroom/school/district to be able to gather information and make an informed action plan. The purpose is generally to improve one's teaching or address a specific, school or local concern. Moreover, action research is research that addresses specific questions in a classroom, school, or district to improve teaching and learning or provides the necessary information to help in decision making (Morrell & Carroll, 2010: 17).

In the same way, as Table 5.13 depicts, 88.1% of respondent teachers and 64.9% of respondent school leaders had acknowledged that principal distributes leadership roles among the major stakeholders of the school (mean = 4.14); 88.5% of respondent teachers and 73% of respondent school leaders had said that principal encourages teachers to participate in different educational committee and co-curricular activities (mean = 4.13); 91.2% of respondent teachers and 75.7% of respondent school leaders had stated that principal encourages teachers upgrade themselves with respect to career promotion and qualification (mean = 4.10); 86.2% of respondent teachers and 67.6% of respondent school leaders had confirmed that principals facilitate continuous professional development activities for at least 60 hours per year (mean = 4.04); and 88.8% of respondent teachers and 64.9% of respondent school leaders had approved that principal encourages teachers so as to prepare curriculum development materials (mean = 4.03). Other roles of principals about promoting professional development exercises in the school, as the mean weights indicated in Table 5.13 confirm, were also given high scores by the respondents of the study.

From the percentage distribution of the respondents, as shown in Table 5.13, one can easily infer that proportionally more teachers had favorable positive opinions/views than school leaders. Such state of affairs may indicate the tendency of teachers to recognize and appreciate the effort exerted on the part of principals and/or school leaders to execute their instructional leadership roles related to promoting professional development exercises in the school. Whoever is praised should be primarily for the effort that he/she exerts to the best of his/her capability. This is so maybe because all the skills and knowledge in the world are of no avail if people do not put forth an effort to apply their skills and knowledge to the specific tasks. In this regard, principals, as school leaders, seem to have gained trust and recognition from the teachers in their respective schools. Another important implication of teachers' favorable positive opinion towards instructional leadership roles of principals and/or school leaders seems to have emanated from the teachers good, happiness, or

pleased with their job feelings because of the instructional leadership approach employed in the school as an approach of managing school and the implementation of school improvement program (SIP) reform that may minimize dissatisfaction and pave the way to maximize satisfaction among teachers in the school.

5.3.2.6. Promoting a safe and healthy school environment and learning climate

Promoting a safe and healthy school environment and learning climate has been another important aspect of instructional leadership dimensions that school principals, as effective and efficient instructional leaders, should give due emphasis. Data on how respondents (both school leaders and teachers) view principals' instructional leadership roles about promoting/developing a safe and healthy school environment and learning climate was displayed in Table 5.14 here below.

Respondents (both school leaders and teachers), as indicated in Table 5.14, have agreed that principals had given sound consideration to execute their respective roles related to promoting/developing a safe and healthy school environment and learning climate as the calculated mean weights for all the roles were in the 'high' and 'very high' categories. The responses of the respondents for this instructional leadership dimension, as depicted in Table 5.14, were more or less similar to the responses given for other roles of principals concerning different dimensions of instructional leadership (that include setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; and promoting professional development exercises in the school) as reflected above during the analysis of their respective data.

Above all, in terms of the mean rank order given based on the weight of mean for each particular role of principals in developing a safe and healthy school environment and learning climate, as clearly shown in Table 5.14, principals' endeavor to ensure that school days are properly utilized according to the academic calendar (mean = 4.30), principals' attempt to supervise and guide teachers and to ensure that they are working without wasting educational/instructional time (mean = 4.26), and principals' commitment to ensuring that teachers conduct makeup lessons when there has been missed periods/sessions (mean = 4.22) were given the highest weight when compared to other roles within this instructional leadership dimension. That is to say, the ranking by mean

score, as depicted in Table 5.14, shows that respondents had an utmost positive opinion on school principals' concerted effort in utilizing school days appropriately, supervising and guiding teachers, and encouraging teachers to conduct makeup lessons when there has been missed periods/sessions.

Table 5.14: Principals' Instructional Leadership Roles Concerning Promoting/Developing Safe and Healthy School Environment and Learning Climate

Principals' instructional leadership roles concerning developing a safe and healthy school environment and learning climate		Respondents (n = 297)				Mean	Mean Rank	SD
		Leaders		Teachers				
		Count	%	Count	%			
The principal frequently attempts to motivate teachers and other major stakeholders of the school.	disagree	10	27.0	20	7.7	3.82	10	.88
	undecided	5	13.5	23	8.8			
	agree	22	59.5	217	83.5			
The principal ensures that teachers conduct makeup lessons when there have been missed periods/sessions.	disagree	2	5.4	6	2.3	4.22	3	.73
	undecided	6	16.2	24	9.2			
	agree	29	78.4	230	88.5			
The principal supervises teachers to ensure that they are working without wasting educational/instructional time.	disagree	6	16.2	9	3.5	4.26	2	.86
	undecided	8	21.6	24	9.2			
	agree	23	62.2	227	87.3			
The principal ensures that school days are properly utilized according to the academic calendar.	disagree	1	2.7	3	1.2	4.30	1	.70
	undecided	7	18.9	17	6.5			
	agree	29	78.4	240	92.3			
The principal makes him/her frequently available for others in the school site and office.	disagree	3	8.1	7	2.7	4.11	6	.73
	undecided	10	27.0	24	9.2			
	agree	24	64.9	229	88.1			
Principal plans/develops professional development programs based on the needs and interests of teachers.	disagree	7	18.9	15	5.8	3.96	9	.91
	undecided	11	29.7	26	10.0			
	agree	19	51.4	219	84.2			
The principal makes forth effort to create healthy teaching and learning environment.	disagree	2	5.4	4	1.5	4.10	7	.71
	undecided	11	29.7	27	10.4			
	agree	24	64.9	229	88.1			
The principal motivates hardworking teachers based on the extent of effort they exert.	disagree	4	10.8	8	3.1	4.18	4	.78
	undecided	6	16.2	21	8.1			
	agree	27	73.0	231	88.8			
The principal provides incentives for learning and high-achieving learners.	disagree	3	8.1	5	1.9	4.10	7	.68
	undecided	9	24.3	17	6.5			
	agree	25	67.6	238	91.5			
The principal sets clear targets to be attained by teachers' teaching and learners' learning.	disagree	4	10.8	4	1.5	4.14	5	.76
	undecided	11	29.7	28	10.8			
	agree	22	59.5	228	87.7			
Whole Scale/Overall = Grand Mean						4.12		.56

Note: SD represents Standard Deviation

On the other hand, comparatively, principals' frequent endeavor to motivate teachers and other major stakeholders of the school (mean = 3.82), and principals' attempt to plan/develop professional development programs based on the needs and interests of teachers (mean = 3.96) were given least favorable opinion by the respondents of the study.

The other roles of principals about promoting/developing a safe and healthy school environment and learning climate, as described in Table 5.14, were lying somewhere in the middle. These roles of principals include activities such as principal motivates hardworking teachers based on the extent of effort they exert (mean = 4.18); principal sets clear targets to be attained by teachers' teaching and learners' learning (mean = 4.14); principal makes him/her frequently available for others in the school site and office (mean = 4.11); principal makes forth effort to create healthy teaching and learning environment (mean = 4.10); and principal provides incentives for learning and high achieving learners (mean = 4.10).

The important finding from the analysis of Table 5.14 is that respondents of this study (both school leaders and teachers) had favorable positive views/opinions towards principals' instructional leadership roles concerning developing a safe and healthy school environment and learning climate. This implies a positive perception bestowed to instructional leadership roles of principals by the major stakeholders of the school.

5.3.2.7. Promoting community participation in the school

Community participation/engagement is about the involvement of people in schools' decisions that affect the community. If a school is to achieve its goal, then it requires all-embracing participation from the community that the school is believed to serve. Community participation has a great role in planning, implementation, and monitoring, and evaluation of the overall school functions as well as school reforms such as school improvement programs. Principals of the school as top executives of the school and as effective school leaders are expected to play a major role in coordinating as well as promoting community participation in the school.

Given that, Table 5.15 depicts the opinions/views of respondents (both school leaders and teachers) concerning principals' instructional leadership roles in promoting community participation in the school. Accordingly, the respondents of this study, as shown in Table 5.15, had a more favorable/positive opinion/view for principals' effort to ensure that parents actively participate in parents-teachers-students association (PTSA) activities (mean = 4.13), to provide regular information to parents and the local community about learners' learning (mean = 4.10), to ensure that there is evidence to show that parents express satisfaction (mean = 4.07), to promote the advantages of education/schooling in terms of benefiting the school community (mean = 4.06), to

involve staff (teachers and supportive/administrative personnel in the school), learners and the community in the development & implementation of school policies (mean = 4.03), and to ensure that parents provide support to learners in their learning at home (mean = 4.00).

Table 5.15: Principals' Instructional Leadership Roles in Promoting Community Participation in the School

Principals' instructional leadership roles in promoting community participation in the school		Respondents (n = 297)				Mean	Mean Rank	SD
		School Leaders		Teachers				
		Count	%	Count	%			
The principal keeps parents regularly informed of learner progress and school events and receives feedback.	disagree	10	27.0	12	4.6	3.94	9	.90
	undecided	6	16.2	29	11.2			
	agree	21	56.8	219	84.2			
The principal encourages parents to make meaningful participation at the school and classroom levels.	disagree	10	27.0	12	4.6	3.97	7	.85
	undecided	6	16.2	28	10.8			
	agree	21	56.8	220	84.6			
Principal provides regular information to parents and the local community about learners' learning.	disagree	10	27.0	10	3.8	4.10	2	.87
	undecided	9	24.3	24	9.2			
	agree	18	48.6	226	86.9			
The principal ensures that parents provide support to learners in their learning at home.	disagree	8	21.6	10	3.8	4.00	6	.90
	undecided	13	35.1	37	14.2			
	agree	16	43.2	213	81.9			
Principal ensures that parents actively participate in parents-teachers-students association (PTSA) activities.	disagree	7	18.9	9	3.5	4.13	1	.86
	undecided	5	13.5	23	8.8			
	agree	25	67.6	228	87.7			
Principal ensures that there are evidences to show that parents express satisfaction.	disagree	6	16.2	10	3.8	4.07	3	.84
	undecided	10	27.0	19	7.3			
	agree	21	56.8	231	88.8			
Principals work co-operatively with the overall school community and stakeholders.	disagree	10	27.0	19	7.3	3.95	8	.95
	undecided	7	18.9	25	9.6			
	agree	20	54.1	216	83.1			
The principal involves staff, learners, and the community in the development & implementation of school policies.	disagree	7	18.9	13	5.0	4.03	5	.90
	undecided	11	29.7	27	10.4			
	agree	19	51.4	220	84.6			
The principal promotes the advantages of education/schooling in terms of benefiting the school community.	disagree	6	16.2	14	5.4	4.06	4	.86
	undecided	12	32.4	19	7.3			
	agree	19	51.4	227	87.3			
Whole Scale/Overall = Grand Mean						4.03		.69

Note: SD represents Standard Deviation

Though it appears to be a slight difference with the mean weights of the other roles of principals about promoting community participation in the school, as revealed in Table 5.15, comparatively, principals' attempt to keep parents regularly informed of learner progress and school events and receives feedback (mean = 3.94), to work co-operatively with the overall school community and stakeholders (mean = 3.95), and to encourage parents to make meaningful participation at school

and classroom level were given not as much of favorable opinion by the respondents of the study. Notwithstanding, the mean weight of each role of the principal in promoting community participation in the school, as presented in Table 5.15, indicate that principals had given profound responsiveness to discharge their roles.

5.3.3. School Improvement Program/SIP Related Roles of Principals

This section examines the emphasis given by the school principals in implementing school improvement programs (SIP) in the school. This part also scrutinizes the extent that principals execute their roles concerning school improvement program (SIP) planning, implementation, and monitoring and evaluation in the schools. In addition, it signifies how to measure stakeholders of school (principals, vice-principals, supervisors, teachers, school improvement program/SIP coordinators, parent-teacher-student association/PTSA members, and learners) perceive roles of principals about school improvement program (SIP) in the school.

Subsequently, teachers, principals, vice principals, and supervisors (respondents of the study where n = 297) were made to give their opinion on each specific role of principals as regards school-improvement program, based on the scales provided. The opinions of the respondents on SIP related roles of principals were assessed primarily against the major SIP domains (teaching and learning domain, creating safe and orderly learning/school environment domain, school leadership and management domain, and community participation domain) and alongside the major roles of principals while working on SIP as a school reform function that includes defining and communicating school improvement program (SIP), promoting professional development activities in the school, and many other roles expected from principals while planning, implementing, and monitoring and evaluation of SIP in the school. The data obtained from the respondents' were analyzed using different computational techniques or statistical tools like frequency, percentage distribution, mean, standard deviation, Pearson correlation coefficient (R), analysis of variance (ANOVA) that is symbolized as F or F-value in the tables, and T-test.

The ratings of the principals' roles about SIP-related functions by the respondents were based in the form of a rating scale similar to a Likert scale (that is, Always = 5, Frequently = 4, Sometimes = 3, Rarely = 2, or Never = 1). That is to say that the five-point rating scale associated with the scaled questionnaire items of a questionnaire that are related to the school improvement program

(SIP) in the schools were labeled as either: "Never" that may imply lack of effectiveness or very minimal effectiveness and that could be represented/equated to 1; "Rarely" that shows less effectiveness or minimal effectiveness and that could be represented/equated to 2; "Sometimes" that could be taken as moderately effective or effectiveness at medium level and it has to be equated to 3; "frequently" that indicates more effectiveness or high effectiveness that is equivalent to 4 in the rating scale; and "Always" for Most effective or Very high effectiveness which is given with 5 points. Thus, the following consecutive subsections present tables and describe the analysis result that weighs the extent that SIP related roles were executed by school principals as well as examines how to measure stakeholders of school view roles of principals concerning SIP in the school.

The main roles of school principals on the subject of school improvement program (SIP) implementation in the school, as specified above, involve defining and communicating school improvement program; promoting professional development activities; planning, implementing, and monitoring and evaluation of SIP; roles of principals about teaching and learning domain of SIP; roles of principals in connection with creating safe and orderly learning/school environment domain of SIP; roles of principals concerning school leadership and management domain of SIP; and roles of principals as to community participation domain of SIP. The following table (Table 5.16) depicts views/opinions of the respondents (supervisors, principals, vice-principal, and teachers), as the main stakeholders of the school, on the extent that school principals have given due emphasis and executed their roles about school improvement program (SIP) in the school.

As clearly indicated in the table (Table 5.16), there were key important roles of principals about SIP implementation in the school. The main roles of principals considered in the study relating to SIP involve several specific roles (about 52 roles) of principals in the school. The mean scores calculated for all the major roles, which could be considered as important functions of principals in the school to fully implement SIP as a key reform to enhance the quality of education and ultimately improve the academic performance of students in the school, were high (see Table 5.16). That is, principals' attempts to perform the major roles in connection with SIP implementation were rated/considered high by the respondents of the study. Thus, the mean scores as indicated in Table 5.16 show that respondents had a positive opinion about the roles of principals and about

their respective school principals' effort to execute the key roles about SIP implementation in the sample schools.

Table 5.16: Respondents' View on the Extent that Principals Execute their Roles to Implement the School Improvement Program/SIP

No.	Items	No. of Items	Mean	Mean Rank	SD	ANOVA Test	
						F-value	P-value
1	Defining and communicating school improvement program (SIP)	7	3.978	5	.743	11.201	.000
2	Promoting professional development activities	7	3.971	7	.634	11.365	.000
3	Various roles are expected from principals while planning, implementing, and monitoring, and evaluating SIP	8	3.974	6	.721	13.188	.000
4	Roles of principal about teaching and learning domain	8	4.054	1	.566	14.855	.000
5	Creating a safe and orderly learning environment domain	8	3.994	3	.645	10.492	.000
6	School leadership and management domain	6	4.007	2	.673	11.908	.000
7	Community participation domain	8	3.989	4	.652	9.390	.000

Note: SD represents Standard Deviation

As Table 5.16 indicates, among the given main roles of principals about school improvement program/SIP implementation, based on the weights of the mean score, roles of principals about teaching and learning domain (mean = 4.054), and roles of principals concerning school leadership and management domain (mean = 4.007) were considered by the respondents as the most important as well as performed. That is, among the activities that need to be done in the school while implementing SIP, teaching and learning domain related functions and school leadership and management domain linked tasks were relatively given more weight than the activities in the rest of the SIP domains. Comparatively, principals' attempt to executive roles about the teaching and learning domain of SIP in the school weighs most.

This finding implies that SIP implementation in the school goes in agreement with applying the instructional leadership approach which entirely focuses on improving the teaching and learning process to bring about quality education and ultimately enhance students learning in the school. Consequently, implementation of a school improvement program (SIP) in the school supplements and complements the application of instructional leadership approach as management style of school and improves and deepens the extent of execution of instructional leadership roles of principals in the school. For that reason, school principals require considering school improvement program (SIP) as an instrument and strategy that enhances the execution of their instructional leadership roles in their respective schools; and principals also need to consider SIP as a reform that brings about improvement and effectiveness to the school and that paves the way for school principals to be designated as effective instructional leaders in the school.

Likewise, the extent that principals exert forth effort to carry out SIP related roles that contain creating safe and orderly learning/school environment domain of SIP (mean = 3.994); community participation domain of SIP (mean = 3.989); defining and communicating school improvement program (mean = 3.978); various other roles expected from principals while planning, implementing, and monitoring and evaluation of SIP (mean = 3.974); and promoting professional development activities to enhance SIP implementation (mean = 3.971), with a slight difference in the weights given, were also rated high by the respondents of the study.

To see if there were significant differences at 0.01 and 0.05 significance levels among respondents of the study by their current position in the school (supervisors, principals, vice principals, and teachers), a one-way ANOVA was computed. Accordingly, statistically significant differences were observed among supervisors, principals, vice principals, and teachers because for each major role of principals regards SIP implementation, as displayed in Table 5.15 above, P-value (.000) is less than alpha value 0.01 and 0.05. This result necessitated the running of post-hoc test to determine the significance since more than two groups were involved in this study. It was indicated in Table 5.17. Moreover, a T-test was employed to test for a difference between the two groups (School Leaders and Teachers) in terms of their views/opinions toward major roles of school principals concerning SIP implementation in the school (see Table 5.17).

Table 5.17: Inferential Statistics on the Major Roles of School Principals concerning SIP

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Independent Samples Test						
Major roles of school principals concerning school improvement programs (SIP)		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Defining and communicating school improvement program (SIP)	Equal variances assumed	6.480	.011	5.804	295	.000
	Equal variances not assumed			4.8*	42	.000
promoting professional development activities for SIP implementation	Equal variances assumed	11.268	.001	5.884	295	.000
	Equal variances not assumed			4.7**	42	.000
Roles expected from principals while planning & implementing SIP	Equal variances assumed	12.515	.000	6.532	295	.000
	Equal variances not assumed			5.2**	42	.000
Roles of principal about teaching and learning domain of SIP	Equal variances assumed	10.590	.001	6.475	295	.000
	Equal variances not assumed			4.8**	41	.000
Creating a safe and orderly school environment domain of SIP	Equal variances assumed	20.694	.000	5.390	295	.000
	Equal variances not assumed			4.0**	41	.000
Roles within the school leadership and management domain of SIP	Equal variances assumed	23.327	.000	5.887	294	.000
	Equal variances not assumed			4.3**	40	.000
Roles within the community participation domain of SIP	Equal variances assumed	13.721	.000	6.244	293	.000
	Equal variances not assumed			4.8**	41	.000

Note: ** significant at 1%, *significant at 5% level and n=297

Table 5.17 indicates inferential statistics on the major roles of school principals concerning SIP. As clearly shown in Table 5.17, there is a statistically significant difference between School Leaders (Supervisors + Principals + Vice Principals) and Teachers for the reason that for all major roles of principals about SIP implementation, P-value (.000 or .001) is less than alpha value (0.05 and 0.01).

Table 5.18 indicates post-hoc test of respondents' views on the extent that principals execute their roles to implement the school improvement program/SIP in their respective schools. Accordingly, for all variables, as indicated in Table 5.18, there was a significant difference of opinions between supervisors and teachers, as well as teachers and vice-principals at 5% level of significance while there was no significant difference between supervisors and vice-principals. However, for all the variables except on the extent that principals endeavor to perform their roles in the teaching and learning domain of SIP, there were no significant differences of views and perceptions between principals and supervisors, as well as principals and vice-principals at 5% level of significance.

Similarly, there was a significant difference of views and perceptions between principals and teachers on the extent that principals endeavor to perform their roles to implement the school improvement program/SIP in the schools (that encompassed various roles expected from principals while planning, implementing, and monitoring and evaluation of SIP; creating safe and orderly school environment domain; and school leadership and management domain) at 5% level of significance while there was no significant difference on defining and communicating school improvement program (SIP), promoting professional development activities, principals' roles about teaching and learning domain, and community participation domain.

Table 5.18: Post-Hoc Test Results of the Respondents' View on the Extent that Principal Execute their Roles to Implement the School Improvement Program/SIP

Variable	Number of Items	(I) name	(J) name	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Defining and communicating school improvement program (SIP)	7	Supervisors	Principals	-.44898	.37807	.236	-1.1931	.2951
			Vice Principals	-.11890	.30532	.697	-.7198	.4820
			Teachers	-.86185*	.27091	.002	-1.3950	-.3287
		Principals	Supervisors	.44898	.37807	.236	-.2951	1.1931
			Vice Principals	.33008	.30532	.281	-.2708	.9310
			Teachers	-.41287	.27091	.129	-.9460	.1203
		Vice Principals	Supervisors	.11890	.30532	.697	-.4820	.7198
			Principals	-.33008	.30532	.281	-.9310	.2708
			Teachers	-.74295*	.15387	.000	-1.0458	-.4401
		Teachers	Supervisors	.86185*	.27091	.002	.3287	1.3950
			Principals	.41287	.27091	.129	-.1203	.9460
			Vice Principals	.74295*	.15387	.000	.4401	1.0458
Promoting professional development activities	7	Supervisors	Principals	-.14286	.32217	.658	-.7769	.4912
			Vice Principals	.09672	.26018	.710	-.4153	.6088
			Teachers	-.57732*	.23085	.013	-1.0317	-.1230
		Principals	Supervisors	.14286	.32217	.658	-.4912	.7769
			Vice Principals	.23957	.26018	.358	-.2725	.7516
			Teachers	-.43446	.23085	.061	-.8888	.0199
		Vice Principals	Supervisors	-.09672	.26018	.710	-.6088	.4153
			Principals	-.23957	.26018	.358	-.7516	.2725
			Teachers	-.67403*	.13112	.000	-.9321	-.4160

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				Mean Diff	Std. Error	Sig.	Lower	Upper
		Teachers	Supervisors	.57732*	.23085	.013	.1230	1.0317
			Principals	.43446	.23085	.061	-.0199	.8888
			Vice Principals	.67403*	.13112	.000	.4160	.9321
Various roles expected from principals while planning, implementing, and monitoring and evaluation of SIP	8	Supervisors	Principals	-.23214	.36375	.524	-.9480	.4837
			Vice Principals	-.01475	.29375	.960	-.5929	.5634
			Teachers	-.79945*	.26065	.002	-1.3124	-.2865
		Principals	Supervisors	.23214	.36375	.524	-.4837	.9480
			Vice Principals	.21739	.29375	.460	-.3607	.7955
			Teachers	-.56731*	.26065	.030	-1.0803	-.0543
		Vice Principals	Supervisors	.01475	.29375	.960	-.5634	.5929
			Principals	-.21739	.29375	.460	-.7955	.3607
			Teachers	-.78470*	.14804	.000	-1.0761	-.4933
		Teachers	Supervisors	.79945*	.26065	.002	.2865	1.3124
			Principals	.56731*	.26065	.030	.0543	1.0803
			Vice Principals	.78470*	.14804	.000	.4933	1.0761
Roles of principal with regard to teaching and learning domain of SIP	8	Supervisors	Principals	-.62500*	.28335	.028	-1.1827	-.0673
			Vice Principals	-.16770	.22882	.464	-.6180	.2826
			Teachers	-.80453*	.20303	.000	-1.2041	-.4049
		Principals	Supervisors	.62500*	.28335	.028	.0673	1.1827
			Vice Principals	.45730*	.22882	.047	.0070	.9076
			Teachers	-.17953	.20303	.377	-.5791	.2201
		Vice Principals	Supervisors	.16770	.22882	.464	-.2826	.6180
			Principals	-.45730*	.22882	.047	-.9076	-.0070
			Teachers	-.63683*	.11532	.000	-.8638	-.4099
		Teachers	Supervisors	.80453*	.20303	.000	.4049	1.2041
			Principals	.17953	.20303	.377	-.2201	.5791
			Vice Principals	.63683*	.11532	.000	.4099	.8638
Creating safe and orderly learning environment domain	8	Supervisors	Principals	-.21429	.32906	.515	-.8619	.4333
			Vice Principals	-.13898	.26574	.601	-.6620	.3840
			Teachers	-.72946*	.23579	.002	-1.1935	-.2654
		Principals	Supervisors	.21429	.32906	.515	-.4333	.8619
			Vice Principals	.07531	.26574	.777	-.4477	.5983
			Teachers	-.51518*	.23579	.030	-.9792	-.0511
		Vice Principals	Supervisors	.13898	.26574	.601	-.3840	.6620
			Principals	-.07531	.26574	.777	-.5983	.4477
			Teachers	-.59049*	.13392	.000	-.8541	-.3269
		Teachers	Supervisors	.72946*	.23579	.002	.2654	1.1935
			Principals	.51518*	.23579	.030	.0511	.9792
			Vice Principals	.59049*	.13392	.000	.3269	.8541

School leadership and management domain of SIP	6	Supervisors	Principals	-.21429	.34114	.530	-.8857	.4571
			Vice Principals	-.11801	.27549	.669	-.6602	.4242
			Teachers	-.78057*	.24446	.002	-1.2617	-.2994
		Principals	Supervisors	.21429	.34114	.530	-.4571	.8857
			Vice Principals	.09627	.27549	.727	-.4459	.6385
			Teachers	-.56628*	.24446	.021	-1.0474	-.0852
		Vice Principals	Supervisors	.11801	.27549	.669	-.4242	.6602
			Principals	-.09627	.27549	.727	-.6385	.4459
			Teachers	-.66255*	.13886	.000	-.9358	-.3893
		Teachers	Supervisors	.78057*	.24446	.002	.2994	1.2617
			Principals	.56628*	.24446	.021	.0852	1.0474
			Vice Principals	.66255*	.13886	.000	.3893	.9358
Community participation domain	8	Supervisors	Principals	-.35714	.33439	.286	-1.0153	.3010
			Vice Principals	-.16227	.27004	.548	-.6937	.3692
			Teachers	-.74010*	.23963	.002	-1.2117	-.2685
		Principals	Supervisors	.35714	.33439	.286	-.3010	1.0153
			Vice Principals	.19488	.27004	.471	-.3366	.7264
			Teachers	-.38296	.23963	.111	-.8546	.0887
		Vice Principals	Supervisors	.16227	.27004	.548	-.3692	.6937
			Principals	-.19488	.27004	.471	-.7264	.3366
			Teachers	-.57784*	.13613	.000	-.8458	-.3099
		Teachers	Supervisors	.74010*	.23963	.002	.2685	1.2117
			Principals	.38296	.23963	.111	-.0887	.8546
			Vice Principals	.57784*	.13613	.000	.3099	.8458

5.3.3.1. Defining and communicating school improvement program (SIP)

Defining and communicating school improvement programs (SIP) has been an important step in implementing SIP in schools effectively and efficiently. Principals, as school leaders, are expected to play a major role in this regard. Table 5.19 depicts respondents' (both school leaders' and teachers') views/opinions on the extent that principals' roles concerning defining and communicating school improvement programs (SIP) have been executed in the schools.

Table 5.19: Principals' Roles concerning Defining and Communicating School Improvement Program (SIP)

	Respondents (n = 297)	Mean	SD

Principals' roles concerning defining and communicating school improvement program (SIP)		School Leaders		Teachers			
		Count	%	Count	%		
The extent that principals clearly explain the school improvement planning process to major stakeholders of the schools.	never	7	18.9	21	8.1	3.84	.91
	sometimes	11	29.7	22	8.5		
	frequently	19	51.4	217	83.5		
The extent that principals help major stakeholders of the schools understands their role in the process of SIP implementation.	never	10	27.0	14	5.4	3.94	.88
	sometimes	12	32.4	36	13.8		
	frequently	15	40.5	210	80.8		
The extent that principals invite major stakeholders of the schools to participate in the process of SIP planning & implementation.	never	6	16.2	14	5.4	4.12	.96
	sometimes	15	40.5	28	10.8		
	frequently	16	43.2	218	83.8		
The extent that principals provide the community with a school profile detailing the nature and characteristics of the school.	never	6	16.2	10	3.8	4.02	.86
	sometimes	16	43.2	44	16.9		
	frequently	15	40.5	206	79.2		
The extent that principals ensure that everyone involved in the SIP implementation process receives regular information and feedback.	never	8	21.6	16	6.2	3.87	.89
	sometimes	14	37.8	31	11.9		
	frequently	15	40.5	213	81.9		
The extent that principals communicate the final school plan to all members of the school's community.	never	8	21.6	17	6.5	3.94	.92
	sometimes	10	27.0	26	10.0		
	frequently	19	51.4	217	83.5		
The extent that principals continually gather information on student achievement and communicate it to the school's community.	never	4	10.8	8	3.1	4.11	.81
	sometimes	13	35.1	35	13.5		
	frequently	20	54.1	217	83.5		

Note: SD represents Standard Deviation

According to the percentage distribution of the respondents, as clearly indicated in Table 5.19, more proportion of respondent teachers had more favorable opinions than respondent school leaders (supervisors + principals + vice-principals) concerning principals' roles in defining and communicating school improvement program (SIP) in the school. Nonetheless, on the whole, principals' attempt to define and communicate SIP in the schools, as the mean weights in Table 5.19 clarify, was considered as high by the respondents of the study. That is, respondents had considered that: principals frequently invite major stakeholders of the schools to participate in the process of SIP planning & implementation (mean = 4.12); principals continually gather information on learner achievement and communicate it to the school's community (mean = 4.11); principals regularly provide the community with a school profile detailing the nature and characteristics of the school (mean = 4.02); principals often communicate the final school plan to all members of the school's community (mean = 3.94); principals usually help major stakeholders

of the schools understand their role in the process of SIP implementation (mean = 3.94); principals normally ensure that everyone involved in the SIP implementation process receives regular information and feedback (mean = 3.87); and principals, more often than not, clearly explain the school improvement planning process to major stakeholders of the schools (mean = 3.84). Most importantly, the finding from data in Table 5.19 also indicates the straightforward positive views that teachers have towards the roles of principals in implementing SIP as a reform that enhances the quality of education and in due course increases the academic achievement of learners in the school.

However, a significant proportion of school leaders (supervisors + principals + vice-principals) (no less than 4 and at the most 10 respondent school leaders that ranges from nearly 11 to 27 percent of the aggregate respondent school leaders, which numbered 37 in totality), as depicted in Table 5.19, had unexpectedly complained that principals never exerted forth effort to do their roles concerning defining and communicating school improvement program (SIP). The finding may indicate a lack of satisfaction, to some extent, on the part of school leaders. This finding may also be considered as the manifestation of dissatisfaction on the part of school leaders and/or principals in the school.

5.3.3.2. Promoting professional development to enhance SIP implementation

Principals, teachers, and other major stakeholders of school should actively be engaged in continuous capacity building programs and activities to update their knowledge, information and to develop positive thinking given that they are part and parcel of school as an educational organization/institution that strives to produce skilled manpower for all sectors of the nation/Ethiopia. Such engagement may be considered as part of professional development activities in the school. Principals in the schools are expected to play a significant role in promoting professional development activities to improve the quality of education in the school in general and to enhance the planning, implementation, and monitoring, and evaluation of SIP in particular. Table 5.20 depicts principals' roles concerning promoting professional development activities to enhance the planning, implementation, and monitoring, and evaluation of SIP.

Table 5.20: Principals' Roles Concerning Promoting Professional Development Activities to Enhance the Planning, Implementation, and Monitoring and Evaluation of SIP

Principals' roles concerning promoting professional development activities to enhance the planning, implementation, and monitoring, and evaluation of SIP		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
The extent that principals encourage teachers and other staff members to lead the development and implementation of the SIP.	never	4	10.8	10	3.8	3.91	.78
	sometimes	14	37.8	31	11.9		
	frequently	19	51.4	219	84.2		
The extent that principals provide leadership and professional development opportunities to the major stakeholders of the school.	never	9	24.3	15	5.8	3.86	.85
	sometimes	14	37.8	35	13.5		
	frequently	14	37.8	210	80.8		
The extent that principals establish professional development goals with teachers and support staff that focus on the goals of the school.	never	5	13.5	11	4.2	3.88	.72
	sometimes	13	35.1	32	12.3		
	frequently	19	51.4	217	83.5		
The extent that principals ensure professional development activities that focuses on achieving the school's goal.	never	7	18.9	13	5.0	4.06	.85
	sometimes	8	21.6	26	10.0		
	frequently	22	59.5	221	85.0		
The extent that principals provide support and ongoing professional development for teachers and other staff members.	never	5	13.5	9	3.5	4.01	.86
	sometimes	18	48.6	37	14.2		
	frequently	14	37.8	214	82.3		
The extent that principals lead SIP meetings of teachers and other staff members & community members.	never	5	13.5	8	3.1	4.05	.77
	sometimes	11	29.7	31	11.9		
	frequently	21	56.8	221	85.0		
The extent that principals use classroom information on student achievement in revising SIP through monitoring and evaluation.	never	5	13.5	9	3.5	4.04	.81
	sometimes	10	27.0	28	10.8		
	frequently	22	59.5	223	85.8		

Note: SD represents Standard Deviation

Concerning principals' endeavor in promoting professional development activities to enhance the planning, implementation, and monitoring, and evaluation of SIP, respondents had given relatively more weight to the extent that principals ensure professional development activities that focuses on achieving the school's goal (mean = 4.06); the extents that principals lead SIP meetings of teachers and other staff members & community members (mean = 4.05); the extent that principals use classroom information on student achievement in revising SIP through monitoring and evaluation (mean = 4.04); and the extent that principals provide support and ongoing professional development for teachers and other staff members (mean = 4.01). Likewise, the extent that principals encourage teachers and other staff members to lead the development and implementation of the SIP (mean = 3.91); the extent that principals establish professional development goals with teachers and support staff that focus on the goals of the school (mean =

3.88); and the extent that principals provide leadership and professional development opportunities to the major stakeholders of the school (3.86) were regarded as high by the respondents of the study.

This finding indicates the positive perception awarded by the major stakeholders of the school (mainly supervisors, principals, vice principals, and teachers) towards principal roles about SIP implementation in the school. It also implies understanding and expectations of the school's major stakeholders (principals, vice-principals, supervisors, teachers, PTSA members, SIP coordinators, and learner) about the roles of principals on the subject of SIP in the school. It also denotes high principals' attempt to execute SIP-related roles about promoting professional development activities to enhance the planning, implementation, and monitoring, and evaluation of SIP in the school. This is so because central to the school improvement program/plan (SIP) and improvement of learner learning, as the Ministry of Education of the Federal Democratic Republic of Ethiopia (MOE) (2010: 34) states, is having and conducting continuous professional development (CPD) exercises for the stakeholders of the school in general and teachers in particular. The school improvement program (SIP) looks at the overall learning environment of the school that includes teachers and supportive staff allocation, physical improvements, improved systems, and long-term goals or vision of the school. As means of realizing SIP, promoting continuous professional development activities focus on improving learning and teaching through the development of the school functions such as conducting action research (MOE, 2010: 34). These are aspects and variables that correspond with the constituent elements of instructional leadership in the school.

5.3.3.3. Principals' roles while planning and implementation of SIP.

Principals, as top executives and coordinators of school, are anticipated to do different tasks while planning, implementing, and monitoring, and evaluating SIP as important school reform that aims in enhancing the quality of education and eventually advance the academic performance of students in the school. Accordingly, Table 5.21 is about various roles expected from principals while planning, implementing, and monitoring, and evaluating SIP.

Given that, as shown in Table 5.21, the extent that principals regularly collect classroom information on learner achievement (mean = 4.13); the extent that principals ensure that the school budget reflects and supports the school improvement plan's goals (mean = 4.11); the extent that

principals ensure that classroom information on learner achievement is also used by those developing the SIP (mean = 4.03); the extent that principals tally the results of the parent survey and provide it to those involved in the planning to enhance their involvements (mean = 4.03); and the extent that principals lead their school and its community in celebrating successes achieved as a result of SIP (mean = 4.01) were viewed high by the respondents of the study. Similarly, though with slight mean weight difference, the extent that principals regularly assess teachers' and other staff members' implementation of the SIP (mean = 3.94); the extent that principals ensure that parents have adequate time to respond to the survey while planning SIP (mean = 3.80); and the extent that principals develop and circulate a parent survey to provide parents with an opportunity to describe their feelings (mean = 3.74) were also rated high by the respondents of the study. The finding denotes great effort exerted by principals to perform SIP-related roles in the school. Moreover, the finding also shows the positive views of the major stakeholders of the school (principals, vice-principals, teachers, and supervisors) towards various roles expected from principals while planning, implementing, and monitoring and evaluating of school improvement program (SIP) in the school.

Table 5.21: Various Roles Expected from Principals While Planning, Implementing, and Monitoring and Evaluation of SIP.

Various roles are expected from principals while planning, implementing, and monitoring, and evaluating SIP		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
The extent that principals develop and circulate a parent survey to provide parents with an opportunity to describe their feelings.	never	10	27.0	26	10.0	3.74	.92
	sometimes	14	37.8	28	10.8		
	frequently	13	35.1	206	79.2		
The extent that principals ensure that parents have adequate time to respond to the survey while planning SIP.	never	15	40.5	25	9.6	3.80	1.01
	sometimes	7	18.9	26	10.0		
	frequently	15	40.5	209	80.4		
The extent that principals tally the results of the parent survey and provide it to those involved in the planning to enhance their involvements.	never	12	32.4	18	6.9	4.03	1.02
	sometimes	9	24.3	28	10.8		
	frequently	16	43.2	214	82.3		
	never	7	18.9	9	3.5	4.13	.86

		School Leaders		Teachers		Mean	SD
The extent that principals regularly collect classroom information on learner achievement.	sometimes	13	35.1	27	10.4		
	frequently	17	45.9	224	86.2		
The extent that principals ensure that classroom information on learner achievement is also used by those developing the SIP.	never	7	18.9	11	4.2	4.03	.81
	sometimes	12	32.4	28	10.8		
	frequently	18	48.6	221	85.0		
The extent that principals regularly assess teachers' and other staff members' implementation of the SIP.	never	8	21.6	14	5.4	3.94	.85
	sometimes	13	35.1	32	12.3		
	frequently	16	43.2	214	82.3		
The extent that principals ensure that the school budget reflects and supports the school improvement plan's goals.	never	4	10.8	10	3.8	4.11	.84
	sometimes	7	18.9	25	9.6		
	frequently	26	70.3	225	86.5		
The extent that principals lead their school and its community in celebrating successes achieved as a result of SIP.	never	11	29.7	21	8.1	4.01	.98
	sometimes	7	18.9	16	6.2		
	frequently	19	51.4	223	85.8		

Note: SD represents Standard Deviation

5.3.3.4. Teaching and learning domain of SIP

The teaching and learning domain is the first and foremost area of the school improvement program (SIP). It focuses on the teaching task, learning and evaluation, and curriculum in the school. Table 5.22 displays respondents' (both school leaders' and teachers') views/opinions on the roles of principals in the teaching and learning domain of SIP in the school. Relatively, principals' attempt to execute their roles in the teaching and learning domain of SIP in the school was given the highest weight by the respondents of the study (see Table 5.16).

Table 5.22: Roles of Principals About Teaching and Learning Domain of SIP

Roles of principals about teaching and learning domain of school improvement program (SIP)		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
The extent that the principal ensures teachers have professional competency.	never	6	16.2	6	2.3	3.94	.62
	sometimes	8	21.6	23	8.8		
	frequently	23	62.2	231	88.8		
The extent that principal ensures teachers participate in continuous professional development (CPD).	never	5	13.5	9	3.5	3.94	.76
	sometimes	9	24.3	22	8.5		
	frequently	23	62.2	229	88.1		
The extent that the principal ensures teachers use active learning methods in the classroom to realize improved learning results.	never	3	8.1	3	1.2	4.10	.72
	sometimes	9	24.3	31	11.9		
	frequently	25	67.6	226	86.9		

						Mean	SD
The extent that the principal ensures teachers achieve measurable improvements in learner results.	never	4	10.8	4	1.5	4.26	.75
	sometimes	9	24.3	24	9.2		
	frequently	24	64.9	232	89.2		
The extent that the principal ensures that a range of assessment methods are used in each grade to assess learner learning	never	6	16.2	6	2.3	4.18	.83
	sometimes	8	21.6	36	13.8		
	frequently	23	62.2	218	83.8		
The extent that the principal ensures, based on the assessment results, teachers provide extra teaching support to underperforming learners.	never	8	21.6	10	3.8	4.05	.82
	sometimes	10	27.0	23	8.8		
	frequently	19	51.4	227	87.3		
The extent that the principal ensures that teachers understand the curriculum (in terms of age, relevance, and integration).	never	7	18.9	13	5.0	3.91	.89
	sometimes	14	37.8	24	9.2		
	frequently	16	43.2	223	85.8		
The extent that the principal ensures that teachers develop and use supplementary materials in the classroom to improve learner learning.	never	5	13.5	7	2.7	4.05	.75
	sometimes	14	37.8	27	10.4		
	frequently	18	48.6	226	86.9		

Note: SD represents Standard Deviation

The overwhelming majority of respondent teachers (89.2%) and a significant majority of respondent school leaders (64.9%), as shown in Table 5.22, had acknowledged that principals frequently ensure that teachers achieve measurable improvements in learner results (mean = 4.26). Likewise, the frequent attempt of principals to ensure that a range of assessment methods are used in each grade to assess student learning (mean = 4.18) was recognized by 218 (83.8%) of respondent teachers and 23 (62.2%) of respondent school leaders. In the same way, as one can easily comprehend from Table 5.22, the frequent efforts made by principals to ensure that teachers: use active learning methods in the classroom to realize improved learning results (mean = 4.10); provide extra teaching support to underperforming learners based on the assessment results (mean = 4.05), and develop and use supplementary materials in the classroom to improve learner learning (mean = 4.05) were well recognized respectively by 84.5%, 82.8% and 82.2% of the respondents (both school leaders and teachers).

The extent that the principal ensures that teachers: have professional competency (mean = 3.94), participate in continuous professional development (CPD) (mean = 3.94), and understand the curriculum (in terms of age, relevance, and integration) (mean = 3.91), as displayed in Table 5.20, were also considered by the respondents of this research/study as areas that principals have made frequent attempts to get the tasks done while implementing school improvement program (SIP),

as important school reform that helps to enhance the teaching and learning functions within the classroom where actual interaction among teachers, learners, and the curriculum is going on. That is, 231 (88.8%) of the respondent teachers and 23 (62.2%) of respondent school leaders, as indicated in Table 5.20, had acknowledged that principals have frequently made efforts to ensure that teachers participate in continuous professional development (CPD). In the same way, more than 88% of respondent teachers and 62.2% of respondent school leaders had approved that principals ensure that teachers participate in continuous professional development (CPD). Equally, the extent that principals ensure that teachers understand the curriculum (in terms of age, relevance, and integration) was given considerable weight by the vast majority of the respondents of the study (both school leaders and teachers) (more than 80 percent of the respondents) (see Table 5.22).

Thus, this finding shows that the roles of principals in the teaching and learning domain of school improvement programs (SIP) were given due consideration by the principals of the schools. Such a set of circumstances helps principals to be effective instructional leaders in their respective schools. This is so because accomplishing SIP-related roles of principals effectively and efficiently in the school would help to sharpen principals' knowledge and skills of executing instructional leadership roles of principals in the school. That is to say, all the roles and activities of principals about school improvement programs (SIP), as inferred from the literature review part of this study, are to a great extent related/associated with the instructional leadership roles of principals in the school. Hence, if the school principals succeed in implementing a school improvement program (SIP) in the schools, then they would also be successful in applying the instructional leadership approach as the style of managing their respective schools.

5.3.3.5. Creating safe and orderly learning/school environment domain of SIP

Creating a safe and orderly learning/school environment is one of the four school improvement (SIP) domains that school requires to take into consideration while implementing SIP in the school. It mainly focuses on having to enable school environments that take account of the school facility, empowerment of learners, and support for learners. Moreover, this domain emphasizes that to be successful the learners need to learn in a safe environment, which is conducive to learning.

Respondents' views/opinions, about the extent of principals' attempt to perform their roles within the domain of creating a safe and orderly learning/school environment of SIP, were displayed in

Table 5.23 here above. As shown in Table 5.23, nearly 88% of respondent teachers and almost 60% of respondent school leaders had acknowledged the very frequent efforts of principals to ensure that sufficient teaching materials (instructional media/teaching aids) are available and in use in the school. The mean weight also indicates that respondents had given the most weight for this task. That is, the extent that the principal ensures that sufficient teaching materials (instructional media/teaching aids) are available and in use in the school (mean = 4.17), as the important role of principals while dealing with SIP related duties, was rated high by the respondents of the study. The overwhelming majority of teachers (84.6%) and a significant majority of school leaders (62.2%) had agreed that principals frequently exert forth effort to ensure that teachers use various teaching methods to meet the diverse learner needs in the classroom (mean = 4.11). Similarly, the vast majority of respondent teachers (90.0) and a remarkable number of respondent school leaders (64.9%), as depicted in Table 5.23, had indicated that principals most frequently ensure that learners are motivated to learn and actively participate in lessons' (mean = 4.02).

Table 5.23: Roles of Principal within the Domain of Creating Safe and Orderly Learning/School Environment of SIP

Roles of principals within the domain of creating safe and orderly learning/school environment of SIP		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
The extent that the principal ensures that learners have developed a habit of taking responsibilities and leading a disciplined life.	never	5	13.5	13	5.0	3.89	.72
	sometimes	11	29.7	24	9.2		
	frequently	21	56.8	223	85.8		
The extent that the principal ensures that learners are motivated to learn and actively participate in lessons.	never	5	13.5	5	1.9	4.02	.68
	sometimes	8	21.6	21	8.1		
	frequently	24	64.9	234	90.0		
The extent that the principal ensures that teachers use various teaching methods to meet the diverse learner needs in the classroom.	never	5	13.5	11	4.2	4.11	.87
	sometimes	9	24.3	29	11.2		
	frequently	23	62.2	220	84.6		
The extent that the principal ensures that sufficient teaching materials (instructional media/teaching aids) are available and in use in the school.	never	5	13.5	9	3.5	4.17	.80
	sometimes	10	27.0	23	8.8		
	frequently	22	59.5	228	87.7		
	never	8	21.6	16	6.2	3.92	.90

The extent that the principal ensures that the school is accessible for learners with special needs.	sometimes	11	29.7	26	10.0		
	frequently	18	48.6	218	83.8		
The extent that the principal ensures that there is collaborative work at the school and community level to support learner with special needs.	never	9	24.3	12	4.6	3.93	.86
	sometimes	9	24.3	33	12.7		
	frequently	19	51.4	215	82.7		
The extent that the principal ensures that parents/guardians of learners with special needs have been actively involving in the school.	never	8	21.6	14	5.4	3.95	.89
	sometimes	12	32.4	31	11.9		
	frequently	17	45.9	215	82.7		
The extent that the principal ensures that the school provides quality school facilities that enable all teachers to work well and all children to learn.	never	6	16.2	12	4.6	3.94	.84
	sometimes	6	16.2	30	11.5		
	frequently	25	67.6	218	83.8		

Note: SD represents Standard Deviation

School principals' actions to execute the following roles of principals within the domain of creating a safe and orderly learning/school environment of SIP were also given considerable weight by the respondents of the study. Subsequently, the roles were: the extent that principals ensure that parents/guardians of learners with special needs have been actively involving in the school (mean = 3.95); the extent that principals ensure that school provides quality school facilities that enable all teachers to work well and all children to learn (mean = 3.94); the extent that principals ensure that there is collaborative work at the school and community level to support learners with special needs (mean = 3.93); the extent that principals ensure that the school is accessible for learners with special needs (mean = 3.92); and the extent that principals ensure that learners have developed a habit of taking responsibilities and leading a disciplined life (mean = 3.89).

Thus, the finding shows that principals had done to the best of their capability to execute their roles within the domain of creating a safe and orderly school environment to effectively implement SIP and to realize school effectiveness. The finding also shows that the major stakeholders of the school (principals, vice-principals, teachers, and supervisors) had a more favorable opinion about the roles of principals within the domain of creating a safe and orderly learning/school environment of SIP. Noticeably, the major stakeholders of the school consider the roles of principals within the domain of creating a safe and orderly school environment of SIP as the functions that significantly contribute to their school effectiveness and improvement.

5.3.3.6. School leadership and management domain of SIP

The school leadership and management domain of SIP consists of strategic vision, leadership behavior, and school management as its constituent elements. If a school is to succeed in implementing a school improvement program (SIP) that focuses on enhancing the quality of education and eventually on increasing academic performance of learners in the school, then having a clear and attainable strategic vision of the school, creating desirable leadership behavior and developing effective and efficient school management becomes indispensable. These components are integral elements of school leadership and the administration/management domain of the school improvement program (SIP).

Table 5.24 displays the views of respondents about the extent that principals try to perform their roles contained by school leadership and management domain. As shown in Table 5.24, principals' effort to carry out their roles within the school leadership and management domain of SIP include the extent that principals ensure that the school's decision-making and administrative processes are carried out effectively (mean = 4.11); the extent that principals ensure that relationships are fostered and promoted to nurture mutual respect and the wellbeing of the school (mean = 4.10); and the extent that principals ensure that school policies, regulations, and procedures are effectively communicated and followed (mean = 4.03) were considered high by the respondents of the study.

Likewise, the majority of respondent teachers and a significant number of school leaders had agreed on the frequent attempts made by school principals to ensure that: school improvement goals are regularly monitored, reviewed, and evaluated on an annual basis (mean = 3.97); resources are prioritized and aligned to the school improvement goals (mean = 3.97), and structures and processes exist to support shared leadership in which everyone has collective responsibility (mean = 3.86). As a result, respondents of the study, as the major stakeholders of school (principals, vice-principals, teachers, and supervisors), had recognized respective schools principals' attempts to commendably execute their roles about school leadership and management domain to implement SIP efficiently and effectively.

Table 5.24: Roles of Principals within the School Leadership and Management Domain

Roles of principals within the school leadership and management domain of SIP	Respondents (n = 297)		Mean	SD
	School Leaders	Teachers		

		Count	%	Count	%		
The extent that the principal ensures that structures and processes exist to support shared leadership in which everyone has collective responsibility.	never	9	24.3	12	4.6	3.86	.81
	sometimes	11	29.7	27	10.4		
	frequently	17	45.9	221	85.0		
The extent that the principal ensures that school policies, regulations, and procedures are effectively communicated and followed.	never	10	27.0	15	5.8	4.03	.88
	sometimes	4	10.8	20	7.7		
	frequently	23	62.2	225	86.5		
The extent that the principal ensures that the school's decision-making and administrative processes are carried out effectively.	never	5	13.5	11	4.2	4.11	.88
	sometimes	15	40.5	33	12.7		
	frequently	17	45.9	216	83.1		
The extent principal ensures that relationships are fostered and promoted to nurture mutual respect and the wellbeing of the school.	never	3	8.1	11	4.2	4.10	.83
	sometimes	14	37.8	34	13.1		
	frequently	20	54.1	215	82.7		
The extent that the principal ensures that resources are prioritized and aligned to the school improvement goals.	never	9	24.3	9	3.5	3.97	.73
	sometimes	8	21.6	23	8.8		
	frequently	20	54.1	228	87.7		
The extent principal ensures that school improvement goals are regularly monitored, reviewed, and evaluated on an annual basis.	never	8	21.6	12	4.6	3.97	.85
	sometimes	8	21.6	31	12.0		
	frequently	21	56.8	216	83.4		

Note: SD represents Standard Deviation

5.3.3.7. Community participation domain of SIP

The community participation domain of the school improvement program (SIP) mainly involves cooperation with parents, community involvement in school affairs, and promoting education. One of the purposes of SIP is to ensure the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals of education. SIP encourages parents to monitor learner achievement levels and other factors, such as the school environment, that are known to influence learner success. Moreover, a school improvement program is also a mechanism through which the public can hold schools accountable for learner success and through which it can measure improvement. For school improvement planning to be successful, it must involve all school partners. The principal, as the person responsible for administering the school and for providing instructional leadership, is ultimately responsible for planning, implementing, and monitoring, and evaluating school improvement programs/planning. Table 5.25 shows respondents' opinions on the extent that principals attempt to coordinate and perform their roles within the community participation domain of SIP.

As shown in Table 5.25, nearly 86.2% of respondent teachers and just about 68% of respondent school leaders had accredited the very frequent efforts of principals to ensure that the school they are leading is active in communicating and promoting the importance of education in the community (mean = 4.22). Equally, the extent that principal reports regularly to the school community on its progress (mean = 4.14); and the extent that parents-teachers- students Association and school leaders discuss student achievement at their meetings and inform parents (mean = 4.01), as depicted in Table 5.25, were given high weight by the respondents.

School principals' effort to execute the rest of the roles of principals within the community participation domain of SIP, as one can infer from Table 5.25, was also given considerable weight by the respondents of the study. Given that, the extent that the principal communicates and promotes the importance of the school improvement program in the community (mean = 3.98); the extent that the principal ensures community participation in real decision making at every stage of the school improvement program (mean = 3.97); the extent that principal ensures that school successfully mobilizes the community to provide resources to support the implementation of the SIP (mean = 3.92); the extent that principal ensures school policy and guidelines focusing on the creation of a learning-friendly environment is developed in the school (mean = 3.91); and the extent that principal ensures that teachers meet with parents at a minimum twice per semester to discuss their child's achievement (mean = 3.74) were rated high by the respondents of the study.

Table 5.25: Roles of Principals within the Community Participation Domain of SIP

Roles of principals within the community participation domain of SIP		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
The extent that the principal ensures that teachers meet with parents at a minimum twice per semester to discuss their child's achievement.	never	12	32.4	24	9.2	3.74	1.00
	sometimes	13	35.1	27	10.4		
	frequently	12	32.4	209	80.4		
The extent that the principal ensures that the school successfully mobilizes the community to provide resources to support the implementation of the SIP.	never	6	16.2	13	5.0	3.92	.78
	sometimes	11	29.7	36	13.8		
	frequently	20	54.1	211	81.2		
The extent that the principal ensures that the school is active in communicating and promoting the importance of education in the community	never	5	13.5	7	2.7	4.22	.83
	sometimes	7	18.9	29	11.2		
	frequently	25	67.6	224	86.2		
	never	6	16.2	10	3.8	4.14	.87

The extent that the principal reports regularly to the school community on its progress.	sometimes	11	29.7	24	9.2		
	frequently	20	54.1	226	86.9		
The extent that school policy and guidelines focusing on the creation of a learning-friendly environment is developed in the school.	never	7	18.9	13	5.0	3.91	.86
	sometimes	13	35.1	35	13.5		
	frequently	17	45.9	212	81.5		
The extent the parents-teachers- leaders Association and school leaders discuss learner achievement at their meetings and inform parents.	never	6	16.2	12	4.6	4.01	.86
	sometimes	12	32.4	28	10.8		
	frequently	19	51.4	220	84.6		
The extent that the principal communicates and promotes the importance of the school improvement program in the community.	never	2	5.4	6	2.3	3.98	.68
	sometimes	15	40.5	32	12.3		
	frequently	20	54.1	222	85.4		
The extent that the principal ensures community participation in real decision-making at every stage of the school improvement program.	never	9	24.3	10	3.9	3.97	.77
	sometimes	10	27.0	20	7.8		
	frequently	18	48.6	228	88.4		

Note: SD represents Standard Deviation

The respondents, as major stakeholders of the school, had acknowledged the importance of community participation for the effectiveness and improvement of the schools in the general and successful implementation of SIP in the schools in particular. Principals' attempts to execute their roles in encouraging community participation to effectively implement SIP in the school were also given considerable weight by the respondents of the study. This shows the positive attitude of the respondents, as major stakeholders of the school, towards the roles of principals within the community participation domain of SIP while implementing SIP in the school.

5.3.4. Correlation of Instructional Leadership Dimensions and SIP Domains

As indicated in the literature review part of this study, instructional leadership is the style of managing school and as a vital school effectiveness variable, and school improvement program (SIP) as notable educational improvement plan and as a key strategy to enhance school effectiveness in Ethiopia focus on enhancing the quality of education in the schools, and ultimately improving the academic achievement of the learners. The literature further confirms that the elements in the domains of the school improvement program (SIP) are mutually inclusive with the specific components that form the dimensions of instructional leadership. So, effective and efficient execution of instructional leadership roles of principals in the schools may certainly contribute significantly to the planning, implementation, and monitoring, and evaluation of SIP. On the other side, successful planning, implementation, and monitoring and evaluation of school

improvement program (SIP) would enhance the professional capability of school leaders and/or principals in executing instructional leadership roles in the schools since SIP, as a new initiative or as an educational reform, entirely focuses and give due to emphasis on the school improvement program domains (learning & teaching, favorable learning environment, school leadership & administration, and community participation) that directly as well as indirectly address the instructional leadership dimensions and its constituent elements.

Table 5.26 displays the correlation coefficients between instructional leadership dimensions and school improvement program domains and the coefficients of correlation within the instructional leadership dimensions as well as within the domains of SIP. As far as the representation of instructional leadership dimensions and school improvement program domains in the table, as symbolized in Table 5.26, they were denoted as per they appear in different parts of the questionnaire during its (questionnaire) design and data collection. Instructional leadership dimensions were Part II and school improvement program (SIP) domains were Part III of the questionnaire items.

Accordingly, the corresponding items for instructional leadership dimensions and school improvement program (SIP) domains were labeled as II and III respectively to have an easily manageable table in the text. That is, II, IIB, IIC, IID, IIE, IIF, and IIG stand for instructional leadership roles of principals within the major instructional leadership dimensions; and IIIA, IIIB, IIIC, IIID, IIIE, IIIF, and IIIG correspond to school improvement program/SIP related roles of principals (SIP Planning, Implementation and Monitoring and Evaluation in the Schools) in different domains of SIP.

From Table 5.26, one can easily infer that instructional leadership dimensions and school improvement program/SIP domains were strongly correlated. They were positively correlated. That is, effective application of instructional leadership in the school certainly is an imperative input to magnificently planning, implementing and monitoring, and evaluating of school improvement program (SIP) in the school. Equally, effective implementation of a school improvement program (SIP) can add values and inputs for school principals to be effective and efficient instructional leaders in the school.

Table 5.26: Correlation of Instructional Leadership Dimensions and School Improvement Program Domains

		II	IIB	IIC	IID	IIE	IIF	IIG	IIIA	IIIB	IIIC	IIID	IIIE	IIIF	IIIG
							Instructional Leadership Dimensions and School Improvement Program Domains								
Instructional Leadership Dimensions and School Improvement Program Domains	II	1.0	0.8	0.8	0.8	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.7
	IIB	0.8	1.0	0.8	0.7	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7
	IIC	0.8	0.8	1.0	0.7	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.7
	IID	0.8	0.7	0.7	1.0	0.7	0.7	0.7	0.7	0.7	0.6	0.6	0.7	0.7	0.7
	IIE	0.7	0.7	0.7	0.7	1.0	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.7
	IIF	0.7	0.7	0.7	0.7	0.8	1.0	0.8	0.7	0.7	0.8	0.7	0.7	0.7	0.8
	IIG	0.6	0.6	0.6	0.7	0.8	0.8	1.0	0.8	0.8	0.8	0.7	0.7	0.7	0.7
	IIIA	0.6	0.6	0.6	0.7	0.8	0.7	0.8	1.0	0.9	0.8	0.8	0.8	0.8	0.8
	IIIB	0.6	0.6	0.6	0.7	0.8	0.7	0.8	0.9	1.0	0.9	0.8	0.8	0.8	0.8
	IIIC	0.6	0.6	0.6	0.6	0.7	0.8	0.8	0.8	0.9	1.0	0.8	0.8	0.8	0.8
	IIID	0.6	0.6	0.6	0.6	0.8	0.7	0.7	0.8	0.8	0.8	1.0	0.8	0.8	0.8
	IIIE	0.6	0.6	0.7	0.7	0.8	0.7	0.7	0.8	0.8	0.8	0.8	1.0	0.9	0.9
	IIIF	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.8	0.8	0.8	0.9	1.0	0.9
	IIIG	0.7	0.7	0.7	0.7	0.7	0.8	0.7	0.8	0.8	0.8	0.8	0.9	0.9	1.0

Note that numbers in the table (Table 5.26) are rounded to one decimal place.

Consequently, major roles of principals about instructional leadership dimensions are represented as:

II = Setting the school goals and vision and defining mission and values;

IIB = Communicating school goal, vision, mission, and values;

IIC = Managing instructional program of the school;

IID = Empowering and supporting learners in the school;

IIE = Promoting professional development exercises in the school;

IIF = Developing/creating a safe and healthy school environment; and

IIG = Promoting community participation in the school.

Whereas, school improvement program/SIP related roles of principals were denoted as:

IIIA = Defining and communicating school improvement program (SIP);

IIIB = Promoting professional development activities;

IIIC = Principals' Roles while planning, implementing, and monitoring and evaluation of SIP;

IIID = Roles of principal about teaching and learning domain of SIP;

IIIE = Principals' roles about creating safe learning environment domain of SIP;

IIIF = Principals' roles as regards school leadership and management domain of SIP; and

IIIG = Principals' roles relating to the community participation domain of SIP.

Moreover, one instructional leadership dimension, as clearly displayed in Table 5.26, has a strong positive correlation with the rest of the instructional leadership dimensions. Similarly, the functions of one school improvement program (SIP) domain are also positively correlated with the tasks of the other school improvement program (SIP) domains. Specifically, for instance, setting clear and attainable school goals and vision and defining mission and values visibly would be a positive input for a principal to communicate school goal, vision, mission, and values; manage an instructional program of the school; empower and support learners in the school; promote professional development exercises in the school; developing/creating safe and healthy school environment; and promote community participation in the school. In the same way, Principals' effectiveness and efficiency about their functions within the teaching and learning domain of SIP would help them to be up-and-coming in other domains of SIP.

Furthermore, instructional leadership roles of principals are very much interrelated/correlated and consistent with the roles of principals about planning, implementation, and monitoring and evaluation of school improvement programs (SIP) in the school. Such a strong correlation between the roles of principals in connection with applying instructional leadership as the style of managing school and the roles of principals about SIP implementation would help schools' major stakeholders (principals, department heads, teachers, supervisors, PTSA members, and learners) view instructional leadership as an important tool for effective and efficient implementation/execution of school improvement program in the schools to enhance schools' effectiveness. Equally, school principals consider school improvement program (SIP) as an instrument and strategy that enhances the execution of their instructional leadership roles in their respective schools; and SIP, as important reform that is expected to bring about quality education in the school, is likely to be regarded by school principals as necessary policy input that may pave the way for school principals to be nominated as effective instructional leaders.

Thus, if the school succeeds in applying instructional leadership, then it positively contributes to planning, implementing, and monitoring, and evaluating school improvement programs in the schools to enhance the schools' effectiveness. Conversely, if the school is effective and efficient

in implementing a school improvement program (SIP), then it positively contributes to the successful application of the instructional leadership approach as the style of management in the school.

5.3.5. Contributions of Instructional Leadership for School Effectiveness

Instructional leadership has been considered by several educational authorities as a type of leadership that positively affects school's development and leadership that uses knowledge in solving academic problems and educating teachers to know their roles and to realize the school goal (see the literature review part of this study/research). Instructional leadership has become an increasingly important aspect of reforming and improving schools. It could also be viewed as a leadership approach (in educational organizations/institutions and/or schools) that allows the school management body/school governing body to focus entirely on the teaching and learning process or instruction of the schools. Moreover, Instructional leadership could be conceptualized as a type of school leadership that authorizes school principals to work on the teaching and learning tasks as all their functions that contribute to learner learning in the schools.

Table 5.27 displays respondents' views/opinions on the contributions of instructional leadership roles of principals for school effectiveness and improvement. Major instructional leadership roles of principals considered here were defining school's goal and communicating to the concerned body of the school; supervising and evaluating instructions in the school; coordinating curriculum; monitoring learners' progress; protecting instructional time/period of the school; maintaining high visibility of principal in the school; providing incentives for teachers; promoting the professional development of teachers and other stakeholders in the school; and providing incentives for learners' learning.

The very high mean scores calculated (see Table 5.27) for almost all the major instructional leadership roles of principals, the roles which could be considered as important instructional leadership dimensions that principals in the schools as effective and efficient instructional leaders were expected to give considerable weight while managing/coordinating schools, imply the most favorable view of respondents (both school leaders and teachers) concerning contributions of instructional leadership roles of principals for school effectiveness and improvement. To be precise, noticeably, contributions of instructional leadership roles of principals for school

effectiveness and improvement, as clearly indicated in Table 5.27, were considered as very high by the respondents of the study (both school leaders and teachers).

Specifically, the overwhelming majority of teachers as well as school leaders, as clearly depicted in Table 5.27, had acknowledged the contributions of instructional leadership roles of principals for school effectiveness and improvement. Contributions of instructional leadership roles of principals for school effectiveness and improvement, based on the mean weight (beginning from the highest) of each major instructional leadership role, were specified as follows. Supervising and evaluating instructions (teaching and learning process) in the school (mean = 4.44); protecting the instructional time of the school (mean = 4.43); communicating school's goal to the concerned body of the school (mean = 4.41); coordinating curriculum in the school (mean = 4.37); monitoring learners' progress in the school (mean = 4.35); promoting the professional development of teachers and other stakeholders in the school (mean = 4.34); providing incentives for learners' learning in the school (mean = 4.34); defining school's goal (mean = 4.29); maintaining high visibility of principal in the school (mean = 4.12); and providing incentives for teachers (4.09).

Table 5.27: Respondents' View on the Contributions of Instructional Leadership Roles

Contributions of instructional leadership roles of principals for school effectiveness and improvement		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
Defining a school's goal contributes significantly to the effectiveness and improvement of the school.	disagree	3	8.1	7	2.7	4.29	.79
	undecided	6	16.2	15	5.8		
	agree	28	75.7	238	91.5		
Communicating the school's goal to the concerned body of the school contributes significantly to the effectiveness and improvement of the school.	disagree	4	10.8	6	2.3	4.41	.79
	undecided	3	8.1	19	7.3		
	agree	30	81.1	235	90.4		
Supervising and evaluating instructions in the school contributes significantly to the effectiveness and improvement of the school.	disagree	3	8.1	6	2.3	4.44	.73
	undecided	2	5.4	12	4.6		
	agree	32	86.5	242	93.1		
Coordinating curriculum in the school contributes significantly to the effectiveness and improvement of the school.	disagree	1	2.7	3	1.2	4.37	.70
	undecided	7	18.9	19	7.3		
	agree	29	78.4	238	91.5		
Monitoring learners' progress in the school contributes significantly to the effectiveness and improvement of the school.	disagree	1	2.7	5	1.9	4.35	.75
	undecided	8	21.6	19	7.3		
	agree	28	75.7	236	90.8		

						Mean	SD
Protecting the instructional time/period of the school contributes significantly to the effectiveness and improvement of the school.	disagree	1	2.7	2	0.8	4.43	.73
	undecided	7	18.9	27	10.4		
	agree	29	78.4	231	88.8		
Maintaining the high visibility of the principal in the school contributes significantly to the effectiveness and improvement of the school.	disagree	4	10.8	9	3.5	4.12	.86
	undecided	8	21.6	32	12.3		
	agree	25	67.6	219	84.2		
Providing incentives for teachers contributes significantly to the effectiveness and improvement of the school.	disagree	3	8.1	15	5.8	4.09	.86
	undecided	8	21.6	25	9.6		
	agree	26	70.3	220	84.6		
Promoting the professional development of teachers and other stakeholders in the school contributes significantly to the improvement of the school.	disagree	2	5.4	6	2.3	4.34	.80
	undecided	6	16.2	26	10.0		
	agree	29	78.4	228	87.7		
Providing incentives for learners' learning in the school contributes significantly to the effectiveness and improvement of the school.	disagree	1	2.7	7	2.7	4.34	.74
	undecided	7	18.9	18	6.9		
	agree	29	78.4	235	90.4		

Note: SD represents Standard Deviation

This finding indicates the positive perception that the major stakeholders of school (supervisors, principals, vice principals, and teachers) have towards instructional leadership roles of principals in the school. It also implies sound understanding and expectations that secondary school's major stakeholders (principals, vice-principals, teachers, and supervisors) have about the importance of instructional leadership for school effectiveness and improvement. Moreover, this finding also visibly indicates that defining school's goal and communicating to the concerned body of the school; supervising and evaluating instructions in the school; coordinating curriculum; monitoring learners' progress; protecting instructional time/period of the school; maintaining high visibility of principal in the school; providing incentives for teachers; promoting the professional development of teachers and other stakeholders in the school; and providing incentives for learners' learning were among the major tasks that construct instructional leadership roles of principals in the school.

5.3.6. Barriers of Instructional Leadership

For a long time, as indicated in the literature review part of this study, instructional leadership has become an increasingly important aspect of reforming and improving schools. Instructional leadership has long been advocated as a primary responsibility of principals. It also constitutes the core business of a school as an organization and its principal as an instructional leader of the

school. However, some barriers impede or lead principals away from enacting the roles (i.e., instructional leadership roles) in practice in the school. As the literature review confirms, barriers to instructional leadership are about obstacles that constrain principals from exercising strong instructional leadership in the school.

Moreover, barriers to instructional leadership slow down the pace of improving the quality of instructional leadership in the school. Table 5.28 displays data about respondents' views on the barriers of instructional leadership in the sample schools. As shown in Table 5.28, the overwhelming majority of respondent teachers (nearly 87%) and a significant majority of respondent school leaders (62.2%) had recognized 'the due emphasis given for the so-called managerial/administrative functions/roles that distract principals from the core business' (mean = 4.18) as the first most weighing barrier of instructional leadership in the schools. Likewise, the multiplicity of roles and expectations of principals (mean = 4.16); deficiency concerning the principals' conceptual skill (mean = 4.10); and deficiency concerning the principals' human skill (mean = 4.00) were considered by the majority of respondents as the second most weighing barriers of instructional leadership in the school.

As one can easily infer from Table 5.28, increased paperwork (mean =3.99); lack of adequate capacity building programs concerning leadership in general and instructional leadership in particular (mean = 3.97); lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning (mean = 3.95); professional norms that consider the teaching and learning-related tasks as the functions that are within the domain of teachers' activities only (mean = 3.94); shortage of knowledge as well as skills on the part of principals about the use of instructional leadership (mean = 3.88); lack of expertise in curriculum and instruction on the part of the school principal (i.e., lack of technical skill on the part of principal) (3.80); and time constraints on the part of principals to carry out functions of instruction (mean = 3.80) were also recognized by the respondents of the study as the barriers of instructional leadership that weigh most.

If a school is to succeed in its objectives and goals effectively and efficiently, then proper time management needs to be given due emphasis by school leaders and principals in the school. That is why Markos (2017: 229) indicates that time management is the act of taking conscious control

over the amount of time spent on specific activities. Moreover, Grissom, Loeb, and Mitani (2015:773) confirm that principals with better time management skills spend more time in classes and managing instruction in their schools but spend less time on interpersonal relationship building. In connection with time constraints, research participants also reported work overload of principals with many other non-instructional responsibilities and improper time management on the part of principals as barriers to instructional leadership in the school. Thus, time constraints on the part of principals to carry out functions of instruction may perhaps emanate from a lack of proper time management skills on the part of school leaders and/or principals in the school. In such cases, developing the time management skills of principals and increasing their confidence in the appropriate delegation of tasks and authority that helps in applying distributed and shared leadership in which everyone has collective responsibility for learner learning in the school become important.

Table 5.28: Barriers of Instructional Leadership in the Schools

Barriers of instructional leadership		Respondents (n = 297)				Mean	SD
		School Leaders		Teachers			
		Count	%	Count	%		
Lack of adequate capacity-building programs concerning leadership in general and instructional leadership in particular.	disagree	6	16.	20	7.7	3.97	.89
	undecided	8	21.6	18	6.9		
	agree	23	62.2	222	85.4		
Lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning.	disagree	6	16.2	30	11.5	3.95	1.06
	undecided	4	10.8	19	7.3		
	agree	27	73.0	211	81.2		
Misconception on the part of the school community about the actual role of principals as instructional leaders.	disagree	7	18.9	116	44.6	2.87	1.43
	undecided	9	24.3	43	16.5		
	agree	21	56.8	101	38.8		
Increased paperwork.	disagree	4	10.8	18	6.9	3.99	.90
	undecided	8	21.6	30	11.5		
	agree	25	67.6	212	81.5		
Time constraints to carry out functions of instruction.	disagree	5	13.5	42	16.2	3.80	1.13
	undecided	2	5.4	23	8.8		
	agree	30	81.1	195	75.0		
The cultural values defining the role of the principal pose a potential obstacle.	disagree	9	24.3	163	62.7	2.50	1.34
	undecided	7	18.9	31	11.9		
	agree	21	56.8	66	25.4		
Lack of relevance and viability of instructional leadership approach to your school.	disagree	7	18.9	145	55.8	2.62	1.44
	undecided	8	21.6	37	14.2		
	agree	22	59.5	78	30.0		
Lack of expertise in curriculum and instruction on the part of the school principal. That is a lack of technical skill on the part of the principal.	disagree	11	29.7	26	10.0	3.80	1.08
	undecided	6	16.2	28	10.8		
	agree	20	54.1	206	79.2		
Professional norms tend to consider the teaching and learning-related tasks as the	disagree	9	24.3	19	7.3	3.94	.97
	undecided	8	21.6	30	11.5		

functions that are within the domain of teachers' activities only.	agree	20	54.1	211	81.2		
The multiplicity of roles and expectations of principals tend to act as a counterforce fragmenting both the principal's vision and allocation of time	disagree	6	16.2	12	4.6	4.16	.90
	undecided	5	13.5	23	8.8		
	agree	26	70.3	225	86.5		
The due emphasis given for the so called managerial/administrative functions/roles that distract principals from the core business.	disagree	7	18.9	15	5.8	4.18	.94
	undecided	7	18.9	19	7.3		
	agree	23	62.2	226	86.9		
Shortage of knowledge as well as skills on the part of principals about the use of instructional leadership	disagree	10	27.0	25	9.6	3.86	1.06
	undecided	4	10.8	27	10.4		
	agree	23	62.2	208	80.0		
Deficiency concerning the principals' human skill.	disagree	10	27.0	20	7.7	4.00	1.08
	undecided	5	13.5	23	8.8		
	agree	22	59.5	217	83.5		
Deficiency concerning the principals' conceptual skill.	disagree	7	18.9	18	6.9	4.10	1.00
	undecided	5	13.5	16	6.2		
	agree	25	67.6	226	86.9		

Note: SD represents Standard Deviation

Other barriers of instructional leadership include: misconception on the part of the school community about the actual role of principals as instructional leaders; the cultural values defining the role of the principal pose a potential obstacle; and lack of relevance and viability of instructional leadership approach to the school were also considered as barriers of instructional leadership by worth mentioning proportion of school leaders (56.8%, 56.8%, and 59.5% respectively) (see Table 5.28). This finding may imply the prevalence of dissatisfactions among school leaders and/or principals as a result of lack of adequate community participation in school affairs despite school leaders and/or principals' effort to encourage the school community to take part in all activities of the school. Principals' and/or school leaders' tendency to consider cultural values as a potential obstacle that poses a problem while defining the role of the principal as instructional leaders in the school may also be due to inadequate participation of the school community in the school affairs.

On the other hand, a significant majority of respondent teachers (61.2%, 74.6%, and 70% respectively), as depicted in Table 5.28, had expressed either reservation or disagreement about the existence of such barriers (i.e., the misconception on the part of the school community about the actual role of principals as instructional leaders; the cultural values defining the role of the principal pose a potential obstacle; and lack of relevance and viability of instructional leadership approach to the school) in their respective schools. Correspondingly, the low mean weight is given by the respondents of the study as to considering 'the cultural values defining the role of the principal pose a potential obstacle' (mean = 2.50) as a barrier of instructional leadership in the

school hint at the acquiescence between cultural values defining the role of the principals and instructional leadership roles of principals in the schools.

Thus, the finding indicates that the due emphasis given for the so called administrative functions that distract principals from the core business (teaching and learning related functions/activities in the school); multiplicity of roles and expectations of principals tend to act as a counterforce fragmenting both the principal's vision and allocation of time; deficiency with respect to the principals' conceptual skill; deficiency with respect to the principals' human skill; increased paperwork; lack of adequate capacity building programs with respect to leadership in general and instructional leadership in particular; lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning; professional norms that consider the teaching and learning related tasks as the functions that is within the domain of teachers' activities only; shortage of knowledge as well as skills on the part of principals about the use of instructional leadership; lack of expertise in curriculum and instruction on the part of school principals (i.e., lack of technical skill on the part of principals); and time constraints on the part of principals to carry out functions of instruction were found to be serious barriers of instructional leadership in the school.

In addition, the misconception on the part of the school community about the actual role of principals as instructional leaders; the cultural values that pose a potential obstacle while defining the instructional leadership roles of the principals in the school; and views of some major stakeholders of the school to diminish relevance and viability of instructional leadership approach to the school management were also found to be among instructional leadership barriers that deserve due attention by the major stakeholders of the school in general and principals of the school in particular.

The following section presents an analysis of qualitative data.

5.4. QUALITATIVE DATA ANALYSIS

Here, qualitative data collected through interviews and focus-group discussions (FGDs) from the research participants, information gathered from respondents via open-ended question items of the questionnaire, and qualitative data collected using observations, and document analysis were

thoroughly analyzed and interpreted. Qualitative primary data was gathered from principals, vice principals, supervisors, and teachers using the interview as a tool of data collection, and data from PTSA members, SIP coordinators, and students council members was collected using focus group discussions (FGDs). They were research subjects whom secondary schools consider as major stakeholders who are expected to work hard to attain the objectives of their respective schools effectively and efficiently. 18 participants took part in three focus group discussions (FGDs) in which one FGD consisted of six members that include one SIP coordinator, three PTSA members, and two student council members. The number of participants involved in interviews was 10 of which three of them were principals, two of the participants were vice principals, three participants were supervisors, and the remaining two participants were teachers. On the whole, a total of 28 participants were involved in the study as the main sources of qualitative data.

5.4.1. Description of the Documents Analyzed

The documents analyzed included:

Strategic plans, SIP, and CPD plans of sample schools: These are the plans produced by the schools about the overall activities of the school, and regarding school improvement and the teachers' professional development activities to be accomplished in a particular period.

Reports: These are the performance reports of the school to the school community and to the Woreda/District Education Office that are meant to indicate what the school has achieved during a particular period. Compiled proceedings, letters, memos, circulars, and the examination results of the students were also included. Examination results of the learners (i.e., learners' performance results in the national level examinations) were used to describe the overall performance of the learners at the national/country (Ethiopia) level at grades 10 and 12 as indicators of learners' achievement at secondary level education.

Minutes: These are the decisions made at particular meetings. They were used to describe how the decisions that were made in the school/s were affecting instructional leadership roles of principals in the school and to what extent the minutes were related to the overall instructional functions of the school.

I carefully checked the authenticity of the documents before using them in my analysis. I did not use the soft copies of documents for analysis.

5.4.2. Development of Themes and Sub-themes

This section indicates the main themes and sub-themes that emerged/formed as a result of responses obtained from the participants of the study through interviews and focus group discussions (FGDs). The themes were developed based on the basic research question and sub-questions and corresponding objectives of the study, and instructional leadership roles of principals based on the literature review and the empirical data in the Ethiopian education context. Moreover, the literature review also helped in shaping the themes and sub-themes by the research objectives that go along with the research questions. Accordingly, the main themes identified relate to:

- Instructional leadership roles of secondary school principals;
- School's major stakeholders understanding on principals' instructional leadership roles (i.e., perceptions/views/opinions of major stakeholders of the school towards instructional leadership roles of principals);
- Contributions of instructional leadership for school effectiveness and improvement;
- Challenges as barriers of instructional leadership; and
- Strategies to improve principals' instructional leadership role execution.

Table 5.29: Categories of Themes, Sources of the Qualitative Data and Instruments Employed to Gather the Data

No	Main themes	Sources of the qualitative data	Instruments used
1	Principals' Instructional leadership roles	Principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and students council members	Interview, focus group discussions (FGDs), questionnaire (open-ended question items), observations, and document analysis
2	Perceptions of major stakeholders of the school towards instructional leadership roles of principals	Principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and students council members	Interview, focus group discussions (FGDs), questionnaire (open-ended question items), observations, and document analysis
3	Contributions of instructional leadership for school effectiveness and improvement	Principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and students council members	Interview, focus group discussions (FGDs), questionnaire (open-ended question items), observations, and document analysis

| 4 | Challenges as Barriers of instructional leadership | Principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and students council members | Interview, focus group discussions (FGDs), questionnaire (open-ended question items), observations, and document analysis |
| 5 | Strategies to improve principals' instructional leadership role execution | Principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and students council members | Interview, focus group discussions (FGDs), questionnaire (open-ended question items), observations, and document analysis |

The table above (Table 5.29) indicates the participants and respondents that show from whom the responses were obtained as sources of the qualitative data based on the categories of themes, and the instruments employed to gather the data. As shown in Table 5.29, sources of the qualitative data include principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and students council members while instruments employed to gather the data were interviews, focus group discussions (FGDs), questionnaire (open-ended question items), observations, and document analysis.

Based on the theoretical framework, the literature on instructional leadership, and the empirical data the main themes in the above table were further categorized into sub-themes that correspond with the research sub-questions as indicated here in the table below.

Table 5.30: Themes and Sub-themes, and the Corresponding Research Sub-questions

No	Research questions	Themes and sub-themes
1	What constitutes instructional leadership roles of principals in secondary schools?	**5.3.3. Theme1:** Principals' instructional leadership roles **Sub-themes:** 5.3.3.1. Planning and organizing functions of instruction 5.3.3.2. Managing involvement of stakeholders in the school 5.3.3.3. Supervising and evaluating instructions 5.3.3.4. Leading professional development 5.3.3.5. Creating a healthy school environment 5.3.3.6. Coordinating community participation
2	How do principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and learners perceive the instructional leadership role of principals in secondary schools?	**5.3.4. Theme 2:** Major stakeholders' perceptions towards instructional leadership
3	How do principals' instructional leadership roles	**5.3.5. Theme 3:** Contributions of instructional leadership

	contribute towards school effectiveness?	
4	What are the major barriers that affect the quality of instructional leadership in secondary schools?	**5.3.6. Theme 4:** Challenges as Barriers of instructional leadership
5	What are the strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution	**5.3.7. Theme 5:** Strategies to improve principals' instructional leadership role execution

Research question: What constitutes instructional leadership roles of principals in secondary schools?

5.4.3. Theme1: Instructional Leadership Roles of Principals

Here, the purpose of the qualitative data was to determine what constitutes the instructional leadership role of secondary school principals. It focuses on Participants' descriptions of ascribed instructional leadership roles of principals in the secondary schools. The responses of the respondents for open-ended questionnaire items in this regard and participants of the interview and focus group discussions (FGDs) mainly revolve around instructional functions that include planning all the functions of instruction in the school; involvement of stakeholders in planning and another decision making in the school; supervising and evaluating instructions; professional development; creating healthy school environment, and coordinating community participation in the school's functions.

5.4.3.1. Sub-theme: Planning and organizing functions of instruction

As the top executive and leader of the school as an organization and as a system, the principal is the first and foremost responsible body/organ in the school to design the overall plan and organize accordingly. Everything in an organization such as school begins from planning. Planning is about the process of setting goals and choosing the means to achieve those goals in the school. In this regard, principals should play a significant role in the school. Concerning what constitute instructional leadership roles of principals in the secondary schools, principals from secondary school one had the following to say about the importance of planning,

"In the school, our roles as principal and instructional leader, who are notably expected to coordinate overall functions of the school in general and perform mainly instruction-related tasks in the school in particular, begin by sketching comprehensive plan that specifies detailed instructional activities or functions, and in due course, to be endorsed by the major stakeholders of the school. The plan comprises defining school goals and strategies for communicating the goals for the stakeholders of the school; specifying strengths and weaknesses and identifying opportunities and threats of the school; capacity building program schedule for teachers; supporting mechanisms for students; scheduling instructional program; when and how to supervise teachers and provide timely and constructive feedback for teachers; strategies in creating safe school environment; and mechanisms that help in promoting community engagement in the school. All these activities included in the plan are thought to be part of the roles and responsibilities of the principal in the school."

Though the principal had included roles and responsibilities of different stakeholders of the school, most of the tasks indicated by the school principal as part of the school plan here above were among the constituent elements of the major instructional leadership dimensions and key instructional leadership roles of principals in the school. This implies that planning in the school encompasses the roles and responsibilities of all stakeholders since all the activities in the school need to be part of the plan and be distributed and shared for all stakeholders in the school. Distributing tasks and functions of school among stakeholders of the school, as an important function of principal, may enhance effectiveness and efficiency of school that ultimately advances the quality of education in the school and improve the academic achievement of students. Above all, planning, as noted here above, required being the most important role and responsibility of the principal as the academic and administrative leader of the school as an organization. So, the inclusion of the major instructional leadership roles in the school plan, which was initially drafted by the principal of the school, clearly implies the due emphasis given towards instructional leadership roles of principals in the school. It also implies the high extent that the principal has given to consider his instructional leadership roles in the school positively.

Regarding the instructional leadership roles of principals in the school, one of the participants of the focus group discussion, a teacher who was a member of Parents-Students-Teachers

Association/PTSA and who told that he had been principal of secondary school long ago, in Secondary School one had said,

"As we all understand school is an important organization which comprises different people mainly students, teachers and other support staff members. The roles and responsibilities of principals in the school, you may put the roles and responsibilities in the category of instructional leadership functions or administrative tasks of principals in the school, should be coordinating, directing, and/or controlling the functions that require to be done by the teachers, students, and other support staff members in the school. To coordinate and lead the school as an organization, principals, as the top executive member and academic leader of the school, are expected to do the activities of planning, organizing, assembling, and allocating resources, programming, communicating, controlling, influencing, and evaluating effectively and efficiently in the school."

Most of the participants of the interview and focus group discussions tend to associate and describe instructional leadership roles of principals as planning, coordinating, organizing, directing, communicating, reporting, decision making, controlling, and evaluating. Of course, principals, as leaders and top managers of the school, were responsible for the entire function of the school as an organization and as an independent entity that govern itself. So, principals in collaboration with other stakeholders and collaborators determine the goals of the schools and design plans to fulfill them. Hence, principals are expected to spend most of their time in planning, organizing and structuring, programming, setting objectives, and communicating (talking, listening, attending the meeting, and so forth). As a result, these functions are not only in agreement with the instructional leadership roles of principals but also are part and parcel of instructional leadership roles of principals in the school.

During FGDs, another senior teacher, who was the coordinator of the school improvement program in Secondary School three, had reflected the following about what constitutes instructional leadership roles of principals in the secondary schools,

"Principals are strongly required to clearly explain the school improvement planning process and its importance to major stakeholders of the schools (teachers, Parents-Teachers-Students Association/PTSA members, students, and community members) and invite them to participate in the process of SIP planning, implementing, and monitoring and evaluation in the school. This is

because the school improvement program (SIP) predominantly focuses on creating effective teaching and learning processes in the school through working on four important domains of SIP that include teaching and learning, enabling learning environment, community participation, and leadership and management. These are areas that principals in the school should work on all the time and in whatever circumstances as the leader of the school, since the functions of implementing SIP, as a comprehensive plan of the school, are about improving quality of education/learning in the school and enhancing students' academic achievement which is the crucial aim to be attained in the school as a result of applying instructional leadership."

This denotes the positive views of major stakeholders of the school toward the school improvement program (SIP) as an indispensable reform and as a comprehensive plan that improves the quality of learning and teaching in the school. The explanation of the SIP Coordinator (a senior teacher in the school) also implies the high extent that school improvement program (SIP) domains are very interrelated with instructional leadership dimensions in the school. That is, successfully implementing a school improvement program in the school would have a significant positive contribution for secondary school principals to be effective instructional leaders. Conversely, secondary school principals need to consider a school improvement program (SIP) as an instrument and strategy that enhances the execution of their instructional leadership roles in their respective schools.

Regarding the importance of planning and the advantage of participating the major stakeholders of school (vice principals, department heads, supervisors, teachers, PTSA members, SIP coordinators, and students council members) while planning instructional activities of the school as major instructional leadership role of the principal in the school, the principal of Secondary School two assured,

"Planning should be considered as the key function of the school to achieve goals of the school. As a result, we (principals) are expected to bring all stakeholders to take part in the planning process. We are also required to set priorities of the plan by involving all the major stakeholders of the school."

The principal believes that the achievement of the school goals will be easier if there is a plan, produced by involving all the major stakeholders of the school. Besides, the plan is in respect of the agreed priorities.

Reflecting a similar view about the planning of instructional tasks in the school as major instructional leadership role of principals in the secondary schools, the principal of Secondary School three said,

"We have a mechanism to engage all stakeholders in the planning process. Parents, students, and teachers participate through representatives such as PTSA members and student council members. Usually, it is a norm established by the school management body chaired by the principal of the school."

Besides indicating the degree of importance of planning as an important function that requires stakeholders participation, the explanation indicates that the principals as leaders of the school played a role in managing the involvement of the major stakeholders of the school (vice principals, department heads, supervisors, teachers, PTSA members, SIP coordinators, and students council members) in the planning process.

During data collection, the investigator of this study noticed and observed compiled documents such as the plan of the different academic year, SIP plan, CPD plan, and strategic plans (of three terms each run for five consecutive years) on the shelves and office tables of the secondary school principals, vice-principals, cluster school supervisors, and SIP coordinators of the sample schools. Through document analysis, the researcher of this study inferred that most of the activities indicated in the items of these compiled plan documents were instructional functions that call for the involvement of school leaders in general and principals, in particular, to coordinate and lead effectively to realize the effective and efficient implementation of the activities. So, principals were not only expected to be engaged in the planning but also in implementing the functions planned in the school.

5.4.3.2. Sub-theme: Managing involvement of stakeholders in the school

The involvement of stakeholders in school affairs requires properly managing as well as coordinating by principals as leaders of schools. As planning precedes every activity while

managing the school as an organization, involvement of the major stakeholders of the school (vice principals, department heads, supervisors, teachers, PTSA members, SIP coordinators, and students council members) in school affairs begins with the participation in the functions about planning.

In this regard, one senior teacher, who had been a principal of secondary school some years ago, in Secondary School one had commented about the involvement of stakeholders in the school activities and about who should shoulder managing the participation of these stakeholders in the school as follows,

"In this school, planning is the concern of all in the school. Each department gathers data from its members. Then, the data will be analyzed and a plan will be produced on agreed priorities. These steps/processes and the full participation of all the major stakeholders in the school affairs that primarily begin with the involvement in planning need to be managed effectively and efficiently by the school leaders and/or principals."

The essential point here is that there is participation on the part of the stakeholders in the school's instructional functions from the very beginning of planning the school activities. This makes the schools' major stakeholders understand what is expected from each one, and makes them act accordingly. To be effective concerning enhancing and sustaining stakeholders' participation in the school, properly managing the involvement of stakeholders in the school by school leaders and/or principals become the agenda that needs to be considered seriously. Promoting the involvement of stakeholders in all the school's instruction-related functions and thoughtfully managing their involvement in the school ensure the sustainability of the intended practice and help improve the quality of education and learners' academic achievement in the school. Such state of affairs, in turn, will help to bring about sustained improvement in the schools.

A supervisor in secondary school three commented, about how managing involvement of stakeholders in the school needs to be an important function of principal as top executive school, as follows,

"Managing school as an organization first and foremost focuses on coordinating, leading, and directing people in the school. Managing people in the school refers to managing the functions of

the major stakeholders of the school (vice principals, department heads, supervisors, teachers, PTSA members, SIP coordinators, and students council members) in the school. As a result, managing involvement of the stakeholders in the school becomes one of the functions of principal in the school."

This comment from the school supervisor implies that managing the involvement of stakeholders, who are responsible to perform several important activities of instruction in the school, is mainly the function of the school principal as the coordinator of the school. Therefore, the task of managing the involvement of stakeholders in the school not only goes in agreement with the instructional leadership roles of principals in the school but also enhances instructional leadership roles execution of principals.

Regarding the importance of properly managing the involvement of the major stakeholders of the school in the school affairs to attain the objectives of the school effectively and efficiently and the role expected of principal in this regard, the principal of Secondary School two assured,

"Managing school as an organization is all about managing people in the school. Managing people in the school in turn is all about managing the major stakeholders and collaborators of the school. Properly managing stakeholders of the school would be an important input for the school to achieve its goals successfully. In this regard (that is, in managing the involvement of stakeholders in the school), the role of the principal of the school weighs most. In the main, principal has to shoulder much of the task of managing the involvement of stakeholders in the school."

Sharing a similar view, the vice-principal of Secondary School three said,

"The active and proactive involvement of the major stakeholders of the school in the affairs of the school becomes the most indispensable activity for achieving the goal of the school magnificently. To realize that principal, as coordinator of the overall activities of the, is highly required to perform the role of properly managing the involvement of the stakeholders in the school."

Thus, the involvement of the major stakeholders of the school in the school affairs is considered as an essential input to attain the goal of the school. Accordingly, principals should play a leading role in properly managing the involvement of the major stakeholders of the school in the school

affairs to achieve the desired outcomes of the school, which focuses mainly on enhancing the quality of education in the school and ultimately on improving the academic performance of students.

5.4.3.3. Sub-theme: Supervising and evaluating instructions

The principal has a mandate to supervise and evaluate instructions as to his/her central role in the school. Consequently, the principal, as leader of the school, requires skills of supervision and evaluation to conduct the tasks of supervising and evaluating instructions fruitfully in the school where teaching and learning are going on as the major mission of the school. Such skills enable principals to critically scrutinize the success and failure of the whole instructional program in the school.

Regarding what constitutes instructional leadership roles of principals in the secondary schools, a senior teacher from Secondary School two said,

"Principals in the school are there mainly to properly manage the teaching and learning process of the school. Managing the teaching-learning process in the school circles itself around supporting teachers to teach effectively, encouraging students to learn attentively, and making the necessary instructional media (i.e., teaching aids that include student textbooks, other reference materials, etc.) available in the school. All the rest roles of principals in the school are mainly to make these major functions sustained in the school."

This indicates the tendency of teachers to perceive their respective school principals as instructional leaders who give due emphasis to tasks of instruction in the school. Instructional tasks in the school cover detailed functions of running the teaching-learning process in the school. Certainly, the roles of the principal in the school should explicitly as well as implicitly focus on carrying out the tasks related to making the teaching and learning of the school very smooth and effective, as the mission behind establishing the school is conducting teaching and learning in the school.

During focus group discussions with school improvement program/SIP coordinators, Parents-Students-Teachers Association/PTSA members, and students' council members, concerning what

constitutes instructional leadership roles of principals in the secondary schools, one learner from students' council members of Secondary School one had said,

"The overall role of principals requires to be supporting us (students) in the school (most of the rest of the members in that specific FGD were nodding their heads that seemingly show their agreement with the student's comment - my observation). *All the major stakeholders and collaborators of the school including principals of the school are here in the school to provide support for students. Supporting students in the school help students develop the right knowledge, improve the skills to apply our knowledge in the real world, and bring about a desirable change of behavior."*

This indicates learners' awareness about the goal of education and training in the school. Education and training are aimed at developing learners' knowledge, skills, and bringing about behavioral change (i.e., change of attitude), as clearly stated by the learner. Having a clear understanding of the goal of education in the school by learners is a clear signal that they realize the importance of education/learning in the school. Realizing the importance of education by the learners in the school would be an essential input for the learners to view/perceive positively the roles of the major stakeholders of the school in general and instructional leadership roles of principals in particular. Positive perception of learners towards the roles of the major stakeholders of the school may encourage the stakeholders including principals to put forth the effort to realize quality education/learning in their respective schools. Surely, everybody as human resource and everything as material and/or financial resource is there in the school above all to support learners.

About instructional leadership roles of principals in the secondary schools, one vice principal from Secondary School three had specified,

"Instructional leadership roles of principal in our school include, among others, supervising and evaluating instruction/teaching; holding discussion with teachers and initiating ways of improvements for the teaching and learning process; motivating teachers and other major stakeholders of the school (vice principals, department heads, teachers, PTSA members, and students) to devote more of their time to instructional activities than to the non-instructional functions; working cooperatively with other stakeholders of the school to create healthy teaching and learning environment; providing information to parents and the local community about

students' learning, behavior, financial utilization and other issues and receives feedback; promoting the advantages of education/schooling in terms of benefiting the school environment (the community in the school surrounding /environment); providing counseling and advising service at different occasions for students; and providing high achieving students with rewards (incentives) as a means of motivating all students to achieve better."

This shows that vice principals, as they are would-be principals in the school, were well aware of the instructional leadership roles of principals in the school. It also indicates how closely and cooperatively vice-principals and principals were working in the school. It may also imply the use of a distributive leadership approach that supports shared leadership in which everyone has collective responsibility for learner learning in the school.

Regarding managing an instructional program of the school that involve supervising and evaluating instructions in the school, as an important constituent element of instructional leadership dimension and as one of the essential roles of principals in the school, one supervisor of Secondary School three had said the following,

"The reason why principals are assigned in schools is primarily to manage an instructional program of their respective schools. So, managing an instructional program in school is about managing and supporting students, guiding and coaching teachers, and working on the curriculum of the school. In schools, what I mentioned here above are the main task areas that the roles and responsibilities of school principals emanate from. Therefore, principals of schools are fully responsible in coordinating school as the organization of education and training, and in executing tasks related to managing an instructional program of their respective schools."

Certainly, the functions of principals about managing the instructional program in the school revolve mainly around coordinating curriculum in the school, supervising and evaluating instruction (teaching activities), and monitoring the progress of learners in the school. Thus, as already indicated in the quantitative data analysis part, managing instructional programs in the school are all about the management of the school as an educational institution/organization.

Concerning empowering and supporting students in the school, as part of the task of supervising and evaluating instructions in the school and as among major functions or roles of principal in the school, one of the vice principals from Secondary School one had said the following.

"Promoting the culture of cooperative learning among the students of the school should be considered as an important task that everybody in the school should focus on if we want to achieve the goal of the school. Cooperative learning promotes team spirit and develops the skill of working with people and cohesiveness among students. So, making cooperative learning among students be a culture in the school would help students so actively participate in various clubs or co-curricular/extra-curricular activities, in decision making by involving in Student Council, and using their time effectively for learning. In this regard, principals have much more responsibility than rest of us to influence students mainly because of their position power in the school."

Moreover, as regards support for learners in the school, the principal from Secondary School three emphasized,

"I always provide students with counseling and advising services at different occasions including flag ceremonies every morning in the school days; arrange tutorial classes for students to improve in their education and attainments; organize various clubs to promote students' active participation in co-curricular activities, and facilitate students participation in the meetings of the management of the school and in decision making on issues of student affairs and on agendas that focus on the teaching and learning process in the school by involving them in the Student Council."

This shows that empowering and supporting learners in the schools is among the key roles that principals are expected to give much emphasis on if they are to achieve the goals of their respective schools. So, empowering and supporting learners is one of the vital roles of principals as instructional leaders in the school.

5.4.3.4. Sub-theme: Leading professional development

Motivating the major stakeholders of the school for continuous professional development (CPD) in the school is definitely among the key roles and responsibilities of a principal as an instructional leader while managing and coordinating the school. The principal is expected to adapt and prepare

continuous professional development (CPD) plans, and other reform endeavors at the school level in collaboration with other stakeholders of the school.

Concerning promoting professional development activity in the school, as instructional leadership role of secondary school principals, supervisor of the secondary school one reflected his views as follows:

"*Instructional leadership roles of principals commence by having classes to teach in the school. Principals are expected to teach at least 10 periods per week as a member of line personnel in the school. Line personnel in the school, as you know* (he emphasized as to my observation)*, are teachers who are expected to perform the mission of the school (the main mission behind establishing a school has been conducting the task of teaching and learning in the school). Having classes to teach in the school as a teacher for principals of schools could be considered as an important ground/base to sharpen their pedagogical know-how and to enable them effectively and efficiently execute their instructional leadership roles that consist of setting the goals and vision of the school, defining mission, and values of the school; communicating the defined goals, vision, mission, values as principles of the school; designing an overall plan of the school as part and parcel of the instructional leadership roles in the school; coordinating an overall instructional program of the school, and mobilizing community support for the school.*"

This may indicate not only the understanding and expectations of supervisors about the instructional leadership role of principals in the school but also the positive perception of supervisors, a major stakeholder of school, towards instructional leadership roles of principals in the school. Thus, supervisors, as their roles and responsibilities are to provide professional support for the schools (i.e., for principals and/or school leaders, teachers, and other personnel in the school), are meant/expected mainly to support and guide principals in their respective schools.

Concerning the importance of professional development activities in the school, principal from Secondary School two had reflected,

"*If the school is to achieve its objectives effectively and efficiently, then it becomes mandatory to develop the strategies/mechanisms that enable the school progress and maintain the professional capability of its major stakeholders. In this regard, in our school there is a trend of the mentorship program, as professional development activity among others, that benefits beginner/novice*

teachers and newly assigned teachers to the school to be equipped with the necessary knowledge and professional know-how. High-ranking teachers with a rank of Senior Teacher, Associate Head Teacher, Head Teacher, and Senior Head Teacher in the career structure of teachers in secondary schools have the responsibility of coaching and mentoring/guiding the novice/beginner teachers and newly assigned teachers in the school. I, as a principal and leader of the school, have the role of coordinating, organizing, and leading such mentorship programs and other professional development activities in the school to enhance the quality of the teaching and learning process and eventually improve the academic performance of students in the school."

This implies that principals, as instructional leaders, have the role and responsibility of developing the professional capability of the major stakeholders (essential teachers) of the school to realize measurable improvements in learner results.

A supervisor in School two commented,

"Participation and engagement in continuous professional development (CPD) programs, which essentially focuses on updating and upgrading the overall capability of the major stakeholders in schools, has become compulsory and an obligation for teachers, supervisors, principals, and others so long as they are part of the school as well as the education system of the country. So, school leaders and/or principals are responsible to organize and institutionalize continuous professional development/CPD activities in the schools."

Reflecting a similar view, the principal of School three said,

"Coordinating continuous professional development (CPD) in the school is definitely among the key roles and responsibilities of us (principals) as instructional leaders while managing the school. This is so because the major function of a school (i.e., teaching and learning) requires continuous professional development of its major stakeholders in general and teachers, in particular, to help them cope up with the changing school environment as a result of knowledge explosion and technological advancement. Moreover, we principals, as instructional leaders, are required to give due emphasis to the activities of instruction by employing instructional leadership style as an approach to managing school. As you know, (he emphasized), instructional leadership has been a type of leadership approach that is mainly based on the principle of supporting the professional

development of teachers and other major stakeholders of schools to realize measurable improvements in student results."

The above clarifications show the importance of professional development in the school and the role that needs to be played by the principals of schools in promoting and leading professional development and related tasks in their respective schools.

5.4.3.5. Sub-theme: Creating a healthy school environment

It mainly focuses on having to enable school environments that take account of the school facility, empowerment of students and teachers, and support for learners among other activities. Moreover, creating a healthy and safe school environment as one of the important functions of the principal in the school emphasizes that to be successful in the school the learners need to learn in a benign environment, which is conducive to learning. Hostile school environments hamper the smooth running of the teaching and learning process in the school. So, school leaders and/or principals, as coordinators and managers of the school and as essential human resources who are responsible to lead and direct the overall functions of the school, should work hard to promote/develop a safe and healthy school environment and learning climate in the school.

On the subject of promoting a safe and healthy school environment and learning climate in the school, a supervisor from Secondary School two said,

" For a school as an organization that comprises mainly people, as its stakeholders and collaborators (such as students, teachers, school management bodies, PTSA members, SIP coordinators, laboratory technicians, library staff members, and others) who work toward goal achievement, and as its essential inputs to attain its objectives effectively and efficiently, developing safe and healthy school environment become indispensable for the smooth running of the teaching and learning process in the school. Principals are expected to play a sound role in promoting/developing a safe and healthy school environment and learning climate in the school."

Major stakeholders of the school acknowledge that promoting/developing a safe and healthy school environment and learning climate contribute much to bring about quality education and ultimately to advance learners' learning in the school. Given that, promoting/developing a safe and healthy school environment and learning climate has been considered as one of the major roles of

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principals, as the executive member of the top management in the school, and as effective instructional leaders.

During data collection in the sample schools what impresses me most as the investigator of this study was that all the sample schools have displayed their respective school's vision as their school's goal to be attained within a specified period (most of the schools set time limit that ranges from five to ten years for achieving the vision). It has been displayed in an open school compound where everybody in the school can read and rehearse it easily. In addition to displaying vision as the goal that the schools were aspiring to achieve, through my observation I (the investigator of the study) have also noticed that alongside with vision, the sample schools have put on show their respective school's mission and values or principles, which are supposed to guide the schools in their daily functions. Moreover, photos of high achieving learners of the last three consecutive academic years to inspire others, different educational proverbs that are expected to stimulate teachers and learners, and different pictures that may perhaps be used as important instructional media in the schools and instructional classrooms, and short notes that show characteristics of effective teachers as well as hardworking students have been displayed or posted on the notice board and at open places of the school compound where the school community can certainly discern and recognize them. Such a setting may inspire teachers to teach effectively and learners to learn attentively in the school.

About the arrangement of the school compound in such a way that teachers as well as learners in the school focus on instructional activities, as part of creating healthy school environment, one teacher from Secondary School three reflected,

"The arrangement of the school compound in such a way that inspires both teachers to teach and properly guide their students, and students to learn and ethically behave and in harness with teachers to improve their academic achievement are primarily the result of the implementation of the school reform packages and particularly the outcome of the reform called the school improvement program (SIP) in the school as that of business process reengineering (BPR) in the Civil Service Offices of the Ethiopian government. Cooperation among the major stakeholders of the school also deserves worth mentioning to make the school so attractive for the smooth as well as the healthy running of the teaching and learning process. The focus of the principal in our

school could also be considered as an important input in making the school a better place to learn and to work/teach. His management style is collegial and cooperative and he gives due emphasis for academic issues in the school."

The comment by one of the vice principals in Secondary School one is also in conformity with the above ideas,

"Commencement of SIP in the primary and secondary schools in Ethiopia has helped in creating a healthy and safe school environment that has positively contributed for the teaching and learning process in the school to be smooth and peaceful. Having a safe and healthy school environment is an important part of school life. Keeping students, teachers, and other major stakeholders in the school safe is essential within our teaching and learning environments. In doing the activities that are related to creating a healthy and safe school environment in the school, principals, as instructional leaders, have a lion share in comparison with the roles and responsibilities bestowed upon other stakeholders in the school."

These statements imply the importance of school improvement program (SIP), as vital reform of school, not only in communicating school goal, vision, mission, and values, which has been one of the major instructional leadership dimensions that principals are expected to give due consideration in the school, but also in creating healthy school environment. Besides, the teacher and vice-principal reflected the importance of principals, as instructional leaders, because of the principal's due attention given to instructional activities in the school. Thus, instructional leadership as the style of managing school that centers itself on teaching and learning related functions, and school improvement program (SIP) as essential school reform, which also focuses on SIP domains that are purely related to creating quality school (learning and teaching, school leadership, creating enabling learning environment, and community participation), were accredited as important reforms that enhance the quality of education and ultimately improve the academic performance of learners in the school beside promoting safe learning environment. It indicates not only the importance of SIP and instructional leadership approach in creating a safe and healthy school/learning environment, but also it shows the due attention given by the principal of the school for tasks related to teaching and learning activities. It also implies the extent that teachers and vice-principals are aware of about instructional activities of principals and the positive

perception of teachers towards instructional leadership roles that principals are thought to execute while managing their respective schools.

Concerning the contributions of having a healthy and safe school environment for the teaching and learning in the school and the role expected to be played by the principal of the school in this regard, a principal in Secondary School one said,

"The school environment refers to factors within the school that influence the teaching and learning process. The school environment includes classrooms, library, technical workshops, and teachers' quality, teaching methods, peers, among other variables that can affect the teaching and learning process. All these school environment variables become essential inputs for the school to realize its objectives and goals as long as they are properly managed and lead by the principal of the school. The principal must play a sound role in realizing a healthy and safe school environment that is conducive for conducting the teaching and learning process in the school effectively."

The statement of a principal indicates the importance of having a healthy and safe school environment for the teaching and learning in the school. It also implies that the principal is highly responsible to do different tasks that help realize a healthy and safe learning environment in the school.

5.4.3.6. Sub-theme: Coordinating community participation in the school

Principals are expected to understand, mediate and serve the best interests of the school's community while managing their respective schools. Principals are required to work hard to ensure the success of all students in the schools by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning. They must put forth the effort to be able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they are working.

Given principals' instructional leadership roles in promoting community participation in the school, during focus group discussions, the school improvement program (SIP) coordinator from Secondary School two had commented the following,

"There must be a strong linkage between the school and the community to improve the quality of education in general and student achievement in particular. Since schools cannot meet the complex needs of the students alone, they need to involve parents and other community members in schooling decisions. Thus, school principals should engage parents and community members in the educational process and create an environment where community resources support student learning and well-being. To be able to do this, the school principal should also develop an understanding of his/her role in the community as well as the role of the school as a socializing agency and a key institution in society. As a result, principals should work co-operatively with the overall school community and stakeholders. Of course, our school principal is doing to the best of his capacity in this regard."

In addition, the supervisor of the same school (i.e., supervisor of Secondary School two) had said similar comments, as far as principal effort to participate the community in the school affairs is concerned, as follows,

"There is no problem of participation on the part of the community in the school activities here in our school. Our school principal always encourages the school community to participate in all sorts of activities. I, as a supervisor who is assigned to provide professional assistance for the school, also support the principal in promoting community participation in the school by suggesting different strategies that help to engage the community in different activities of the school."

This implies the importance of community participation in the school, and it also denotes the role and responsibility of other stakeholders of the school in promoting community participation in the school besides the authority and responsibility bestowed upon the principal of the school to coordinate and lead community participation of his respective school. To enhance the quality of education in the school, the principal needs to connect the school with the community as his major function and as part of coordinating community participation in the school. Consequently, promoting community participation has become one of the major instructional leadership roles of principals in the school since community participation directly as well as indirectly affects the quality of education in the school.

Community participation in the school may also involve the form of contributions of resources for the school. To maximize resource contributions of the community to the school, principals are required to effectively coordinate community participation in the school. In this regard, the principal of Secondary School three explained,

"This secondary school, which I have been leading as a principal, is currently getting better support from the community in terms of inputs such as money, material, and labor inputs. Some of the new buildings in the school have been constructed and furnished with the full support of the school community. As a principal in this school I have been doing to the best of my capacity to create as well as sustain a close link between my school and the community."

Reflecting a similar view, the supervisor of Secondary School two said,

"Principals involve parents and community members as human inputs or resources by themselves in improving student learning in their respective schools. Principals also use community resources to improve student learning. We supervisors support their effort of coordinating community participation as a means of improving quality of education in the school."

These consecutive explanations by the principal and supervisor imply the importance of the principal in promoting and coordinating community participation in the school. The contribution of resources by the school community, if it is properly coordinated and managed as explained above, helps the school to get better facilities that in turn could help in improving the quality of education in the school.

Research question: How do principals, vice principals, supervisors, teachers, PTSA members, SIP coordinators, and learners perceive the instructional leadership role of principals in secondary schools?

5.4.4. Theme 2: Major Stakeholders' Perceptions towards Instructional Leadership

The way how major stakeholders of the school (principals, vice-principals, supervisors, teachers, PTSA members, SIP coordinators, and learners) view/perceive instructional leadership roles of principals in the school would have a far-reaching impact as far as attaining effectiveness of the

school is concerned. Positive perceptions of major stakeholders of the school toward instructional leadership roles of principals could support school leaders and/or principals to execute their instructional leadership roles in the school effectively and efficiently. This may be so because major stakeholders' behaviors in the school are based on their perception of what reality is about the instructional leadership roles of principals.

A supervisor in Secondary School one commented,

"One important role of school leaders and/or principals has been defining the school goal that includes setting vision, mission, and values of the school using designing comprehensive school plan. The goal should be displayed around the school to ensure that everyone can see it easily and making them aware and concerned about the school's direction. This is one of the very important roles of principals in the school that every stakeholder of school should provide valid support to help principals realize or execute the task effectively and efficiently in the school. To do that successfully, school leaders and/or principals should know what to be achieved by the school and the direction they are heading to."

This implies positive perceptions/views of the major stakeholders of schools towards instructional leadership roles of principals in the school.

Principal of Secondary School one reflected his view regarding the importance of his role, as the instructional leader of the school, as follows:

"I am here to coordinate the overall activities of instruction in the school at which I had worked for long as a teacher, department head, unit leader, and vice-principal before I was promoted to a principal-ship position. The main role of a principal in the school is managing and organizing the school as an organization where teaching and learning become the key task. Principal actual roles while managing school as an organization mainly focus on supervising and evaluating overall functions of instructions; monitoring students' development; protecting instructional period; providing incentives for teachers' teaching; and students' learning; and promoting professional development. As a result, execution of these roles of principal in the school becomes indispensable to achieve the objectives of the school effectively and efficiently."

Reflecting a similar view, the principal of Secondary School three said,

"The major task of principal is managing the instructional program in the school. Managing instructional programs encompasses all functions of the school related to curriculum, teachers, and students. Thus, the principal's functions concerning coordinating curriculum, monitoring students' development, supervising and evaluating instructions, and promoting continuous professional development activities for the major stakeholders of the school in general and teachers, in particular, are the most important tasks that help school attain its goals."

The principals believe that the achievement of the goals in the school will be subject to the extent of execution of instructional leadership roles of the principal. This finding shows not only the importance of instructional leadership roles of principals for the improvement of quality of education in the school and ultimately to improve the academic performance of learners, but also the positive perception of principals towards their instructional leadership roles.

Research question: How do principals' instructional leadership roles contribute towards school effectiveness and improvement?

5.4.5. Theme 3: Contributions of Instructional Leadership

Contributions of instructional leadership are directly as well as indirectly associated with the importance or contribution of the principal in the school since the principal is the one who is fully responsible to apply instructional leadership as an approach/style while managing his/her respective school. The instructional leadership of the principal is a critical factor in the success of a school's improvement initiatives and the overall effectiveness of the school. The primary responsibility of the principal is to promote the learning and success of all learners. Moreover, the principal, as an instructional leader, encourages and supports teachers to improve their teaching practices, leading to increased learner achievement. Instructional leaders provide coaching and mentoring for the teachers in their schools.

Concerning contribution of instructional leadership approach, as management style, for effectiveness and improvement of the school, one of the vice-principals from the Secondary School one reflected,

"Instructional leadership contributes in enhancing the quality of education and in improving the academic performance of students in the school. I said this because through applying instructional

leadership approach while managing and coordinating the school that I have been working as deputy/vice-director/principal, my school principal always strives to touch and improve every aspect of the school. The aspects, as you know (he emphasized)*, include overall teaching and learning process, curriculum evaluation and improvement, capacity building programs for teachers and support staff members, providing guidance and counseling services for students and motivating students to participate in different co-curricular activities, encouraging community involvement in general and students' parent's participation in particular in the school affairs, about the adequate availability of instructional media (customarily, the so-called 'teaching aids'), and school leadership and administration aspect that emphasizes on emerging strategic vision, molding leadership behavior, and evolving school management. Moreover, the instructional leadership approach encourages and inspires the principal by providing him the sense of self-esteem and equity that combines kindness and justice on the part of the principal to commendably motivate the major stakeholders of the school to undertake their duties with devotion and loyalty."*

The importance of instructional leadership approach for school effectiveness and improvement had been expressed by the words of one of the senior teachers from Secondary School one as follows,

"Applying instructional leadership approach as a management style in a school helps in fully exercising collegial authority, which is believed to be the most appropriate pattern of authority in the school that staffed mainly by professional teachers. Collegial authority allows teachers, as professionals, to enjoy autonomy over their day-to-day teaching and learning functions. It creates a sense of intimacy between the principal and other stakeholders of the school. There is a greater degree of human intimacy relationship in the school system. The principal works with teachers, students, PTSA members, students' parents, and other community members. The relationship between principals and teachers, principals and supervisors, teachers and students, students to students, teachers to teachers, and so on is strong and demanding that needs closer attention and guidance on the part of principals as leaders of the school. As a result, it seems clear that principals in schools need to pay greater attention to personal dispositions than administrators in other service-giving organizations. Thus, applying instructional leadership facilitates such intimacy of necessary relationships among the major stakeholders and collaborators of the school to promote team spirit and to work towards having and attaining common school goals."

Regarding the contributions of instructional leadership for school effectiveness and improvement, the supervisor of Secondary School one also said,

"Principals, as top executives and coordinators of the school, require being successful in their work in the school, aspire to get promotion in their career ladder at the right time, need to enhance the possibility of professional growth to be able to work at the higher echelons (i.e., Woreda/District Offices, Zone Education Departments, Region Education Bureaus, and Centrally at the Ministry Education level as experts as well as heads) of the education system of the nation/Ethiopia, and want to achieve a favorable recognition. To attain such aspirations that motivate principals to exert forth effort in day-to-day activities in the school, here in our/Ethiopian education system, principals should focus on the tasks of instruction (teaching and learning related functions) while managing and coordinating their respective schools. Thus, the only strategy that authorizes school principals to focus on the teaching and learning functions of the school is applying the instructional leadership approach in the school. Moreover, successfully applying instructional leadership in the school, in turn, helps principals to see the outcomes of one's (their own) work and to find ways of dealing with problems in the school. As a result, instructional leadership becomes a source of satisfaction on the part of principals in the school because executing instructional leadership roles of principals effectively in the school by itself is a transformation that addresses every aspect of the learning/education in the school."

These consecutive explanations, about the contribution of instructional leadership, imply sound understanding and expectations that secondary school's major stakeholders (vice-principals, teachers, and supervisors) have about the importance of instructional leadership for school effectiveness and improvement. It also clearly indicates the positive perception that the major stakeholders of the school (supervisors, vice principals, and teachers) have towards instructional leadership roles of principals in the school.

Research question: What are the major barriers that affect the quality of instructional leadership in secondary schools?

5.4.6. Theme 4: Challenges as Barriers of Instructional Leadership.

The main challenges of instructional leadership were related to instruction/teaching-learning processes in the school because the mission of the school is conducting teaching and learning-related tasks in the school. The challenges of instructional leadership may manifest themselves in the school while evaluating instruction, promoting change, improving teachers' instruction, implementation research-based practices, and meeting learners' needs. These just above mentioned functions, which were considered as areas where challenges of instructional leadership are associated with, have predominantly been activities of principals in the school. For that reason, the principal requires being motivated to work hard in the school to minimize the negative consequences of the challenges of instructional leadership.

However, one important challenge frequently cited by the participants and respondents (responses for open-ended items of the questionnaire) of this study, as barriers of instructional leadership, is the existence of dissatisfaction as well as the absence of satisfaction among the major stakeholders (including principals) of school.

Regarding the absence of satisfaction as well as the presence of dissatisfaction on the part of school leaders and/or principals, Supervisor from Secondary School three pointed out,

"The possible sources for the lack of satisfaction and the existence of dissatisfaction among the school leaders and/or principals in the schools are because of:- lack of recognition; lack of personal acknowledgment by the management of the school; lack of reward; lack of ability to find ways of dealing with problems; the inability of school leaders and/or principals to see the outcomes of one's (their own) work; the routine nature of the tasks themselves that do not require creativity; non-existence of autonomy in accomplishing task assignments; decline in the authority of school leaders/principals when compared to others; critical accountability of school leaders/principals for job performance; lack of expected promotion as well as the existence of demotion on the part of principals related to task accomplishment; and lack of changes in the work condition such that advancement of school leaders and/or principals is less likely and opportunities to learn are minimized."

Regarding the existence of dissatisfaction and the lack of satisfaction on the part of principals, the SIP coordinator of Secondary School one confirmed,

"Our principals (including vice-principals) are working in the school amid insufficient resources (particularly inadequate financial resources) for task fulfillment; insufficient pay, unclear salary increment and promotion policies, as well as blurred fringe benefit system for the principals themselves; high volume of work (both academic/instructional and administrative tasks) on the shoulder of principals within the school as well as out of the school; and lack of adequate school facilities and equipment. The negative presence of these factors causes dissatisfaction on the part of principals in the school. Besides, such a state of affairs obliges principals to work in a situation of the school where there is less possibility of effective task accomplishment and advancement in their career, which may effectuate unfavorable recognition and reduced the possibility of growth on the part of principals. So, if there is a lack of successful task accomplishment, lack of favorable recognition, absence of advancement and presence of demotion, and low possibility of growth in the school, then unquestionably such a set of circumstances brings about no satisfaction on the part of principals."

This implies that the positive presence of such motivation factors generates increased effort and ultimately leads to satisfaction on the part of school leaders and/or principals. Conversely, when motivation factors are non-existent or in a negative direction, it results in decreased efforts and due course leads to the absence of satisfaction on the part of school leaders and/or principals. The main aim of applying instructional leadership as well as implementing a school improvement program (SIP) is to bring about quality education and ultimately enhance learners' academic achievement in the school. To attain the aim of the schools, through applying instructional leadership and implementing SIP, principals and/or school leaders require to make every effort to maximize and having such motivation factors that include achievement, advancement, favorable recognition, interesting work, sufficient responsibility, upward advancement, and increased possibility of growth. Thus, the task of principals, in this regard, is to increase the presence of such motivation factors in the school to make the major stakeholders of the school exert forth effort to realize the quality of education and improved learners learning in the school. The instructional leadership approach as management style of school and the school improvement program (SIP) as

school reform strategy would be considered as inputs that support to maximize motivation factors in the school.

That is to say, the availability/presence of motivation factors that include principals' personal acknowledgement by the management of the school; reward; principals' ability to find ways of dealing with problems in the school; the ability of school leaders and/or principals to see the outcomes of one's (their own) work; the nature of the tasks that require creativity (such as conducting action research) on the part of school leaders and/or principals in the school; school leaders and/or principals autonomy in accomplishing task assignments in the school; increased authority of school leaders/principals in the school when compared to other equivalent service organization/institutions; rational accountability of school leaders/principals for job performance; promotion on the part of principals related to task accomplishment; and positive changes in the work condition such that advancement of school leaders and/or principals is more likely and opportunities to learn are maximized in the school would help principals and/or school leaders to put forth effort to the best of their capacity in their day to day activities and to bring about job satisfaction among themselves.

In this regard, principals, as successful instructional leaders, are expected to play sound roles in the attainment of such motivation factors in their respective schools. Principals and/or school leaders should know and address the needs and interests of learners, teachers, and other support staff members, and community to be good motivators along with being resource providers, good communicators, in existence and visible in the school and effective time managers to ensure that the school is working without wasting educational/instructional time of the school. Application of instructional leadership approach and implementation of school improvement program (SIP) in the schools would certainly assist principals and/or school leaders in realizing the motivation factors that are believed to breed increased effort and in due course lead to achieving satisfaction from the career itself on the part of main principals and/or school leaders, teachers and other major stakeholders of the school.

In the same way, the finding may also imply the prevalence of dissatisfactions among school leaders and/or principals may as a result of lack of good pay, lack of security, lack of good working conditions, and lack of benefits in the school. These are hygiene factors. Although the positive

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presence of such factors cannot bring about increased effort and feelings of satisfaction on the part of school leaders and/or principals, they make it possible for the motivation factors to function (Markos, 2018: 55).

The motivation factors and the hygiene factors focus on two distinct categories of experience. Feelings of satisfaction are generally allied with motivation factors, whereas feelings of dissatisfaction are most often connected with hygiene factors. The motivation factors are so named because the elements that constitute the motivation factors include achievement, favorable recognition, interesting work, sufficient responsibility, upward advancement, and increased possibility of growth are most of the time connected with greater effort (motivation to work harder) than are the positive features of the hygiene factors. On the other hand, lack of accomplishment, unfavorable recognition, boring work, inadequate responsibility, absence of advancement (or presence of demotion), and reduced possibility of growth is associated with decreased effort (motivation to produce or work less) (Markos, 2018: 55 citing Ayalew, 1991: 144 - 146 and Bekele, Assefa and Seyoum, 2017: 70).

Hygiene factors are the features of work conditions that can when found sufficiently attain school leaders' and/or principals' pain avoidance needs. They tend to be extrinsic to the work itself; they relate to the environment in which the work is carried out. The hygiene factors include features of organization/school policy and administration, supervision, salary, interpersonal relations, working conditions, status, job security, and/or effects on personal life. When non-existent, insufficient, or negative in a work condition, these elements bring about feelings of dissatisfaction. When present, ample, and positive they become important inputs that encourage the major stakeholders of the school to be ready to put forth the effort, though they do not usually bring about feelings of satisfaction by themselves (Markos, 2018: 55 citing Ayalew, 1991: 144 - 146 and Bekele, Assefa and Seyoum, 2017: 71).

Hence, instructional leadership approach as the style of managing school and its constituent elements as major roles of principals take account of the motivation factors which tend to be intrinsic to the work itself and relate to the content of the job. Besides, instructional leadership embraces the hygiene factors that tend to be extrinsic to the work itself and relate to the environment in which the work is carried out. Such a set of circumstances also holds about school improvement program (SIP) implementation in the school. That is to say, SIP through its domains

considers both the work itself that require to be done in the school and the school environment where the main mission and work of the school has been undertaken. Conversely, the motivation of the major stakeholders of the school (principals, supervisors, teachers, learners/students, PTSA members, SIP coordinators, and learners' parents) and their knowledge, skills, experience, and their level of responsibility in the school were very essential inputs in applying instructional leadership approach and in implementing SIP effectively and efficiently while managing the school as an educational organization. Though it is not within the scope of this study/research, the above explanations hint at how instructional leadership dimensions and school improvement program (SIP) domains involve the motivation and hygiene factors. Henceforth, such aspects require further thorough investigation and in-depth research on the part of educational experts and policymakers at different tiers of the education system of the country (Ethiopia) (Education Offices at Woreda/District level, Education Departments at Zone level, Education Bureaus at Regional State level, and Ministry of Education of the Federal Democratic Republic of Ethiopia at the Federal/National or the so-called Central level) as well as professionals at schools and educational institutions level within the nation/Ethiopia and abroad.

Document analysis of SIP documents shows that activities included in the items of the SIP scheme in the school correspond to the instructional leadership dimensions and its integral components that constitute instructional leadership roles of principals in the school. Such replications of similar functions in different documents of the same school on behalf of various school reforms, though it has its advantages, may seemingly increase the volume of work and complicate the nature of job/task to be executed on the part of principals and/or school leaders in the school. It may also increase the workload on the part of school leaders and/or principals while preparing and compiling performance reports that are to be submitted to the schools' respective Woreda/District Education Offices and Cluster Centers to which the schools were held responsible. Consequently, stakeholders of the school may consider such duplication of efforts as an instructional leadership barrier that unnecessarily overburden the functions of principals and other stakeholders of the school.

Concerning how different reforms (such as SIP, CPD, Instructional Leadership Approach as the style of managing school, Domains of School Effectiveness) in the school revolve around similar issues and agendas and how such situations cause dissatisfaction among the major stakeholders of

the school, principal, who has long years of experience in a principal-ship position of secondary schools, from Secondary School one had said/commented,

"We principals tend to question and consider various educational reforms, though relevant and viable, as unimportant and duplication of efforts since one comprehensive reform effort such as SIP has included all the functions and activities that constitute other reform attempts including roles and responsibilities of principals as instructional leaders of the school. Such duplication of efforts is likely to make school leaders and/or principals dissatisfied. Moreover, lack of rewarding remuneration, lack of job security, lack of praiseworthy working conditions, and lack of fringe benefits in the schools where we are coordinating may exacerbate dissatisfactions among school leaders and/or principals even though the positive presence of such factors cannot bring about increased effort on the part of school leaders and/or principals."

This implies the high extent of understanding and expectation of the principal about the different reform efforts and how the reforms are interconnected to bring about quality education and in due course to improve learners' learning in the school. This comment also shows the interrelationship of instructional leadership dimensions and school improvement (SIP) domains in the school. That is to say, all the functions and activities considered in SIP domains are part and parcel of instructional leadership dimensions and their constituent elements. Accordingly, instructional leadership roles of principals correspond to duties and functions of principals while planning, implementing, and monitoring, and evaluating SIP in the school. As a result, SIP supplements as well as complements instructional leadership in the school. Conversely, applying the instructional leadership approach significantly contributes to the effective and efficient implementation of SIP in the school. Both applying instructional leadership as a management style and implementing school improvement programs (SIP) focus on creating and promoting/developing a safe and healthy/orderly school environment and learning climate as one major component of the respective reforms in the school. As a result, applying instructional leadership and implementing school improvement program (SIP) in the school could pave the way to generate rewarding remuneration, offer job security, create good working conditions and school environment, and have increased fringe benefits, which are factors that relate to the environment in which the work of the school is carried out. The presence of such factors creates not only zero dissatisfaction or no dissatisfaction

on the part of school leaders and/or principals but also builds the base for the existence and functioning of the motivation factors in the school.

Moreover, data obtained through observations, interviews, focus group discussions (FGDs), from responses of the respondents for open-ended questionnaire items of the questionnaire, and document analysis during the empirical investigation have also indicated the challenges of the schools as barriers to principals' instructional leadership roles execution in the schools. The challenges of the schools, as barriers of principals' instructional leadership roles execution in the schools, were indicated as follows:-

- Lack of the required skills and knowledge on the part of school leaders and/or principals;
- Lack of interest of principals to be involved in actual teaching duties;
- More engagement of principals in political assignments than the efforts they exert to execute school plans;
- Involvement of principals in too many meetings outside the school which were unrelated to their instructional leadership roles and responsibilities in the school and that have affected the visible presence of principals in the school regularly;
- Work overload of principals with many other non-instructional responsibilities in the school and improper time management on the part of principals in the school;
- Negative attitude and resistance of major stakeholders of the school (department heads, teachers, learners) towards implementing new school reforms/strategies (such as SIP, CPD, formative/continuous assessment, cooperative learning, learner-centered teaching, and learning methodology) since the implementation of such reforms require putting forth and persistent efforts on the part of the major stakeholders to bring about viable quality education in their respective schools;
- Lack of interest among teachers for teaching and the profession itself;
- Lack of commitment on the part of PTSAs on school activities;
- Weak follow up by parents about their children's learning progress and growth;
- Low parent and community participation in the school development initiatives such as SIP, CPD;

- Lack of adequate support from government and non-government organizations in furnishing schools with good and sufficient resources (either material or financial) and in making the instructional media (teaching aids) sufficiently available in the school;

- Lack of operational supervisory practices/services and absence of timely feedback provision system for the schools from the educational experts and professionals at Woreda/District Education Offices, Zone Education Departments, Region Education Bureaus, and Ministry of Education of the Federal Democratic Republic of Ethiopia level regularly;

- Less stability of tenure of principals and untimely transfer of teachers (i.e., there has been a widely held belief among the people within the school and out-of-the school as well that the more stable the principals, the more successful the schools will be);

- Imposing principals to be loyal to the political demands rather than supporting them to execute their instructional leadership roles in their respective schools;

- Assigning teachers to school headship or principal-ship positions without any formal training in leadership and management in general and in educational leadership and management in particular (i.e., there have been grievances among the major stakeholders of the school against the current recruitment and selection process of the principals);

- Shortage of budget and financial resources to run all the school activities;

- Shortage of infrastructure (classrooms, building, furniture, etc.);

- Shortage of educational and learning materials (i.e., the inadequacy of instructional media or teaching aids);

- Shortage of facilities (water, toilet, electricity, computers, internet services, etc.);

- The unwillingness of high achieving students to take part in peer learning groups which is expected to promote cooperative learning among learners; and

- Misbehaviors of some learners (such as late coming, absenteeism, dropping out, cheating during exams and copying assignments and homework from others, and addiction to various undesirable behaviors that negatively affect their education/learning).

The above long list of challenges of schools, as barriers of principals' instructional leadership roles execution in the schools, relate to challenges of school principals, teachers, learners, learners' parents, community participation, administration and governance-related challenges, and resource-related challenges. These challenges were about the problems that hinder realizing active

and smooth teaching and learning, safe and orderly school/learning environment, effective school leadership and management/administration, and community participation in the school. Applying instructional leadership, as the style of coordinating/managing school, is apt to take such challenges and problems into account in the school. As the literature review of this study affirms, the instructional leadership approach by itself, as a mode of managing school, calls for the school leaders and/or principals who work towards minimizing such challenges of the school to bring about quality education/learning and in due course to improve learners' academic performance in the school. In this regard, school improvement program (SIP), as a key reform plan that focuses on creating effective teaching and learning process in the school, having enabling school environment, positioning successful school leadership and administration, and promoting community participation in the school affairs, helps in producing school leaders and/or principals who work as effective instructional leaders in the school. Thus, school leaders and/or principals should consider applying instructional leadership in the school as both a means to an end and an end by itself. This is so because applying instructional leadership approach in the school would help in the implementation of different school reforms such as SIP effectively and efficiently for one thing, and executing instructional leadership roles of principals effectually in the school by itself is a transformation that addresses every aspect of the learning/education in the school for another.

Finally, the respondents and participants of the study forwarded several suggestions to improve principals' instructional leadership roles execution in the school. The data on the mechanisms/strategies that may serve as guidelines to improve principals' instructional leadership roles execution are presented hereunder.

Research question: What are the strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

5.4.7. Theme 5: Strategies to Improve Principals' Instructional Leadership Role Execution

Mechanisms refer to strategies that are assumed to increase principals' instructional leadership roles execution as well as school effectiveness when implemented consciously and successfully in the school. Most of the respondents who had responded the open-ended questionnaire items of the

questionnaire, and most of the participants who were interviewed and who were participated in focus group discussions (FGDs) had forwarded their views about the mechanisms that can be used to assist principals to become more effective in their roles execution as instructional leaders as follows:- delegating tasks and sharing responsibilities among the major stakeholders of the school (supervisors, vice principals, department heads, PTSA members, and teachers) and monitoring and receiving timely feedback about the task performance; attending professional trainings/workshops and different courses on leadership in general and instructional leadership in particular, and on school based management and linking the completion of the trainings and workshops with certification, career advancement, promotion and remuneration that enable school leaders and/or principals put forth effort to execute instructional leadership roles effectively and efficiently in their respective schools; visiting other secondary schools in their clusters, Woreds/Districts, Zones, Regions, and in other Regions within the nation/country (i.e., Ethiopia) to have as well as share best experiences and seek advice from other principals; conceptualizing their roles and responsibilities and different school reforms such as SIP in the school; developing their pedagogical know-how (i.e., increasing competence and awareness in science of teaching); and improving technical, human and conceptual skills that help to be effective in managing school as social organization/institution that involves mainly human beings; consulting supervisors, vice principals, SIP coordinators, heads of departments, PTSA members, and teachers in decision making process rather than imposing decisions in the school.

Besides, establishing and strengthening the curriculum committee that involves senior teachers from each department and respective subject areas in the department and authorizing them to facilitate and monitor teaching and learning, develop reports, facilitate academic forums such as School Day, Education Day, Science Day, and Language Day in the school; institutionalizing instructional leadership approach in the school; motivating the major stakeholders of the school, and exercising collegial authority whereby teachers enjoy autonomy over their work were also suggested by the respondents and participants of the study as mechanisms/strategies that can be used to help principals to become more effective in the execution of their roles as instructional leaders in the school. Exercising collegial authority promotes cooperation and competitiveness among the major stakeholders of the school. Success is more likely when school leaders and/or principals are collegial with teachers as well as other major stakeholders of the school and work collaboratively on the planning, implementation, and monitoring, and evaluation of the

improvement activities such as SIP and CPD in the school. When principals and other major stakeholders of school (teachers, supervisors, vice principals, PTSA members, learners, SIP coordinators, and supportive staff members) work cooperatively, the level of commitment, energy, and motivation is likely to be higher, and the possibility of implementing the new initiatives effectively in the school increases.

Carrying out all the mechanisms/approaches that were suggested and forwarded by the respondents and participants of the study surely assists school leaders and/or principals to become more effective in the execution of their roles as instructional leaders in the school. Functioning such just above mentioned strategies that may serve as guiding principles to improve principals' instructional leadership roles execution, in turn, necessitates applying instructional leadership approach and implementing school improvement program (SIP) in the school. Therefore, school leaders and principals need to be well aware of the fact that applying the instructional leadership approach and implementing a school improvement program (SIP) in the school become the best mechanisms that may serve as a course of action to improve principals' instructional leadership roles execution in the school.

5.10. INTEGRATION OF THE FINDINGS OF QUANTITATIVE AND QUALITATIVE DATA

The findings indicated that instructional leadership dimensions and their specific components constitute instructional leadership roles of principals in secondary schools. In addition, the findings also implied the very positive perception awarded towards the instructional leadership roles of principals by the major stakeholders of the school (principals, vice-principals, teachers, supervisors, SIP coordinators, PTSA members, and learners). That is to say that the respondents as well as the participants of the study had given no unfavorable opinion/view for the instructional leadership roles of principals in the school. It was also evident from the findings that the extent that principals exert forth effort to carry out the instructional leadership roles in their respective schools was considered high.

The finding also indicated that instructional leadership roles of principals are very much interrelated/correlated and consistent with the roles of principals about planning, implementation,

and monitoring and evaluation of school improvement programs (SIP) in the school. SIP implementation in the school goes in agreement with applying the instructional leadership approach which entirely focuses on improving the teaching and learning process to bring about quality education and ultimately enhance learners learning in the school. Consequently, the findings of the study implied that the implementation of a school improvement program (SIP) in the school supplements and complements the application of the instructional leadership approach as a management style of school and improves and deepens the extent of execution of instructional leadership roles of principals in the school.

The findings indicated that principal instructional leadership roles (such as defining school's goal and communicating to the concerned body of the school; supervising and evaluating instructions in the school; coordinating curriculum; monitoring learners' progress; protecting instructional time/period of the school; maintaining high visibility of principal in the school; providing incentives for teachers; promoting the professional development of teachers and other stakeholders in the school; and providing incentives for learners' learning) contribute for school effectiveness and improvement.

The findings also indicated that the due emphasis given for the so called managerial roles that distract principals from the core business (teaching and learning related functions/activities in the school); multiplicity of roles and expectations of principals tend to act as a counterforce fragmenting both the principal's vision and allocation of time; deficiency with respect to the principals' conceptual skill; deficiency with respect to the principals' human skill; increased paperwork; lack of adequate capacity building programs with respect to leadership in general and instructional leadership in particular; lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning; professional norms that consider the teaching and learning related tasks as the functions that is within the domain of teachers' activities only; shortage of knowledge as well as skills on the part of principals about the use of instructional leadership; lack of expertise in curriculum and instruction on the part of school principals (i.e., lack of technical skill on the part of principals); and time constraints on the part of principals to carry out functions of instruction were found to be serious barriers of instructional leadership in the school.

Moreover, the findings further indicated the following challenges of school as barriers of principals' instructional leadership roles execution in the schools. These challenges, which are considered as barriers of instructional leadership application in the school, were lack of the required skills and knowledge on the part of school leaders and/or principals; involvement of principals in too many meetings outside the school which were unrelated to their instructional leadership roles and responsibilities in the school and that have affected the visible presence of principals in the school on a regular basis; work overload of principals with many other non-instructional responsibilities in the school and improper time management on the part of principals in the school; negative attitude and resistance of department heads, teachers, and learners towards implementing new school reforms/strategies (such as SIP, CPD, formative/continuous assessment, cooperative learning, learner-centered teaching and learning methodology) since the implementation of such reforms require putting forth and persistent efforts on the part of the major stakeholders to bring about viable quality education in their respective schools; lack of interest among teachers for teaching and the profession itself; lack of commitment on the part of PTSA members on school activities; weak follow up by parents about their children's learning progress and growth; low parent and community participation in the school development initiatives such as SIP, CPD; lack of adequate support from government and non-government organizations in furnishing schools with good and sufficient resources (either material or financial) and in making the instructional media (teaching aids) sufficiently available in the school; lack of operational supervisory practices/services and absence of timely feedback provision system for the schools from the educational experts and professionals at Woreda/District Education Offices, Zone Education Departments, Region Education Bureaus, and Ministry of Education of the Federal Democratic Republic of Ethiopia level on a regular basis; less stability of tenure of principals and untimely transfer of teachers (i.e., there has been a widely held belief among the people within the school and out-of the school as well that the more stable the principals, the more successful the schools will be); assigning teachers to school headship or principal-ship positions without any formal training in leadership and management in general and in educational leadership and management in particular (i.e., there have been grievances among the major stakeholders of the school against the current recruitment and selection process of the principals); shortage of budget and financial resources to run all the school activities; shortage of facilities (water, toilet, electricity, computers, internet services, etc.); unwillingness of high achieving students to take part

in peer learning groups which is expected to promote cooperative learning among learners; and misbehaviors of some learners (such as late coming, absenteeism, dropping out, bullying, cheating during exams and copying assignments and home work from others, and addiction to various undesirable behaviors that negatively affect their education/learning). The challenges relate to the challenges of school principals, teachers, learners, learners' parents, community participation, administration and governance-related challenges, and resource-related challenges.

Delegating tasks and sharing responsibilities among the major stakeholders of the school (supervisors, vice principals, department heads, PTSA members, and teachers) and monitoring and receiving timely feedback about the task performance; attending professional trainings/workshops and different courses on leadership in general and instructional leadership in particular, and on school based management and linking the completion of the trainings and workshops with certification, career advancement, promotion and remuneration that enable school leaders and/or principals put forth effort to execute instructional leadership roles effectively and efficiently in their respective schools; visiting other secondary schools in their clusters, Woreds/Districts, Zones, Regions, and in other Regions within the nation/country (i.e., Ethiopia) to have as well as share best experiences and seek advice from other principals; conceptualizing the nation's (Ethiopia's) education and training policy as well as comprehending principal's roles and responsibilities and understanding different school reforms such as SIP in the school; developing their pedagogical know-how (i.e., increasing competence and awareness in science of teaching); improving technical, human and conceptual skills that help to be effective in managing school as social organization/institution that involves mainly human beings; consulting supervisors, vice principals, SIP coordinators, heads of departments, PTSA members, and teachers in decision making process rather than imposing decisions in the school; exercising collegial authority, whereby teachers enjoy autonomy over their work, that promotes cooperation and competitiveness among the major stakeholders of the school; establishing and strengthening the curriculum committee that involves senior teachers from each department and respective subject areas in the department and authorizing them so as to facilitate and monitor teaching and learning, develop reports, facilitate academic forums such as School Day, Education Day, Science Day and Language Day in the school; institutionalizing instructional leadership approach in the school; and motivating the major stakeholders of the school were suggested as mechanisms/strategies that may serve as guidelines to improve principals' instructional leadership roles execution and that help to

reduce the negative impact of the school's challenges, which this study identified as barriers of principals' instructional leadership roles execution in the school.

Furthermore, the findings of the study also indicated that effectively applying the instructional leadership approach and successfully implementing a school improvement program (SIP) in the school become the best mechanisms/strategies that may serve as strategies to improve principals' instructional leadership roles execution in the school. Likewise, the findings also implied that successfully applying instructional leadership and effectively implementing school improvement program (SIP) in the school could pave the way to generate rewarding remuneration, offer job security, create good working conditions and school environment, and have increased fringe benefits, which are factors that relate to the environment in which the work of the school is carried out. The presence of such factors creates not only zero dissatisfaction or no dissatisfaction on the part of school leaders and/or principals, but also builds the base for the existence and functioning of the motivation factors (i.e., achievement, advancement, favorable recognition, interesting work, sufficient responsibility, upward advancement, and increased possibility of growth) that are likely to produce increased effort and eventually lead to satisfaction on the part of school leaders and principals in the school.

5.11. SUMMARY OF THE CHAPTER

In the previous sections of this chapter, after the chapter introduction, analysis of both qualitative and qualitative data was presented. Concerning quantitative data analysis, I presented and analyzed the data in respect of the number of respondents of the sample secondary schools in terms of their current position in the school, and the demographic profile of the respondents. The chapter conveyed an analysis of the data on the major instructional leadership dimensions/roles of school principals that encompass setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; promoting professional development exercises in the school; developing/creating safe and healthy school environment; and promoting community participation in the school. Moreover, the data about SIP-related roles of principals were also presented and analyzed in this chapter. Data analysis that shows a strong correlation within the major instructional leadership dimensions/roles of the school principals and within the

SIP domains, as well as between the major instructional leadership dimensions of the school principals and SIP domains was also made in this chapter of the study.

Furthermore, the chapter also conveyed an analysis of the qualitative data based on the main themes that include instructional leadership roles of secondary school principals; school's major stakeholders understanding of principals' instructional leadership roles (i.e. perceptions or views of major stakeholders of the school towards instructional leadership roles of principals); contributions of instructional leadership for school effectiveness and improvement; challenges as barriers of instructional leadership; and strategies to improve principals' instructional leadership role execution.

The following chapter (chapter six) presents a summary of the major findings from the literature review and empirical investigation of the study. It also presents conclusions of the study, recommendations of the study and recommendations for further research, and a summary to the next chapter (chapter six) of the study.

CHAPTER SIX

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

6.1. INTRODUCTION

In this final chapter, the researcher presents a synthesis of the findings based on the literature review and the empirical investigation of the study. That is, this chapter provides a summary of the findings of the literature review, statistical analyses, interviews, focus group discussions, and document analysis. The biographical data indicated that 297 questionnaire booklets were distributed to school leaders (principals, vice-principals, and supervisors) and teachers. Of the 297 respondents, 240 of them (80.8%) were males and the remaining 67 respondents (19.2%) were females. All the 297 questionnaires, which are hundred percent (100%), were properly filled and returned. Additionally, interviews were carried out with 10 participants that consist of 8 school leaders (3 supervisors, 3 principals, and 2 vice-principals) and 2 senior teachers. Focus group discussions were also held in three secondary schools (Secondary School one, Secondary School two, and Secondary School three) with a total of 18 participants in which three of them were SIP coordinators, nine of them were PTSA members, and six of them were Student Council members in the three schools. One focus group discussion (FGDs) consists of six members (one SIP coordinator, three PTSA members, and two Student Council members) in a school. Thus, the total subjects of the study, who participated in the study (both respondents and participants) via filling in questionnaires, interviews, and focus group discussions, were 315 in number since all the interview participants were also among the respondents of the questionnaire. Furthermore, different documents were also reviewed and analyzed, and finally, the triangulation of the findings of the data was made properly.

This chapter begins by presenting the summary of the study that includes the main objective, the research basic questions, and the strategies used to find answers to the questions. The chapter also presents a concise summary of the major findings of the research questions and conclusions in

respect of each of the questions. Then follow practical recommendations that help for the improvement of practice and recommendations for further research. Finally, the chapter culminates in the presentation of the conclusions to this chapter of the study.

6.2. SYNTHESIS OF THE STUDY

At the beginning of the study, the research problem was formulated, and aims were highlighted. The overarching aim of this study was to explore principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Ethiopia. The study was also intended to provide suggestions and recommendations that would hopefully assist schools and instructional leaders to be effective. The main research question addressed was: What are the effects of principals' instructional leadership roles on school improvement programs in secondary schools in Ethiopia? This main research question was sub-divided into specific sub-questions that assisted in guiding the entire research.

The sub-research questions were:

- What constitutes instructional leadership roles of principals in secondary schools?
- How do principals in secondary schools perceive their instructional leadership roles?
- How do vice principals, supervisors, teachers, PTSA members, SIP coordinators, and learners perceive the instructional leadership role of principals in secondary schools?
- To what extent do principals of secondary schools carry out the instructional leadership roles in their respective schools?
- How do principals' instructional leadership roles contribute towards school effectiveness?
- What are the major barriers that affect the quality of instructional leadership in secondary schools?
- What are the strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

In quest of answers to the above research questions, the study was outlined and organized into six chapters as follows:

Chapter one focused on the orientation of the study that includes an introduction, the background of the study, the rationale for the study, problem statement and research questions, aims of the

study, research philosophy and paradigm, the research design and methodology, ethical aspects of the research, contributions of the study, definition of key terms, theoretical framework for the study, organization of the study, limitations of the study, and delimitation of the study.

Chapter two presented an analysis of relevant literature that focuses on the conceptual and theoretical perspectives of leadership and educational leadership; the concept of instructional leadership; different models of instructional leadership; and the theoretical framework of this study, which was also concisely presented in chapter one. The chapter also presented barriers to instructional leadership, and it briefly discussed distributed leadership that may help in creating a positive sense of cooperation and collaboration while managing/leading schools as a social organization. Besides, the chapter focused on explaining the school as a unique institution/organization which requires visionary school leaders and/or principals who are effective and efficient in planning as well as implementing school improvement programs that could be considered as a key strategy to enhance school effectiveness. Additionally, domains of school effectiveness, characteristics of effective schools, characteristics of effective principals, and characteristics of instructional leaders as major components of school effectiveness are also assessed in this chapter. Knowledge and skills required of principals as instructional leaders and as top executives of schools in particular, and roles and responsibilities of school principals while leading schools in general and in the Ethiopian education system context and perspective, in particular, are also presented in this chapter. Continuous professional development (CPD), as the role of principal and as part of reform attempts of school in Ethiopia, is also concisely reviewed in here chapter two. Furthermore, chapter two also presented essential highlights on the standards set for Ethiopian school principals. Lastly, chapter two finalized its review and analysis by presenting the organizational structure/chart of secondary school (grades 9 -12) in Ethiopia and by drawing a conclusion based on the review made in the chapter.

Chapter three mainly focused on assessing a brief overview of the evolution of education in general and on the development of modern education in Ethiopia in particular. Moreover, the school Improvement Program (SIP) with its objectives and principles as a key strategy to enhance school effectiveness is reviewed in this chapter. School improvement program (SIP) related issues that include planning, implementation, and monitoring and evaluation of school improvement program (SIP); roles of principals in the implementation of school improvement program; success factors

in the implementation of school improvement program; challenges that are likely to be encountered in the implementation of school improvement program; and strategies to deal with the challenges in the implementation of SIP are also reflected in this chapter. Chapter three, based on the inferences made from the review of literature on chapters two and three, also presented a concise conclusion about how instructional leadership dimensions and their constituent elements (as reviewed in chapter two) and school improvement program (SIP) and its domains (as discussed in chapter three) are interrelated and how one supplement as well as complements the other.

Chapter four made its focus on discussing the research methodology concentrating on the research paradigm, the design of the study, the study site, sampling, data-collection instruments and procedures, data-analysis techniques, trustworthiness/transferability, and validity/reliability of the data, and ethical considerations.

Chapter five provided presentation, analysis, and interpretation of both quantitative data and qualitative data simultaneously regarding what constitutes instructional leadership roles of principals in the secondary schools; how do major stakeholders of secondary schools (principals, department heads, supervisors, teachers, PTSA members, and learners) perceive instructional leadership role of principals in secondary schools; the extent that principals of secondary schools perform/execute/carry-out instructional leadership roles in their respective schools; the contribution of principals' instructional leadership roles towards school effectiveness that secondary schools strive to attain using school improvement program (SIP); the barriers that affect the quality of instructional leadership in the secondary schools; and the strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution. Triangulating data found through quantitative and qualitative data sources was also made in this chapter.

Finally, chapter six, this last chapter of the study, will deal with a summary of the findings, conclusions, recommendations, and implications for further research.

The following sections present the summary of the findings of the study.

6.3. SUMMARY OF THE FINDINGS OF THE LITERATURE STUDY AND THE EMPIRICAL INVESTIGATION

The research main question and the corresponding sub-questions of this study were answered by conducting a literature study and the empirical investigation of the study. The findings (both from the literature study and the empirical investigation of the study) about the research sub-questions are summarized below as follows.

6.3.1. Summary of the Findings of the Literature Study

Summary of the findings of the literature study focuses on describing the instructional leadership role of principals in secondary schools as an answer for the research sub-question that is read as "what constitutes instructional leadership roles of principals in the secondary schools?"

6.3.1.1. Findings related to the research question "what constitutes instructional leadership roles of principals in the secondary schools?"

Seeking the answer to this question required looking into the roles and responsibilities of school leaders and/or principals in the school and reviewing different models of instructional leadership. Analyzing the national professional standard for school principals in Ethiopia also hints at answering the same research question. In this regard, the aim of the literature review, as well as the empirical investigation, was to gather intensive as well as extensive theoretical data and practical evidence to identify the features of instructional leadership and to ascertain principals' instructional leadership roles which affect school improvement program (SIP) planning, implementation, and monitoring and evaluation.

The critical scrutiny of the literature confirms that roles and responsibilities of school leaders and/or principals as prescribed by the Ministry of Education of the Federal Democratic Republic of Ethiopia (chapter two, subsections 2.9.8 and 2.9.9) embrace instructional leadership roles/functions/tasks of principals as labeled by different models of instructional leadership (chapter two, sections 2.4 and 2.5) (Hallinger and Murphy's, 1985 Instructional Leadership Model; Murphy's, 1990 Instructional Leadership Model; Weber's, 1996 Instructional Leadership Model; and Alig-Mielcarek's, 2003 Instructional Leadership Model) in general and as characterized by

Hallinger's, 2011 Instructional Leadership Model (the model that this research considers as the theoretical framework for the study) in particular. The noteworthy difference seems to be on what has been portrayed in the literature and on the extent that due emphasis is given to the teaching and learning-related activities practically in the school. Instructional leadership models developed by different authors/scholars give high regard for the activities directly associated with the instruction (i.e. the teaching and learning).

Consequently, from the literature review, one can conclude that the major dimensions of instructional leadership (defining school goal, managing the instructional program, and promoting school climate), as well as its constituents (that include constructing school goal, communicating/spreading school goal, supervising and evaluating instructions, coordinating curriculum, monitoring learners' development, protecting instructional period/time, being frequently visible in the school, providing incentives for teachers, promoting professional development, and providing incentives for learners' learning), are the building blocks that make up the roles and responsibilities of school leaders in general and that constitute instructional leadership roles of principals in particular in the schools. Moreover, the specific components that form the dimensions of instructional leadership are mutually inclusive with the elements in the national professional standard for principals in Ethiopia (chapter two, section 2.10) that focuses not only on the broad category of principals' knowledge and skills but also on the functions/activities/tasks that principals are expected to perform (duties and tasks) in the schools. So, the roles and responsibilities of school leaders in general and instructional leadership roles of principals in the schools, in particular, do correspond with the dimensions of instructional leadership and its constituent components/elements. Therefore, instructional leadership, as an approach of leadership in schools, does agree with the roles and responsibilities of principals in the schools.

So, instructional leadership, as it gives great importance to the overall teaching and learning tasks in the schools and as it agrees with the actual roles and responsibilities of school leaders and/or principals in the Ethiopian school's context, provided that it is applied intently in the schools, definitely contribute significantly in enhancing school effectiveness as well as improvement and ultimately in augmenting academic achievement of learners. In addition, for the reason that instructional leadership focuses on teaching and learning-related functions in the school, it has

become an indispensable input for effective and efficient implementation/execution of educational reforms that focus on improving the quality of education in the school. Accordingly, applying instructional leadership in the school contributes positively to effective and efficient implementation/execution of school improvement program/SIP (a very important educational reform effort in the schools of Ethiopia) in the school. As a result, schools' major stakeholders (principals, vice-principals, teachers, supervisors, PTSA members, and learners) are expected to view instructional leadership positively as an important approach and tool to improve quality of education and in due course to enhance the academic performance of learners in the school.

Moreover, the central role of the principal, as per the standards set by the Ministry of Education of the Federal Democratic Republic of Ethiopia (chapter two, section 2.10), mainly focuses on the five major functions that include leading and facilitating the vision of learning; developing and managing school community relations; leading and managing learning and teaching; leading and developing individuals and team in school as an organization, and leading and managing school operations and resources. These functions have been itemized within the three broad domains that embrace the standards of Ethiopian school principals. These are, firstly school vision and community leadership domain, which includes the first two functions that comprise leading and facilitating the vision of learning, and developing and managing school community relations; secondly, instructional leadership domain, which involves the subsequent two roles that consist of leading and managing learning and teaching, and of leading and developing individuals and team in school as an organization; and finally, administrative leadership domain/aspect that contains leading and managing school operations and resources as its main sole function. The major functions within each domain that the standards, as the crucial roles of principals, are established and organized are certainly the building blocks of the instructional leadership dimensions and its constituent elements.

Consequently, since long, instructional leadership roles of principals have been given due recognition/attention in the education system of Ethiopia at least by school's rule and regulation as well as by working guidelines and blue-prints that prescribe/endorse roles and responsibilities of school leaders and/or principals and that fix and authenticate standards for principals and that describe the overall job description of the major stakeholders of the school (Principals, Vice Principals, Unit Leaders, Department Heads, Teachers, Supervisors, PTSA Members, School

Board Members, and Learners). That is, among the roles and responsibilities of school leaders and/or principals, based on their job descriptions in the blueprint that narrates/describes roles and responsibilities of different stakeholders of the school, most of the roles are instructional which have been concomitant with the teaching and learning functions of the school.

Thus, based on the theoretical inquiry as well as the empirical investigation, principals' instructional leadership functions that include setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; promoting professional development exercises in the school; promoting/developing safe and healthy school environment and learning climate; and promoting community participation in the school extensively define/describe the first basic question of this study, which centers itself on determining what constitute the instructional leadership roles of secondary school principals.

Critical scrutiny of the literature also depicts that the elements in the domains of the school improvement program (SIP) are mutually inclusive with the specific components that form the dimensions of instructional leadership as well as with the particular elements that construct the national professional standard for principals in Ethiopia (chapter two, section 2.4, 2.5, and 2.10; and chapter three, section 3.4). So, effective and efficient execution of instructional leadership roles of principals in the schools may certainly contribute significantly to the planning, implementation, and monitoring, and evaluation of SIP. On the other side, successful planning, implementation, and monitoring and evaluation of school improvement program (SIP) would enhance the professional capability of school leaders and/or principals in executing instructional leadership roles in the schools because SIP, as a new initiative or as an essential educational reform, entirely focuses and gives due emphasis on the school improvement program domains (learning & teaching, favorable learning environment, school leadership & administration, and community participation) that directly as well as indirectly address the instructional leadership dimensions and its constituent elements.

Instructional leadership as the style of managing school and as vital school effectiveness variable, and school improvement program (SIP) as a notable educational improvement plan and as a key strategy to enhance school effectiveness in Ethiopia focus on enhancing the quality of education

in the schools, and ultimately improving the academic achievement of the students. Moreover, the principal as an instructional leader, who is regarded as an essential manpower input for school effectiveness and improvement, is expected to secure benefits individually and at the institutional/organizational/school level from applying instructional leadership approach and implementing school improvement program (SIP) in the school. This is so because effecting instructional leadership approach and executing school improvement program (SIP) in the school necessitate professional capacity building program as required for all major stakeholders of school (principals, teachers, Students' Council members, supervisors, PTSA members, and School Board members) through learning by doing. One important strategy that learning by doing could be depicted in the school is mainly through continuous professional development (CPD) (chapter two, section 2.9.10). Continuous professional development (CPD), a new educational initiative by itself as that of a school improvement program (SIP), enables educational stakeholders including schools' principals to update their professional capacity/know-how and upgrade themselves in terms of their career status and qualification wise.

Therefore, educational/school reforms such as SIP, CPD, and instructional leadership as a newly recognized approach of managing school open opportunities for principals and other stakeholders of the school to incur benefits both at the individual as well as institutional/organizational and/or school levels. As a result, major stakeholders of the school (principals, teachers, Students' Council members, supervisors, PTSA members, and School Board members) may view educational and school reforms very positively. Besides, they may also develop positive attitudes towards principal's instructional leadership roles as important inputs for the school as an organization to bring about quality education through enhancing the school's effectiveness and eventually improving students' learning experiences and outcomes.

School improvement program (SIP), as an educational reform agenda, loudly calls for the involvement/participation as well as engagement of stakeholders and collaborators (principals, teachers, learners, supervisors, PTSA members, and the community at large) in the whole of its processes (planning, implementation, and monitoring and evaluation) through self-evaluation of schools. Principals, as the key stakeholder of SIP, may play a significant role in the overall process of SIP (planning, implementation, and monitoring, and evaluation) because the day to day functions/tasks/activities of school principals revolve around performing/executing instructional

leadership roles that are built with the elements of school improvement program domains (improving learning & teaching, creating a favorable learning environment, refining school leadership & administration, and augmenting community participation).

Instructional leadership seeks to improve the most powerful school-based determinants of student achievement that could be noted as the quality of teaching and learning and the curriculum. Teaching, learning, and the curriculum have been important classroom instruction variables that call for effective interaction among the teachers, learners, and the curriculum to attain the quality education and consequently to improve the academic performance of students. The learning and teaching domain is also the foremost and the heart of the school improvement program (SIP) in the sense that all other domains work as a system to enhance the learning and teaching process so that students' achievement can be improved significantly. The learning and teaching domain of SIP has three elements. These are the quality of teaching, learning and assessment, and curriculum (the variables that school leaders and/or principals consider as the key aspects to be addressed primarily to achieve the goals of the school).

Hence, winning school principals, who apply instructional leadership in the school commendably, can contribute to the effective and efficient planning, implementation, and monitoring and evaluation of school improvement programs (SIP) in the school. Successful planning, implementation, and monitoring, and evaluation of school improvement program (SIP) in turn may be useful for the development of the professional capacity of principals in the school because SIP gives due emphasis to establishing a strong team spirit among school principals, school supervisors, teachers, learners, parents, and local community members by expanding capacity building networks. Moreover, SIP, as a new educational paradigm, creates opportunities for professional development and capacity building programs for school principals, teachers, administrative staff, learners, parents, and local school communities to make them be well equipped with basic knowledge and skills on the school improvement program which encompasses important and major aspects of school operation and its management concerning teaching and teachers aspects, learning and learning aspects, curriculum and its related characteristics, school leadership and administration aspects, creating favorable school environment, and intensifying community participation.

The following section presents a summary of the findings of the empirical investigation of the study.

6.3.2. Summary of the Findings of the Empirical investigation

Here, a summary of the findings of the empirical investigation begins by specifying how major stakeholders of the school (principals, vice-principals, supervisors, teachers, PTSA members, SIP coordinators, and learner) perceive the instructional leadership role of principals in secondary schools; indicates the extent that secondary schools' principals perform/execute/carry-out their instructional leadership roles in their respective schools. Moreover, a summary of the findings of the empirical investigation also shows contributions of instructional leadership for school effectiveness and improvement; displays challenges as barriers of instructional leadership; and indicates strategies that may serve as guidelines to improve the secondary school principals' instructional leadership role execution.

Accordingly, the next part presents the main findings and inferences about the perception of the major stakeholders of school on instructional leadership roles of principals.

6.3.2.1. Findings related to the perception of the major stakeholders of school on instructional leadership roles of principals

The focus/intention of the second and third research questions of this study was to investigate the difference in the perceptions and opinions of principals, vice-principals, supervisors, and teachers regarding the execution of instructional leadership roles of principals in the secondary schools. The major instructional leadership dimensions/roles of school principals encompass setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; promoting professional development exercises in the school; developing/creating safe and healthy school environment; and promoting community participation in the school.

The mean scores calculated for all the seven major roles, which could be considered as important instructional leadership dimensions that principals in the schools were expected to give due emphasis while coordinating schools, were above average/medium. Explicitly, principals'

endeavors to execute the major instructional leadership dimensions/roles in the school were regarded high by the respondents of the study. Thus, the mean scores of the major instructional leadership dimensions show that respondents had a more positive opinion about their respective school principals' attempt to execute their instructional leadership roles. Among the given instructional leadership dimensions, based on the weight of the mean score, setting the school goals and vision and defining mission and values were considered by the respondents as the most important as well as performed instructional leadership dimension. That is, setting the school goals and vision and defining mission and values were considered by the respondents as an important instructional leadership dimension that relatively weighs most when compared with the rest of the instructional leadership dimensions. The first characteristic of effective school leaders and/or principals, as Bekuretsion (2014: 63 - 64) indicates, is their ability to align vision and mission, priorities, and personal, professional, and organizational values, to a particular context in the school. Besides, he goes on to clarify that school leaders and/or principals are required to create a shared sense of purpose and direction by working with other people.

Likewise, the extent that principals carry out instructional leadership roles associated with the major instructional leadership dimensions that comprise developing/creating a safe and healthy school environment; empowering and supporting learners in the school; managing an instructional program of the school; communicating school goals, vision, mission, and values; promoting professional development exercises in the school; and promoting community participation in the school, with a slight difference in the weights given, were also rated high by the respondents of this study.

Therefore, from the analysis of the data, one could easily infer that instructional leadership dimensions and their specific components/elements constitute instructional leadership roles of principals in secondary schools. In addition, it also implies the very positive perception awarded towards the instructional leadership roles of principals by the major stakeholders of school (supervisors, principals, vice principals, and teachers). It is also evident from the findings that the extent that principals exert forth effort to perform/execute/carry out the instructional leadership roles in their respective schools was considered high.

The next section presents the main findings and inferences about the extent that principals execute instructional leadership roles in the school.

6.3.2.2. Findings related to the extent that principals execute instructional leadership roles in the school

This section focuses on the findings related to the extent that principals of secondary schools perform/execute carry out specific instructional leadership roles within each major instructional leadership role in their respective schools. The major instructional leadership roles of principals are setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; promoting professional development exercises in the school; developing/creating safe and healthy school environment; and promoting community participation in the school.

A) **Findings related to the extent that principals execute instructional leadership roles concerning setting the school goals and vision**

The review of different literature confirms that setting the school goals has been the first and foremost function of the principal as the instructional leader of the school. In the same way, based on the empirical investigation, setting the school goals and vision and defining mission and values were also given utmost weight by the respondents of this study in terms of the extent that it was executed by principals when compared to the other major instructional leadership dimensions/roles that principals, as instructional leaders, we're expected to carry out while coordinating schools as social organizations. Principals' specific instructional leadership roles concerning setting the school goals and vision and defining mission and values include functions such as the identification of the school's priorities; considering the school's goal as a major defining characteristic of the school effectiveness; the school principal himself/herself portrays the best example in setting and realizing the school's goals; the school has set/defined its goal and designed its vision, mission, values, and plans; the school has prepared participatory school improvement plan, and there has been high involvement of the major stakeholders of the school while defining the school's goal. Correspondingly, the findings of this study confirm that the specific roles of principals related to setting the school goals and vision and defining mission and values (with

mean values that range from 4.00 to 4.40, which may be rated as 'high' or 'very high') were considered as roles that are given due emphasis by the principals of the schools.

The findings also acknowledge not just what constitutes the instructional leadership role of school principals, but also the positive perception awarded by the major stakeholders (supervisors, principals, vice principals, and teachers) of the school towards instructional leadership roles of principals enhancing schools' effectiveness. It also implies the understanding and expectations of the stakeholders of the school about the benefits of instructional leadership to enhance the quality of education and ultimately to improve the academic achievement of the learner in the school.

B) Findings related to the principals' effort about communicating school goal, vision, mission, and values

Communicating school goals, vision, mission, and values is also another important instructional leadership dimension that principals, as instructional leaders, are believed to concentrate on while managing the school as a social organization with teaching and learning as its main mission. Accordingly, the overwhelming majority of teachers (that ranges from 85 to 90.4 percent of the respondent teachers) and a significant number of school leaders (at least 54.1% and at most 75.7% of respondent school leaders) had confirmed that principals in the sample school had exerted their effort to execute specific instructional leadership roles associated with communicating school goal, vision, mission, and values.

 The high mean values of the respondents' response for each specific role of principal concerning communicating school goal, vision, mission, and values indicate that principals had done their best to perform the roles. Thus, in terms of their mean rank order (from 1st to 7th), the findings indicate that the school's goal or attainment targets are shared among the members of the school (mean = 4.14); the vision and mission are written and displayed in and around the school (mean = 4.13); the school's vision and mission are clear and understandable for everyone in the school community (mean = 4.09); the school's goal has been accepted and verified by teachers in the school (mean = 4.06); there has been high involvement among the major stakeholders of the school during communication (mean = 4.04); the school's goal has been communicated to and supported by everyone in the school community (mean = 4.01), and the school's goal is remarkably articulated by the principal of the school (mean = 3.88).

C) Findings related to the extent that principals execute instructional leadership roles regarding managing an instructional program of the school

Managing the instructional program of the school is one other important instructional leadership dimension that principals of schools are believed to perform as their important instructional leadership role. The overwhelming majority of the respondent teachers (that ranges from nearly 84 to 90.4 percent) and a significant majority of respondent school leaders (that peaks to more than 70 percent) had approved that principals had given much weight to execute/carry out their specific roles related with one of the instructional leadership dimensions, which has been labeled as managing an instructional program of the school. The mean weights and the ranks of each specific role of principals as regards managing instructional programs point toward the importance of the roles. Consequently, based on the mean rank order, the findings indicate that principal believes that failure in managing instructional program causes failure in attaining goals (mean = 4.23); principal ensures that the school goal fully translated in the curriculum and practiced in the process of instruction (mean = 4.20); principal ensures that learners' needs are central to all decision making during curriculum coordination (mean = 4.10); principal engages himself/herself in the curricular and instructional program of the school (mean = 4.08); principal considers curriculum and teaching as the core function of a school (mean = 4.07); principal holds a continuous discussion with teachers regarding learners' academic achievement (mean = 4.05); principal ensures the use of appropriate curricula, learning resources and instructional strategies (mean = 4.05); principal ensures that teachers align teaching objectives with learning activities in the classroom (mean = 4.03); principal frequently supervises instruction to realize measurable improvements in learner results (mean = 4.01); principal assigns curriculum experts and senior teachers responsible in coordinating curriculum (mean = 4.00); and principal urges/inspires teachers to choose curriculum materials that suits the students' needs and interest best (mean = 3.99).

The high mean weights of the respondents' response for each specific role of principal concerning managing an instructional program of the school markedly point out that principals had executed the roles with the necessary commitment.

When we consider the mean rank for each specific role of principals about managing an instructional program of the school, comparatively, principals' commitment and believe that

failure in managing instructional program causes failure in attaining goals of the school, and principals' endeavor to ensure that the school goal fully translated in the curriculum and practiced in the process of instruction was given the most favorable opinion by the respondents of this study with corresponding mean weights of 4.23 and 4.20 respectively. Whereas, principals' effort in urging/inspiring teachers to choose curriculum materials that suit the learners' needs and interests best was given relatively the least favorable opinion by the respondents of this study with a corresponding mean weight of 3.99.

D) Findings related to the extent that principals execute instructional leadership roles concerning empowering and supporting students in the school

If the school strives to attain its objectives and goals effectively and efficiently, empowering and supporting learners in the school is very indispensable. Respondents of this study have recognized that principals had given considerable attention to carry out their respective roles related to empowering and supporting learners in the school. All the roles of principals concerning empowering and supporting learners in the school are given with high mean value. Specifically, in terms of the mean rank order given based on the weight of mean for each particular role of principals in this regard, principals' attempt to ensure that learners are participating and making decisions by involving in student council (mean = 4.20) was given the highest weight when compared to other roles of principals while empowering and supporting learners in the school. Moreover, 90.4% of the respondent teachers and 62.2% of school leaders have confirmed that principals ensure that learners use their time effectively for learning (mean = 4.19). Equally, 93.8% of the respondent teachers and 89.2% of school leaders have recognized that the principal provides high-achieving learners with rewards (incentives) in the school (mean = 4.19).

Thus, it is evident from the findings that principals' roles of empowering and supporting learners in the schools are highly implemented. However, principals' attempt to ensure that learners support each other using network or group formations was given relatively the least favorable opinion by the respondents of this study with a corresponding mean weight of 3.93.

E) Findings related to the extent that principals execute instructional leadership roles about promoting professional development exercises

This instructional leadership dimension encompasses behaviors that are consistent with life-long learning. Principals, as instructional leaders, are required to encourage teachers to learn more about learner achievement through data analysis. Principals are also likely to provide professional development opportunities that are aligned to school goals and provide resources that develop the professionalism of teachers.

Respondents of the study, both school leaders (supervisors, principals, and vice-principals) and teachers have acknowledged that principals had given great attention to executing their respective roles related to promoting professional development exercises in the school as the calculated mean for all the roles are either in the 'high' or 'very high category. In particular, in terms of the mean rank order given based on the weight of mean for each particular role of principals in promoting professional development exercises in the school, principals' attempt to motivate teachers to conduct tutorials and make-up classes (mean = 4.26), and to encourages teachers to conduct action research (mean = 4.20) was given the highest weight when compared to other roles within this instructional leadership dimension. On the other hand, relatively, principals' attempt to organize/arrange English language improvement programs for teachers (mean = 3.72), and principals' endeavor in organizing courses and workshops as mechanisms of professional development (mean = 3.82) were given a least favorable opinion by the respondents of the study.

In general, the overwhelming majority of teachers and a significant proportion of school leaders had approved that principals are determined to perform their roles related to promoting professional development exercises in the school. Principals' instructional leadership roles with regard to promoting professional development exercises in the school include creating an opportunity for lesson observations among peer teachers; organizing courses and workshops as mechanisms of professional development; encouraging teachers to conduct action research; facilitating experience sharing visits to other schools; motivating teachers to conduct tutorials and make-up classes; encouraging teachers to participate in different educational committee and co-curricular activities; encouraging teachers so as to prepare curriculum development materials; encouraging teachers upgrade themselves with respect to career promotion and qualification; organizing/arranging English Language Improvement program for teachers; facilitating induction courses and arranges working with mentors for new/novice teachers; facilitating continuous

professional development activities for at least 60 hours per year; and distributing/delegating leadership roles among the major stakeholders of the school.

F) Findings related to the extent that principals execute instructional leadership roles concerning developing a safe and healthy school environment

Promoting a safe and healthy school environment and learning climate has been another important aspect of instructional leadership dimensions that school principals, as effective and efficient instructional leaders, should give due emphasis. Respondents, both school leaders (supervisors, principals, and vice-principals) and teachers, have agreed that principals had given sound consideration to execute their respective roles related to promoting/developing a safe and healthy school environment and learning climate as the calculated mean weights for all the roles were in the 'high' and 'very high' categories. The responses of the respondents for this instructional leadership dimension were more or less similar to the responses given for other roles of principals concerning different dimensions of instructional leadership (that include setting the school goals and vision and defining mission and values; communicating school goal, vision, mission, and values; managing an instructional program of the school; empowering and supporting learners in the school; and promoting professional development exercises in the school) as reflected above during the analysis of their respective data.

In terms of the mean rank order given based on the weight of mean for each particular role of principals in developing safe and healthy school environment and learning climate, principals' endeavor to ensure that school days are properly utilized according to the academic calendar (mean = 4.30), principals' attempt to supervise and guide teachers and to ensure that they are working without wasting educational/instructional time (mean = 4.26), and principals' commitment to ensure that teachers conduct make up lessons when there has been missed periods/sessions (mean = 4.22), principals' readiness to motivate hardworking teachers based on the extent of effort they exert (mean = 4.18), principals' alertness to set clear targets to be attained by teachers' teaching and learners' learning (mean = 4.14), principals' promptness and willingness to be frequently available for others in the school site and office (mean = 4.11), principals' enthusiasm to make forth effort so as to create healthy teaching and learning environment (mean = 4.10), and principals' determination to provide incentives for learning and high achieving learners (mean =

4.10) were given high weights by the respondents of this study. Thus, the finding based on the ranking of mean scores shows that respondents had an utmost positive opinion on school principals' concerted effort in utilizing school days appropriately, supervising and guiding teachers, and encouraging teachers to conduct make-up lessons when there has been missed periods/sessions. On the other hand, comparatively, principals' frequent endeavor to motivate teachers and other major stakeholders of the school (mean = 3.82), and principals' attempt to plan/develop professional development programs based on the needs and interests of teachers (mean = 3.96) were given least favorable opinion by the respondents of the study.

G) Findings related to the extent that principals execute instructional leadership roles about promoting community participation in the school

If a school is to achieve its goal, then it requires all-embracing participation from the community that the school is believed to serve. The respondents of this study had a more favorable/positive opinion/view for principals' effort to ensure that parents actively participate in parents-teachers-students association (PTSA) activities (mean = 4.13), to provide regular information to parents and the local community about learners' learning (mean = 4.10), to ensure that there is evidence to show that parents express satisfaction (mean = 4.07), to promote the advantages of education/schooling in terms of benefiting the school community (mean = 4.06), to involve staff (teachers and supportive/administrative personnel in the school), learners and the community in the development & implementation of school policies (mean = 4.03), and to ensure that parents provide support to learners in their learning at home (mean = 4.00). Though it appears to be a slight difference with the mean weights of the other roles of principals about promoting community participation in the school, comparatively, principals' attempt to keep parents regularly informed of learner progress and school events and receives feedback (mean = 3.94), to work co-operatively with the overall school community and stakeholders (mean = 3.95), and to encourages parents to make meaningful participation at school and classroom level were given not as much of favorable opinion by the respondents of the study. Notwithstanding, the mean weights of each role of principal about promoting community participation in the school indicate that principals had given profound responsiveness to discharge their roles.

Generally, what was an interesting finding here is that the respondents and participants had given no unfavorable opinion for the instructional leadership roles of principals in coordinating and managing the school. The above findings of the empirical investigation of this study also imply three important aspects that may well provide answers for the three basic guiding questions of the study. One is about what constitutes instructional leadership roles of principals. According to the findings of the empirical investigation, all the specific instructional leadership roles that construct the major instructional leadership dimensions constitute instructional leadership roles of principals in the school. The other one is the positive perception awarded to instructional leadership roles of principals by the major stakeholders of the school (supervisors, principals, vice-principals, teachers, learners, PTSA members, and SIP coordinators) as none of the respondents and participants had given unfavorable opinion for the instructional leadership roles of principals in the school. All the main instructional leadership roles of principals and specific roles of principals associated with the different key instructional leadership dimensions/roles were given favorable positive opinions by the respondents and participants of this study. The third important aspect one could easily infer from the findings at this specific point is that principals were exerting forth effort to implement their instructional leadership roles in the school.

The next part provides the main findings of the extent that principals execute their roles in the implementation of the school improvement program/SIP in the school.

6.3.2.3. Findings related to the extent that principals execute their roles about the implementation of the school improvement program

There are key important roles of principals in SIP implementation in the school. The main roles of principals considered in the study relating to SIP involve several specific roles of principals in the school. The mean scores calculated for all the major roles, which could be considered as important functions of principals in the school to fully implement SIP, were high. That is, principals' attempts to perform the major roles in connection with SIP implementation were rated/considered high by the respondents of the study. Thus, the mean scores show that respondents had a positive opinion about the roles of principals and about their respective school principals' effort to execute the key roles about SIP implementation in the sample schools.

The findings also indicate that among the given main roles of principals about school improvement program/SIP implementation, based on the weights of the mean score, roles of principals about teaching and learning domain (mean = 4.054), and roles of principals concerning school leadership and management domain (mean = 4.007) were considered by the respondents as the most important as well as performed. That is, among the activities that need to be done in the school while implementing SIP, teaching and learning domain related functions and school leadership and management domain linked tasks were relatively given more weight than the activities in the rest of the SIP domains. Comparatively, principals' attempt to execute roles about the teaching and learning domain of SIP in the school weighs the most.

Likewise, the extent that principals exert forth effort to carry out SIP related roles that contain creating safe and orderly learning/school environment domain of SIP (mean = 3.994); community participation domain of SIP (mean = 3.989); defining and communicating school improvement program (mean = 3.978); various other roles expected from principals while planning, implementing, and monitoring and evaluation of SIP (mean = 3.974); and promoting professional development activities to enhance SIP implementation (mean = 3.971) were also rated high by the respondents of the study.

Moreover, the findings based on the correlation coefficient of instructional leadership dimensions and school improvement program domains indicate that instructional leadership dimensions and school improvement program/SIP domains were strongly correlated. They were positively correlated. That is, effective application of instructional leadership in the school certainly is an imperative input to magnificently planning, implementing and monitoring, and evaluating of school improvement program (SIP) in the school. Equally, effective implementation of a school improvement program (SIP) can add values and inputs for school principals to be effective and efficient instructional leaders in the school.

Furthermore, the findings based on the correlation coefficient within the instructional leadership dimensions indicate that one instructional leadership dimension has a strong positive correlation with the rest of the instructional leadership dimensions. Similarly, the correlation coefficient within the school improvement program/SIP domains implies that the functions of one school improvement program (SIP) domain are also positively correlated with the tasks of the other school improvement program (SIP) domains. Specifically, for instance, setting clear and attainable school

goals and vision and defining mission and values visibly would be a positive input for a principal to communicate school goal, vision, mission, and values; manage an instructional program of the school; empower and support learners in the school; promote professional development exercises in the school; developing/creating safe and healthy school environment; and promote community participation in the school. In the same way, Principals' effectiveness and efficiency about their functions within the teaching and learning domain of SIP would help them to be up-and-coming in other domains of SIP.

Furthermore, instructional leadership roles of principals are very much interrelated and consistent with the roles of principals about planning, implementation, and monitoring and evaluation of school improvement programs (SIP) in the school. Such a strong correlation between the roles of principals in connection with applying instructional leadership as the style of managing school and the roles of principals about SIP implementation would help schools' major stakeholders (principals, department heads, teachers, supervisors, PTSA members, and learners) view instructional leadership as an important tool for effective and efficient implementation/execution of school improvement program in the schools to enhance schools' effectiveness. Equally, school principals consider school improvement program (SIP) as an instrument and strategy that enhances the execution of their instructional leadership roles in their respective schools; and SIP, as important reform that is expected to bring about quality education in the school, is likely to be regarded by school principals as necessary policy input that may pave the way for school principals to be nominated as effective instructional leaders.

Thus, if the school succeeds in applying instructional leadership, then it positively contributes to planning, implementing, and monitoring, and evaluating school improvement programs in the schools to enhance the schools' effectiveness. Conversely, if the school is effective and efficient in implementing a school improvement program (SIP), then it positively contributes to the successful application of the instructional leadership approach as the style of management in the school.

The following section presents the main findings related to the contribution of principals' instructional leadership roles towards school effectiveness and improvement.

6.3.2.4. Findings related to the contribution of principals' instructional leadership roles towards school effectiveness and improvement

Instructional leadership is viewed as a leadership approach (in educational organizations or institutions and/or schools) that allows school management bodies or school governing bodies and/or principals to focus entirely on the teaching and learning process or instruction of the schools. Moreover, Instructional leadership could be conceptualized as a type of school leadership that authorizes school principals to work predominantly on the teaching and learning tasks and on the other related activities that positively contribute to excel the teaching and learning functions as all their duties in the school. The main instructional leadership roles of principals considered here are defining the school's goal and communicating to the concerned body of the school; supervising and evaluating instructions in the school; coordinating curriculum; monitoring learners' progress; protecting instructional time/period of the school; maintaining high visibility of principal in the school; providing incentives for teachers; promoting the professional development of teachers and other stakeholders in the school; and providing incentives for learners' learning. The rationale behind such consideration is to assess the views/opinions of the major stakeholders of the school (supervisors, principals, vice-principals, teachers, learners, PTSA members, and SIP coordinators) on the contribution of such instructional leadership roles for school effectiveness and improvement.

Accordingly, the overwhelming majority of teachers, as well as school leaders (supervisors, principals, and vice-principals), had strongly acknowledged the contributions of instructional leadership roles of principals for school effectiveness and improvement. The mean weight of the respondents' responses concerning the contributions of the major instructional leadership roles of principals for school effectiveness and improvement ranges from 4.44 to 4.09. That is, supervising and evaluating instructions (teaching and learning process) in the school (mean = 4.44); protecting instructional time/period of the school (mean = 4.43); communicating the school's goal to the concerned body of the school (mean = 4.41); coordinating curriculum in the school (mean = 4.37); monitoring students' progress in the school (mean = 4.35); promoting the professional development of teachers and other stakeholders in the school (mean = 4.34); providing incentives for learners' learning in the school (mean = 4.34); defining school's goal (mean = 4.29); maintaining high visibility of principal in the school (mean = 4.12); and providing incentives for

teachers (4.09). Thus, the findings, based on the very high mean scores calculated for almost all the major instructional leadership roles of principals, imply the most favorable/positive opinion/view of respondents (both school leaders and teachers) concerning contributions of instructional leadership roles of principals for school effectiveness and improvement. That is to say, contributions of instructional leadership roles of principals for school effectiveness and improvement were considered as remarkably very high by the respondents of the study (both school leaders and teachers).

In general, this finding indicates the positive perception that the major stakeholders of the school (supervisors, principals, vice-principals, teachers, learners, PTSA members, and SIP coordinators) have towards instructional leadership roles of principals in the school. It also implies sound understanding and expectations that secondary school's major stakeholders have about the importance of instructional leadership for school effectiveness and improvement. Moreover, this finding also visibly indicates that defining school's goal and communicating to the concerned body of the school; supervising and evaluating instructions in the school; coordinating curriculum; monitoring learners' progress; protecting instructional time/period of the school; maintaining high visibility of principal in the school; providing incentives for teachers; promoting the professional development of teachers and other stakeholders in the school; and providing incentives for learners' learning were among the major tasks that construct instructional leadership roles of principals in the school.

The next section presents the main findings related to the major barriers that affect the quality of instructional leadership in the schools.

6.3.2.5. Findings related to the major barriers that affect the quality of instructional leadership in the schools

Barriers to instructional leadership are obstacles that constrain principals from exercising strong instructional leadership in the school. Moreover, barriers to instructional leadership slow down the pace of improving the quality of instructional leadership in the school. In an attempt to identify/explore different barriers of instructional leadership that are likely to be exhibited in the school and that negatively affect secondary school principal's effort to effectively execute instructional leadership roles in the school, the overwhelming majority of respondent teachers

(nearly 87%) and a significant majority of respondent school leaders (62.2%) had recognized 'the due emphasis given for the so-called managerial/administrative functions/roles that distract principals from the core business' (mean = 4.18) as the first most weighing barrier of instructional leadership in the school. Likewise, the multiplicity of roles and expectations of principals tend to act as a counterforce fragmenting both the principal's vision and allocation of time (mean = 4.16); deficiency concerning the principals' conceptual skill (mean = 4.10); and deficiency concerning the principals' human skill (mean = 4.00) were considered by the majority of respondents as the second most weighing barriers of instructional leadership in the school.

Increased paperwork (mean =3.99); lack of adequate capacity building programs concerning leadership in general and instructional leadership in particular (mean = 3.97); lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning (mean = 3.95); professional norms that tend to consider the teaching and learning-related tasks as the functions that are within the domain of teachers' activities only (mean = 3.94); shortage of knowledge as well as skills on the part of principals about the use of instructional leadership (mean = 3.88); lack of expertise in curriculum and instruction on the part of the school principal (i.e., lack of technical skill on the part of principal) (3.80); and time constraints on the part of principals to carry out functions of instruction (mean = 3.80) were also recognized by the respondents of the study as the barriers of instructional leadership that weigh most.

Moreover, most of the respondents and participants of this study had reported the following challenges of the school, as barriers of principals' instructional leadership roles execution in the school. These were: - involvement of principals in too many meetings outside the school which were unrelated to their instructional leadership roles and responsibilities in the school and that has affected the visible presence of principals in the school on a regular basis; work overload of principals with many other non-instructional responsibilities in the school and improper time management on the part of principals in the school; negative attitude and resistance of some major stakeholders of the school (department heads, teachers, learners) towards implementing new school reforms/strategies (such as SIP, CPD, formative/continuous assessment, cooperative learning, learner-centered teaching and learning methodology) since the implementation of such reforms require putting forth and persistent efforts on the part of the major stakeholders to bring about viable quality education in their respective schools; lack of interest among teachers for

teaching and the profession itself; lack of commitment on the part of PTSA members on school activities; weak follow up by parents about their children's learning progress and growth; low parent and community participation in the school development initiatives such as SIP, CPD; lack of adequate support from government and non-government organizations in furnishing schools with good and sufficient resources (either material or financial) and in making the instructional media (teaching aids) sufficiently available in the school; lack of operational supervisory practices/services and absence of timely feedback provision system for the schools from the educational experts and professionals at Woreda/District Education Offices, Zone Education Departments, Region Education Bureaus, and Ministry of Education of the Federal Democratic Republic of Ethiopia level on a regular basis; less stability of tenure of principals and untimely transfer of teachers (i.e., there has been a widely held belief among the people within the school and out-of the school as well that the more stable the principals, the more successful the schools will be); assigning teachers to school headship or principal-ship positions without any formal training in leadership and management in general and in educational leadership and management in particular (i.e., there have been grievances among the major stakeholders of the school against the current recruitment and selection process of the principals); shortage of educational and learning materials (i.e., inadequacy of instructional media or teaching aids); shortage of budget and financial resources to run all the school activities; unwillingness of high achieving learners to take part in peer learning groups which is expected to promote cooperative learning among learners; and misbehaviors of some learners (such as late coming, absenteeism, dropping out, cheating during exams and copying assignments and home work from others, and addiction to various undesirable behaviors that negatively affect their education/learning).

Such various challenges of school, as barriers of principals' instructional leadership roles execution in the school, relate to challenges of school principals, teachers, learners, learners' parents, community participation, administration and governance-related challenges, and resource-related challenges. These challenges were about the problems that hinder realizing active and smooth teaching and learning, safe and orderly school/learning environment, effective school leadership and management/administration, and active community participation in the school.

The next part provides the main findings of the strategies suggested by respondents and participants of the study to improve principals' instructional leadership roles execution in the school.

6.3.2.6. Findings related to the strategies suggested to improve principals' instructional leadership role execution in the school

The following findings are about the strategies that may serve as guidelines to improve principals' instructional leadership role execution in their respective schools. The strategies may also help in minimizing instructional leadership barriers that affect the quality of instructional leadership and the extent that instructional leadership roles of principals are executed in the schools. Given that, most of the respondents and participants of this study had suggested the following important strategies that help principals of schools to be effective in their instructional leadership roles execution. These suggestions include strategies such as having experience sharing educational visits and creating forums for the sharing of best experiences; delegating tasks and sharing responsibilities among the major stakeholders of the school (supervisors, vice principals, department heads, PTSA members, SIP coordinators, and teachers) and monitoring and receiving timely feedback about the task performance; attending professional training/workshops and different courses on leadership in general and instructional leadership in particular, and exercising collegial authority whereby teachers enjoy autonomy over their work. Moreover, one can also infer from this study itself that effectively applying the instructional leadership approach and successfully implementing a school improvement program (SIP) in the school become the best mechanisms/approaches that may serve as strategies to improve principals' instructional leadership roles execution in the school.

The next section draws major conclusions of the study in line with each of the research sub-question.

6.4. CONCLUSIONS OF THE STUDY

Given the findings obtained from the literature study and the empirical investigation, the following conclusions were drawn in line with the research sub-questions of the study.

The major dimensions of instructional leadership (defining school goal, managing the instructional program, and promoting school climate), as well as its constituents (that include constructing school goal, and communicating/spreading school goal within the first dimension of defining school goal; supervising and evaluating instructions, coordinating curriculum, and monitoring learners' development are the elements that establish the dimension of managing instructional program; and protecting instructional period/time, having school leaders and/or principals who are frequently visible in the schools, providing incentives for teachers, promoting professional development, and providing incentives for learners' learning as the integral elements of the dimension of promoting school climate), are the building blocks that make up the roles and responsibilities of school leaders in general and that constitute instructional leadership roles of principals in particular in the schools of Ethiopia. Setting the school goals and vision and defining mission and values were considered by the respondents as an important instructional leadership dimension that relatively weighs most when compared with the rest of the instructional leadership dimensions.

Moreover, the specific components that form the dimensions of instructional leadership are mutually inclusive with the elements in the national professional standard for principals in Ethiopia that focuses not only on the broad category of principals' knowledge and skills but also on the tasks that principals are expected to perform (duties and tasks) in the schools. So, the roles and responsibilities of school leaders in general and instructional leadership roles of principals in the schools, in particular, do correspond with the dimensions of instructional leadership and its constituent components/elements. Therefore, instructional leadership, as an approach of leadership in schools, does agree with the roles and responsibilities of principals in the schools. So, instructional leadership, as it gives great importance to the overall teaching and learning tasks in the schools and as it agrees with the actual roles and responsibilities of school leaders and/or principals in the Ethiopian school's context, provided that it is applied intently, certainly contribute significantly in enhancing school effectiveness as well as improvement and ultimately in augmenting academic achievement of learners. That is to say, principal instructional leadership roles (such as defining school's goal and communicating to the concerned body of the school; supervising and evaluating instructions in the school; coordinating curriculum; monitoring learners' progress; protecting instructional time/period of the school; maintaining high visibility of principal in the school; providing incentives for teachers; promoting the professional

development of teachers and other stakeholders in the school; and providing incentives for learners' learning) contribute for school effectiveness and improvement. Hence, the findings of the study revealed that the instructional leadership roles of principals are the most important functions that make the difference in the school effectiveness and improvement initiatives.

The findings of the study also implied the very positive perception awarded towards the instructional leadership roles of principals by the major stakeholders of the school (principals, vice-principals, teachers, supervisors, SIP coordinators, PTSA members, and learners) for school effectiveness and improvement. That is to say that the respondents as well as the participants of the study had given no unfavorable opinion/view for the instructional leadership roles of principals in the school. It was also evident from the findings that the extent that principals exert forth effort to carry out the instructional leadership roles in their respective schools was considered high.

The study revealed that the elements in the domains of the school improvement program (SIP) are mutually inclusive with the specific components that form the dimensions of instructional leadership as well as with the particular elements that construct the national professional standard for principals in Ethiopia. So, effective and efficient execution of instructional leadership roles of principals in the schools may certainly contribute significantly to the planning, implementation, and monitoring, and evaluation of SIP. On the other side, successful planning, implementation, and monitoring and evaluation of school improvement program (SIP) would enhance the professional capability of school leaders and/or principals in executing instructional leadership roles in the schools because SIP, as a new initiative or as an educational reform, entirely focuses and gives due emphasis on the school improvement program domains (learning & teaching, favorable learning environment, school leadership & administration, and community participation) that directly as well as indirectly address the instructional leadership dimensions and its constituent elements.

Moreover, the study further revealed that instructional leadership dimensions and school improvement program/SIP domains were strongly correlated. They were positively correlated. That is, effective application of instructional leadership in the school certainly is an imperative input to magnificently planning, implementing and monitoring, and evaluating of school improvement program (SIP) in the school. Equally, effective implementation of the school

improvement program (SIP) can add values and inputs for school principals to be effective and efficient instructional leaders in the school.

The commonly agreed barriers that negatively affect instructional leadership in the schools were lack of adequate capacity building (lack of in-depth training) programs with respect to leadership in general and instructional leadership in particular; lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning; misconception on the part of school community about the actual role of principals as instructional leaders (that is, the community's perception of the principal's role as that of a manager); increased paperwork; time constraints to carry out functions of instruction; lack of expertise (technical skill) in curriculum and instruction on the part of school leaders and/or principals (i.e., upon assuming their administrative/managerial or directorial role, many principals lack the expertise and confidence to focus on the teaching and learning part of the job in the schools); role diversity (it is well documented that the principal's workday comprises many brief, fragmented interactions with different actors); and deficiencies with respect to the principals' human skill and conceptual skill.

Moreover, the study specified the challenges of the schools, as barriers to principals' instructional leadership roles execution in the schools. These challenges of the schools as barriers of principals' instructional leadership roles execution in the schools were involvement of principals in too many meetings outside the school which were unrelated to their instructional leadership roles and responsibilities in the school and that have affected the visible presence of principals in the school on a regular basis; work overload of principals with many other non-instructional responsibilities in the school and improper time management on the part of principals in the school; less stability of tenure of principals and untimely transfer of teachers (i.e., there has been a widely held belief among the people within the school and out-of the school as well that the more stable the principals, the more successful the schools will be); negative attitude and resistance of major stakeholders of the school (department heads, teachers, learners) towards implementing new school reforms/strategies (such as SIP, CPD, formative/continuous assessment, cooperative learning, learner-centered teaching and learning methodology) since the implementation of such reforms require putting forth and persistent efforts on the part of the major stakeholders to bring about viable quality education in their respective schools; lack of commitment on the part of PTSAs on school activities; weak follow up by parents about their children's learning progress and growth;

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low parent and community participation in the school development initiatives such as SIP, CPD; lack of adequate support from government and non-government organizations in furnishing schools with good and sufficient resources (either material or financial) and in making the instructional media (teaching aids) sufficiently available in the school; lack of operational supervisory practices/services and absence of timely feedback provision system for the schools from the educational experts and professionals at Woreda/District Education Offices, Zone Education Departments, Region Education Bureaus, and Ministry of Education of the Federal Democratic Republic of Ethiopia level on a regular basis; assigning teachers to school headship or principal-ship positions without any formal training in leadership and management in general and in educational leadership and management in particular (i.e., there have been grievances among the major stakeholders of the school against the current recruitment and selection process of the principals); shortage of budget and financial resources to run all the school activities; shortage of educational and learning materials (i.e., inadequacy of instructional media or teaching aids); unwillingness of high achieving learners to take part in peer learning groups which is expected to promote cooperative learning among learners; and misbehaviors of some learners (such as late coming, absenteeism, dropping out, cheating during exams and copying assignments and home work from others, and addiction to various undesirable behaviors that negatively affect their education/learning).

As to the mechanisms to minimize the negative effects of the barriers of instructional leadership in the schools, the distributed leadership, as one important approach of leadership in the schools, has been suggested because distributed leadership allows both cooperation as well as competitiveness among stakeholders of the schools. Distributed leadership also calls for experience sharing and it also supports shared leadership in which every stakeholder of the school would have collective responsibility for learner learning and ultimately for enhancing academic achievement of the learners in the schools. Moreover, creating opportunities for continuous professional development and capacity building programs for school principals is another important mechanism to make them be well equipped with basic knowledge and skills on the management of educational institutions/ schools in general and on applying instructional leadership approach in the day to day management of schools in particular. That is, continuous professional development exercises would help school leaders and/or principals not only in developing their technical skill which has been related with the science of teaching and learning

(pedagogy and andragogy) but also in evolving human skill that helps school leadership in working with teachers and other support staff members efficiently and cooperatively. Moreover, capacity-building programs through continuous professional development movements would also assist school leaders and/or principals in mounting the conceptual skill that benefits them in viewing the importance of instructional leadership roles for the overall quality of learning and eventually improving the academic performance of learners in the school.

The next section provides practical recommendations for possible actions at different tiers of the education system of the country/Ethiopia (at School level, Woreda/District Education Offices/WEO, Zone Education Departments/ZED, Region Education Bureaus/REB, and Ministry of Education of the Federal Democratic Republic of Ethiopia/MOE level) to improve instructional leadership role execution of principals in the secondary schools of Hadiya and Halaba Zones in SNNPRS (Ethiopia).

6.5. RECOMMENDATIONS OF THE STUDY

To improve the practice of instructional leadership roles of principals in secondary schools, the following recommendations are suggested given the findings and conclusions drawn from the study.

6.5.1. Creating Various Opportunities for Professional Development and Mechanisms for Recognition of Principals

Creating opportunities for continuous professional development and capacity-building programs for school principals is another important mechanism to make them be well equipped with basic knowledge and skills on the management of educational institutions/ schools in general and on applying instructional leadership approach in the day to day management of schools in particular. That is, continuous professional development exercises would help school leaders and/or principals not only in developing their technical skill which has been related with the science of teaching and learning (pedagogy and andragogy) but also in evolving human skill that helps school leadership in working with teachers and other support staff members efficiently and cooperatively. Moreover, capacity building programs through continuous professional development movements would also assist school leaders and/or principals in mounting the conceptual skill that benefits

them in viewing the school in its entirety/totality as a full-fledged organization and in considering the importance of instructional leadership roles for the overall quality of learning and eventually improving the academic performance of learners in the school. The completion of the training and workshops attributable to CPD in the schools needs to be linked with certification, career promotion, remuneration, and increased fringe benefits that enable school leaders and/or principals to put forth the effort to execute instructional leadership roles effectively and efficiently in their respective schools. Such school environments, enhance school leaders' and/or principals' satisfaction, and avoid dissatisfaction on the part of principals in the school. Therefore, the MOE, REB, ZED, and WEO should work together and introduce a range of professional development opportunities and correspondingly design a variety of mechanisms for recognition of the principals in the schools.

6.5.2. Having Experience Sharing Educational Visits and Creating Forums for the Sharing of Best Experiences

Sharing experiences among schools, irrespective of the schools' performance level, enhance the effectiveness of the schools. Therefore, REB, ZED, WEO, and the school in collaboration should work in devising strategies that help the schools share their best experiences. This would help schools with different performance levels to share their respective school's various experiences. In such experience sharing educational undertakings, weaknesses of one school come to be lessons for the other schools, and in the same way strengths of one school become inputs for the others. As a result, all schools benefit from having experience sharing educational exercises and from conducting forums for the sharing of best experiences.

6.5.3. Applying Distributed Leadership Approach and Exercising Collegial Authority in the School

The distributed leadership, as one important approach of leadership in the schools, has also been recommended because distributed leadership allows both cooperations as well as competitiveness among stakeholders of the schools. Distributed leadership also calls for experience sharing and it also supports shared leadership in which every stakeholder of the school would have collective responsibility for learner learning and ultimately for enhancing academic achievement of the

learners in the schools. Exercising collegial authority also promotes collaboration and effectiveness among the major stakeholders of the school. Success is more likely when school leaders and/or principals are collegial with teachers as well as other major stakeholders of the school and work collaboratively on the planning, implementation, and monitoring, and evaluation of the improvement activities such as SIP and CPD in the school. When principals and other major stakeholders of school (teachers, supervisors, vice principals, PTSA members, learners, SIP coordinators, and supportive staff members) work cooperatively, the level of commitment, energy, and motivation is likely to be higher, and the possibility of implementing the new initiatives effectively in the school increases.

6.5.4. Increasing Stability of Tenure of Principals in the School

For a principal to be an effective instructional leader in a certain secondary school, he/she requires to be familiar with the working culture of that specific school as well as the nature of the school environment. Besides, the principal needs to comprehend where the school stands in the light of its strengths and weaknesses and wants to realize the possible opportunities and threats of the school, which he/she is assigned to coordinate/lead, through a comprehensive analysis of the school environment. These tasks could not be done overnight in the school. With the belief that conceptualizing the condition of the school as an organization and that changing the condition of the school and improving its performance requires a very reasonable period. As a result, this study recommends the stability of tenure of principals in the schools where they are assigned to lead. The stability of tenure of principals in the schools guarantees the provision of job security for school leaders and/or principals, leads to the satisfaction of the principals, and avoids dissatisfaction among school leaders and principals. Regarding the stability of tenure of principals in the schools, there has been a widely held belief among the people within the school and out-of-the school as well that the more stable the principals, the more successful the schools will be. In this regard, ZED and WEO need to work closely and cooperatively with the school management body because secondary schools are directly responsible to ZED for the appointment of principals and teachers placement and to WEO for financial resources allocation and supportive staff/personnel recruitment and selection for the school.

6.5.5. Appropriate Time Management on the Part of School Leaders and/or Principals in the School

It was revealed that principals were occupied with different administrative and non-instructional roles and responsibilities in the school as well as out of the school. However, the instructional leadership approach mandates school principals, to be effective instructional leaders, to regularly visit and provide the necessary support for teachers and learners as well as for maintaining good public relations with the school and the community. To do so, principals should manage and use their time effectively for instructional purposes. Appropriate time management on the part of school leaders and/or principals using allocating adequate time for instructional activities/tasks in the school would inspire teachers and learners in the school to utilize their time effectively and efficiently in activities related to academic issues.

6.5.6. Establishing and Organizing Instructional Supervision Team at Different Tiers of the Education System of Ethiopia and Establishing and Strengthening the Curriculum Committee in the School

At various levels of the Ethiopian education system (Woreda/District Education Offices, Zone Education Departments, Region Education Bureaus, and Ministry of Education of the Federal Democratic Republic of Ethiopia), establishing and organizing instructional supervision team that consists of senior educational experts or professionals, who graduated and specialized in different subjects that are part of secondary school level education curriculum, and authorizing this team of experts at different tiers of the education system to support schools where the actual teaching and learning tasks are undertaken by providing operational supervisory practices/services and timely feedback regularly. Besides, establishing and strengthening the curriculum committee that involves senior teachers from each department and respective subject areas in the department and empowering them to facilitate and monitor teaching and learning, develop reports, facilitate academic forums such as School Day, Education Day, Science Day, and Language Day in the school. Establishing and strengthening the curriculum committee in the school help in institutionalizing the instructional leadership approach in the school. Therefore, the MOE, REB, ZED, WEO, and the school should work in cooperation in establishing and organizing instructional

supervision teams at different tiers of the education system of Ethiopia and establishing and strengthening the curriculum committee in the school.

6.5.7. Effectively Applying Instructional Leadership Approach and Implementing School Improvement Program (SIP) in the School

If school leaders and/or principals require becoming the best instructional leaders in the school, irrespective of the presence of different challenges in the school, principals must make every effort to effectively applying the instructional leadership approach and successfully implementing a school improvement program (SIP) in the school. successfully applying instructional leadership and effectively implementing school improvement program (SIP) in the school could pave the way to generate rewarding remuneration, offer job security, create good working conditions and school environment, and have increased fringe benefits, which are factors that relate to the environment in which the work of the school is carried out. The presence of such factors creates not only zero dissatisfaction or no dissatisfaction on the part of school leaders and/or principals but also builds the base for the existence and functioning of the motivation factors (i.e., achievement, advancement, favorable recognition, interesting work, sufficient responsibility, upward advancement, and increased possibility of growth) that are likely to produce increased effort and eventually lead to satisfaction on the part of school leaders and/or principals in the school. In addition, successfully applying instructional leadership approach in the school would help in the implementation of different school reforms such as SIP effectively and efficiently for one thing, and executing instructional leadership roles of principals effectually in the school by itself is a transformation that addresses every aspect of the learning/education in the school for another.

The following section provides recommendations for future research.

6.6. IMPLICATIONS FOR FURTHER RESEARCH

Further investigation ought to be made to find out the current practices of school improvement programs (SIP) and problems associated with them in Ethiopian secondary schools. Besides, in secondary schools in which this study is conducted, there is a need to know much more about the extent of influence of instructional leadership approach for school effectiveness and improvement. Likewise, the correlation between instructional leadership and school improvement program and

how the execution of instructional leadership roles of principals contributes to the implementation of SIP in the schools, and conversely, how the effective implementation of SIP in the schools positively contributes to the successful execution of instructional leadership roles of principals need further critical study at different levels/tiers (primary level education, secondary level education) of the education system in Ethiopia.

Moreover, this study didn't assess how instructional leadership dimensions and school improvement program (SIP) domains evolve the motivation factors that the presence of such factors in the school lead to the satisfaction of the major stakeholders of the school and properly shape the hygiene factors that the presence of such factors in the school result in no dissatisfaction on the part of the major stakeholders of the school. As a result, henceforth, such aspects require further thorough investigation and in-depth research on the part of educational experts and policymakers at different tiers of the education system of the country (Ethiopia) (Education Offices at Woreda/District level, Education Departments at Zone level, Education Bureaus at Regional State level, and Ministry of Education of the Federal Democratic Republic of Ethiopia at the Federal/National or the so-called Central level) as well as professionals at schools and educational institutions level within the nation/Ethiopia and abroad.

While the study examined the effect of instructional leadership roles of secondary school principals on school improvement programs to improve school effectiveness and improvement, some aspects still require to be explored by researchers. For instance, this study did not include the roles of vice principals, department heads, and unit leaders (those who are responsible for vice-principals and coordinate the overall teaching and learning program of their respective shifts in the schools where learners learn in a double-shift system) who are more or less equally active participants in instructional leadership functions in the schools. Therefore, learners that include exploring the effect instructional leadership roles of these stakeholders on school improvement programs may be able to yield different results. Such studies may also help in examining the extent that instructional leadership roles in the school be shared and distributed.

The next section presents a summary of the chapter (i.e., chapter six) as concluding remarks.

6.7. SUMMARY OF THE CHAPTER

While undertaking the inquiry to explore the effects of principals' instructional leadership roles on school improvement programs in secondary schools in Ethiopia, the study focussed on seeking answers to the basic research sub-questions. The answers to the research sub-questions were presented based on the findings obtained from the literature study and the empirical investigation. The findings implied that the effects of principals' instructional leadership roles on school improvement programs in secondary schools of the study Zones (Hadiya and Halaba Zones in SNNPR/Ethiopia) were found to be positive. That is to say, instructional leadership dimensions and school improvement program/SIP domains were strongly correlated. They were positively correlated. That is, effective application of instructional leadership in the school certainly is an imperative input to magnificently planning, implementing and monitoring, and evaluating of school improvement program (SIP) in the school. Equally, effective implementation of a school improvement program (SIP) can add values and inputs for school principals to be effective and efficient instructional leaders in the school.

The analysis of the research data revealed that there is strong evidence of effective instructional leadership at the selected schools. However, despite the existence of serious instructional leadership, these schools were still faced with several challenges that limit the effectiveness of the instructional leadership roles of principals. Among these challenges, as barriers of principals' instructional leadership roles execution in the schools, lack of adequate capacity building (lack of in-depth training) programs concerning leadership in general and instructional leadership in particular; poor time management; work overload of principals with many other non-instructional responsibilities in the school and improper time management on the part of principals in the school; and less stability of tenure of principals and untimely transfer of teachers were some of the major challenges. The researcher recommended the following to improve the practice of instructional leadership roles of principals in secondary schools of the study Zones. These recommendations were creating various opportunities for professional development and mechanisms for recognition of principals; having experience sharing educational visits and creating forums for the sharing of best experiences; applying distributed leadership approach and exercising collegial authority in the school; increasing the stability of tenure of principals in the school; appropriate time management on the part of school leaders and/or principals in the school; establishing and organizing

instructional supervision team at different tiers of the education system of Ethiopia and establishing and strengthening the curriculum committee in the school, and effectively applying instructional leadership approach and implementing school improvement program (SIP) in the school.

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APPENDICES

APPENDIX A: REQUEST FOR PERMISSION FORM TO SNNPREB

Request for permission to research Hadiya Zone and Halaba Zone Secondary schools

Title of the research: Exploring Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia.

Date: _____

Name of the person: _____
SNNPR Education Bureau Head
Telephone Number: _____
E-mail Address: _____
Dear _____

I, Adinew Ontoro Kdo, am researching under the supervision of Professor SP Mokoena a Professor in the Department of Educational Leadership and Management towards a PhD at the University of South Africa. I am requesting your institution for permission in a study entitled "Exploring Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia".

This study aims to explore principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Ethiopia. Secondary schools that your Bureau is fully responsible and accountable for have been selected. The study will entail 260 teachers, seven principals, 23 vice-principals, seven cluster supervisors, nine PTSA members, three SIP coordinators, and six students' council members that make up a total of 315 subjects are considered as the sample population of the study from secondary schools at Hadiya and Halaba Zones in SNNPR.

The study will stimulate discussion of the secondary education reform agenda not only in the South Nations Nationalities and Peoples' Region (SNNPR) where the study will be conducted but also in other regions in the country Ethiopia. It may increase awareness or understanding among major stakeholders (principals, teachers, learners, cluster supervisors, and PSTA members) of secondary schools on existing instructional leadership practices and assist them in contributing towards

avoiding or reducing challenges in their schools. It may also benefit other school principals in the study Zone as well as outside of the Region to gain experiences and learn lessons on how to implement instructional leadership practices to improve school effectiveness and improvement.

There are no risks the institution and participants encounter by being involved in the study. I ensure the privacy and anonymity of the participants as well as the confidentiality of the responses. Participation in the study is voluntary and withdrawal from the study may take place without penalty. There will be no reimbursement or any incentives for participation in the research.

The results of the study, as feedback, will be communicated to your institution in soft copy using email or hard copy. I kindly request your good Office/Bureau to permit me to research secondary schools at the two Administrative Zones (Hadiya and Halaba Zones).
Yours sincerely

Signature of researcher _____

Name of the signatory _____

Signatory's position _____

APPENDIX B1: MEMO FROM HAWASSA UNIVERSITY TO SNNPR EDUCATION BUREAU

HAWASSA UNIVERSITY
College of Education
⊠ - 5, Hawassa, Ethiopia

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ትምህርት ኮሌጅ
☎ - +251462206419   Fax +2514220 54 21

Ref. No. 331/12
Date 01/09/12

From: College of Education at Hawassa University

To: South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB)
          Hawassa

Subject: Request for Permission of Research Data Collection

Mr Adinew Ontoro Kedo is a PhD student at University of South Africa (UNISA) with the support of Hawassa University and Ministry of Science and Higher Education/MOSHE previously Ministry of Education/MOE. The student is currently conducting a research/study entitled **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, we kindly request your kind Bureau to grant Mr Adinew Ontoro Kedo permission to collect data by using different data collection instruments that include questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members in the schools and education offices. We also request the Bureau to allow the researcher so as to conduct observation in the schools and to review documents that would be available in the schools and education offices at different tiers/levels (i.e. South Nations Nationalities and Peoples' Regional State Education Bureau/SNNPRSEB, Zone Education Departments, City Administration Education Departments/Offices, and Woreda/District Education Offices).

With Regards

CC: Adinew Ontoro Kedo

Abraham Tulu Mekonnen (PhD)
College of Education Dean

APPENDIX B2: SAMPLE LETTERS FROM THE EDUCATION BUREAU TO SAMPLE ZONES EDUCATION DEPARTMENTS

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South Nations, Nationalities and Peoples Regional State   Education Bureau
የትምህርት ቤት መሻሻል ፕሮግራም ዳይሬክቶሬት
School Improvement program Directoret

ቁጥር **004/111-312/15**
Ref No
ቀን **12/9/12 /35**
Date

To: Halaba Zone Education Department
    Halaba Kulito

Subject: **Granting Permission for Research Data Collection**

The College of Education of Hawassa University has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices and City Administration Education Departments/Offices, Zone Education Departments and Regional Education Bureau. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained the Certificate of Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) requests kind cooperation of the Halaba Zone Education Department, and Woreda/District Education Offices and schools within the Zone to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the Zone Education Department to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools, at Zone Education Department, and Woreda/District Education Offices.

With Regards

CC: Adinew Ontoro Kedo

- SNNPREB

    Hawassa

ተሰማ ዲማ ቡቱታ
Tesema Dima Bututa
ምክ/ቢሮ ኃላፊና የመማር
ማስ/ምዘና ዘርፍ ኃላፊ
Deputy Bureau and Teaching
Learning & Assessment Head

☎ ስልክ 046-220-20-43
Tell.
🖨 ፋክስ - 046-220-45-71
Fax. 046-220-51-44

እባክዎን ምላሽ ሲጻፉ የደብዳቤዉን ቁጥር መጥቀስ አይርሱ
In replying please quote our Ref.no

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Hawassa

ምቹ የትምህርት ሁኔታን አካባቢ በመፍጠር የተማሪዎችን ውጤት ወደ ላቀ ደረጃ እንሳድጋለን!

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በደቡብ ብሔሮች፣ ብሔረሰቦችና ሕዝቦች ክልል መንግሥት ትምህርት ቢሮ
South Nations, Nationalities and Peoples Regional State   Education Bureau
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School Improvement program Directoret

Ref No
Date

To: Hadiya Zone Education Department
   Hossana
   Subject: **Granting Permission for Research Data Collection**

The College of Education of Hawassa University has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices and City Administration Education Departments/Offices, Zone Education Departments and Regional Education Bureau. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Certificate of Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) requests kind cooperation of the Hadiya Zone Education Department, and Woreda/District Education Offices and schools within the Zone to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the Zone Education Department to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools, at Zone Education Department, and Woreda/District Education Offices.

With Regards

CC: Adinew Ontoro Kedo

   - SNNPREB

   Hawassa

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Tesema Dima Bututa
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Deputy Bureau and Teaching Learning & Assessment Head

APPENDIX B3: SAMPLE LETTERS FROM THE ZONE EDUCATION DEPARTMENTS TO WOREDA/DISTRICT EDUCATION OFFICES AND TO SAMPLE SECONDARY SCHOOLS

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Southern Nations, Nationalites and People's Regional State
Hadiya Zone Education Department

ቁጥር _181/21/35_
ቀን _28/11/2012_

To: Misrak Badawacho Woreda/District Education Office
    Danama

       Subject: Granting Permission for Research Data Collection

The South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices, City Administration Education Departments/Offices, and Zone Education Departments. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the Hadiya Zone Education Department requests kind cooperation of the Woreda/District Education Office and schools within the Woreda/District to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the Woreda/District Education Office and the schools within the Woreda/District to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools and Woreda/District Education Office.

With Regards

CC:

    ➤ Danama Secondary School
    ➤ Adinew Ontoro Kedo

...chew Lelisho Heamo
ትምህርት መምሪያ ኃላፊ
Education Department Head

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       046 555 2296   046 555 4485   Emal _hadiyazoneeduc@gmail.com_

ቁጥር __18/12/135__

ቀን __28/11/2012__

To: Misha Woreda/District Education Office
   Morsuto

Subject: Granting Permission for Research Data Collection

The South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices, City Administration Education Departments/Offices, and Zone Education Departments. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the Hadiya Zone Education Department requests kind cooperation of the Woreda/District Education Office and schools within the Woreda/District to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the Woreda/District Education Office and the schools within the Woreda/District to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools and Woreda/District Education Office.

With Regards

CC:

   ➢ Morsuto Secondary School
   ➢ Adinew Ontoro Kedo

Getachew Lelisho Heamo
ትምህርት መምሪያ ኃላፊ
Education Department Head

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Southern Nations, Nationalites and People's Regional State
Hadiya Zone Education Department

ቁጥር __181/21/35__
ቀን __28/11/2012__

To: Shashogo Woreda/District Education Office
    Bonosha

Subject: Granting Permission for Research Data Collection

The South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices, City Administration Education Departments/Offices, and Zone Education Departments. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.
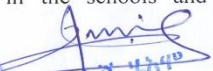
The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the Hadiya Zone Education Department requests kind cooperation of the Woreda/District Education Office and schools within the Woreda/District to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the Woreda/District Education Office and the schools within the Woreda/District to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools and Woreda/District Education Offices.

With Regards

CC:

  ➤ Bonosha Secondary School
  ➤ Adinew Ontoro Kedo

Matchew Lelisho Heamo
ትምህርት መምሪያ ኃላፊ
Education Department
Head

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       046 555 2296   046 555 4485   Emal _hadiyazoneeduc@gmail.com_

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Southern Nations, Nationalites and People's Regional State
Hadiya Zone Education Department

ቁጥር 181/ኃ/35
ቀን 28/11/2012

To: Mirab Badawacho Woreda/District Education Office
   Shone

Subject: Granting Permission for Research Data Collection

The South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices, City Administration Education Departments/Offices, and Zone Education Departments. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the Hadiya Zone Education Department requests kind cooperation of the Woreda/District Education Office and schools within the Woreda/District to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the Woreda/District Education Office and the schools within the Woreda/District to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools and Woreda/District Education Office.

With Regards

CC:

➢ Shone Secondary School
➢ Adinew Ontoro Kedo

Betachew Lelisho Heamo
ትምህርት መምሪያ ኃላፊ
Education Department
Head

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ቁጥር ሆስአት /00 70/21/35
ቀን /29/11/2012

To: Yekatit Secondary School

Hossana

Subject: Granting Permission for Research Data Collection

The Hadiya Zone Education Department has requested us to grant Mr AdinewOntoroKedo permission to collect data from the City Administration Education Office and the schools. Mr AdinewOntoroKedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the Hossana City Administration Education Office requests kind cooperation of the school (Yekatit Secondary School) to allow Mr AdinewOntoroKedoto collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the school to permit the researcher so as to conduct observation in the school and to review documents that would be available in the school.

With Regards

CC:

> AdinewOntoroKedo

ቁጥር _181/21/35_

ቀን _28/11/2019_

To: Hossana City Administration Education Office

Hossana

Subject: Granting Permission for Research Data Collection

The South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) has requested us to grant Mr Adinew Ontoro Kedo permission to collect data from the schools, Woreda/District Education Offices, City Administration Education Departments/Offices, and Zone Education Departments. Mr Adinew Ontoro Kedo is currently a PhD student at University of South Africa (UNISA) and conducting a study on **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** to fulfill the requirement for the degree of PhD in Education Management. The student researcher has obtained Ethical Clearance from the College of Education (CEDU) at UNISA. Ethics approval with the reference number **2020/03/11/64040364/03/AM** is granted for the period from March 11, 2020 to March 11, 2025.

The purpose of the study is to explore principals' instructional leadership role and its effect on school improvement program in government secondary schools of South Nations Nationalities and Peoples Region (SNNPR) in Ethiopia.

Therefore, the Hadiya Zone Education Department requests kind cooperation of the City Administration Education Office and schools within the City Administration to allow Mr Adinew Ontoro Kedo to collect data using questionnaires, one-on-one semi-structured interviews, and focus group discussions from principals, vice principals, cluster supervisors, teachers, School Improvement Program (SIP) Coordinators, Parents-Teachers-Students Association (PTSA) members, and Student Council members. We also request the City Administration Education Office and the schools within the City Administration to permit the researcher so as to conduct observation in the schools and to review documents that would be available in the schools and Hossana City Administration Education Office.

With Regards

CC:

> Yekatit Secondary School

Getachew Lelisho Heamo
ትምህርት መምሪያ ኃላፊ
Education Department Head

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APPENDIX C: QUESTIONNAIRE

A Questionnaire to be completed by Secondary School Principals, Vice Principals, Cluster Supervisors, and Teachers

Dear respondent:

This questionnaire forms part of my doctoral research entitled: **"Effect of Principals' Instructional Leadership Roles on School Improvement Program in Secondary Schools in Ethiopia"** for the degree PhD in Education Management at the University of South Africa. You have been selected by simple random sampling strategy from the population of teachers (if you are a teacher), and by comprehensive sampling strategy for principals, vice-principals, and cluster supervisors (if you are either principal, vice-principal, or cluster supervisor) from the sample secondary schools which are selected by using simple random sampling method from the secondary school population of the study site/area (Hadiya Zone), and by using availability/comprehensive sampling strategy in Halaba Zone in South Nations Nationalities and Peoples' Region (SNNPR) in Ethiopia. Hence, I invite you to take part in this survey.
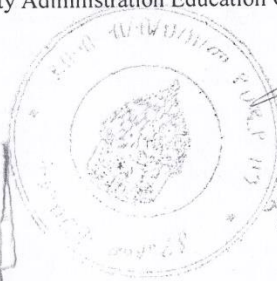
This study aims to explore principals' instructional leadership role and its effect on school improvement programs in government secondary schools of Ethiopia. The findings of the study will be useful in adding knowledge for policy development and in improving practice in the schools. You are kindly requested to complete this survey questionnaire, comprising four sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately about 55 minutes to complete. You are not required to indicate your name or organization and your anonymity will be ensured; however, an indication of your age, gender, occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the South Nations Nationalities and Peoples' Regional State Education Bureau (SNNPRSEB) and the Ethics Committee of the College of Education at the University of South Africa (UNISA). If you have any research-related inquiries, they can be addressed directly to me or my supervisor. My contact details are +251-0911709451, e-mail: 64040364@mylife.unisa.ac.za or adinewontoro@yahoo.com or adinewontoro25@gmail.com and my supervisor can be reached at +278-0116709329/0826756155, Department of Educational Leadership and Management, College of Education, UNISA, e-mail: mokoesp@unisa.ac.za. By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to the assistant data collectors before leaving the school for the weekend break.

Section I. Personal Information/Demographic Data

This section pertains to information that relates to you. Please complete the following background questions by placing **"X"** in the appropriate box or by writing whenever necessary.

1. Current position in the school: A/ Supervisor ☐   B/ Principal ☐

C/ Vice Principal ☐   D/ Teacher ☐

1. Sex: A/ Male ☐   B/ Female ☐

2. Age category: A/ Below 30 years ☐   B/ 30 - 39 years ☐

   C/ 40 - 49 years ☐   D/ 50 years and above ☐

3. Currently your highest academic qualification/level:

   A/ Diploma in teaching (10+3) ☐   B/ BA/BSc ☐   C/ BA/BSc + PGDSL ☐

   D/ MA/MSc ☐   E) other, please indicate _____

4. Field of specialization: A/ Academic subject ☐   B/ Vocational/Technical ☐

   C/ Educational Leadership & Management ☐   D/ Other, please specify _____

5. Number of years of teaching experience or years of experience as a teacher: A/ Below 5 years ☐
B/ 5 - 10 years ☐   C/ 11 - 15 years ☐   D/ 16 years and above ☐

6. Your status in the professional career ladder of teachers: A/ Novice/Beginner Teacher ☐ B/ ☐ Junior Teacher ☐ ull-fledged Teacher ☐ D/ ☐ or Teacher E/Associate ☐ Head Teacher F) ☐ Teacher G) Othe ☐ ase specify _____

7. The highest position or rank that you had ever served in the school or in the education system of Ethiopia:

   A/ Teacher ☐ B/ Vice Principal ☐

   C/ Principal ☐ D/ Supervisor ☐

   E/ Other, please specify _____

8. Total years of experience in the schools or overall education system of Ethiopia _____

Section II: Instructional Leadership Roles of principal

This section comprises different instructional leadership roles that need to be executed by the school principal as well as by major stakeholders of the school. Please rate by placing **"X"** in the appropriate box to each statement on the extent in terms of how each of the instructional leadership roles/practice/action is practiced by the principal and others in the school using a five-point rating scale that ranges from 1 to 5. The rating choices associated with the scale are: **Strongly Disagree = 1, Disagree = 2, Undecided= 3, Agree= 4, and Strongly Agree = 5**

No.	Concerning setting the school goals and vision and defining mission and values	Rating Scale				
		1	2	3	4	5
1	The school has set/defined its goal and designed its vision, mission, values, and plans.					
2	The school has prepared a participatory school improvement plan.					
3	The school has identified its priorities.					
4	The school has prepared three-year strategic and annual plans.					
5	The school's vision, a goal of the school, focuses on academic development based on the school's needs and suitability.					
6	There has been high involvement among the major stakeholders of the school while defining the school's goal.					

No.		Rating Scale				
7	The school's goal should be seen as a major defining characteristic of the school's effectiveness.					
8	The school principal himself/herself portrays the best example in setting and realizing the school's goals and vision, and in carrying out the mission, and respecting the values of the school.					

No.	About communicating school goal, vision, mission, and values	Rating Scale				
		1	2	3	4	5
1	The school's vision and mission are clear and understandable for everyone in the school community.					
2	The vision and mission are written and displayed in and around the school to ensure that everyone can see it easily and making them aware and concerned about the school's direction.					
3	The school's goal or attainment targets are shared among the members of the school.					
4	The school's goal has been accepted and verified by teachers in the school.					
5	The school's goal is remarkably articulated by the principal of the school.					
6	The school's goal has been communicated to and supported by everyone in the school community.					
7	There has been high involvement among the major stakeholders of the school while communicating the school's goal.					

No.	Regarding managing an instructional program of the school	Rating Scales				
		1	2	3	4	5
1	The principal considers curriculum and teaching as the core function of a school.					
2	The principal engages himself/herself in the curricular and instructional program of the school.					
3	The principal believes that failure in accomplishing the task of managing the instructional program will cause failure in getting the desired outcome on learners' academic achievement.					

No.		Rating Scale				
4	The principal ensures that the school goal is fully translated into the curriculum and practiced in the process of teaching and learning in the classroom.					
5	The principal ensures that teachers align teaching objectives with learning activities in the classroom, assessment process and coordinating the instructional program, and using the right instructional media.					
6	The principal urges/inspires teachers to choose curriculum materials that suit the learners' needs and interests best and that agree with the existing circumstances of the school environment and the technological advancement of the globe.					
7	The principal holds a continuous discussion with teachers regarding learner's academic development and achievement (i.e., the principal frequently monitors learners' progress/learning) and initiates ways of improvements for the teaching and learning process to enhance learners' achievement.					
8	The principal assigns curriculum experts and senior teachers responsible for coordinating curriculum and analyzing learners' examination results.					
9	The principal frequently supervises and evaluates instruction/teaching to realize measurable improvements in learner results.					
10	The principal ensures that learners' educational needs are central to all decision-making during curriculum coordination.					
11	The principal ensures the use and coordination of appropriate curricula, learning resources, and instructional strategies.					

No.	Empowering and supporting learners in the school	Rating Scale				
		1	2	3	4	5
1	The principal ensures that learners support each other using 1 to 5 (Network/group) formations to promote cooperative learning.					
2	The principal ensures that learners are actively participating in various clubs or co-curricular/extra-curricular activities.					
3	The principal ensures that learners are participating and making decisions by involving in Student Council.					
4	The principal ensures that learners use their time effectively for learning.					

No.		1	2	3	4	5
5	The principal ensures that teachers provide tutorial and make-up classes for learners to improve in their education and attainments.					
6	The principal ensures that teachers use various active learning methods that encourage learners to investigate, be creative, independent, and problems solving.					
7	The principal ensures that teachers provide special support to female learners and learners with special needs.					
8	The principal ensures that teachers undertake a continuous assessment of learners' work.					
9	The principal ensures that parents provide support to learners in their learning at home.					
10	The principal provides learners with frequent counseling and advising services on different occasions.					
11	The principal provides high-achieving learners with rewards (incentives) as a means of motivating all learners to achieve better.					
No.	**About promoting professional development exercises in the school**	**Rating Scale**				
		1	**2**	**3**	**4**	**5**
1	The principal creates an opportunity for lesson observations among peer teachers.					
2	The principal organizes and facilitates courses and workshops as mechanisms of professional development.					
3	The principal encourages teachers to conduct action research.					
4	The principal facilitates experience-sharing visits to other schools.					
5	The principal motivates teachers to conduct tutorials and make-up classes.					
6	The principal encourages teachers to participate in different educational committees and extra-curricular (co-curricular) activities.					
7	The principal encourages teachers to prepare curriculum development materials.					
8	The principal encourages teachers to upgrade themselves concerning career promotion and qualification improvement.					

No.		1	2	3	4	5
9	Principal organizes/arranges English Language Improvement program for teachers.					
10	The principal facilitates induction courses and arranges to work with mentors for new/novice teachers.					
11	Veteran teachers, principals, and supervisors undertake suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's problems and developing modules.					
12	The principal distributes leadership roles and shares and delegates responsibilities among the major stakeholders of the school (teachers, supervisors, department heads, and PTSA members).					
No.	**Concerning promoting/developing a safe and healthy school environment and learning climate**	**Rating Scales**				
		1	**2**	**3**	**4**	**5**
1	Principal frequently attempts to motivate teachers and other major stakeholders of the school (vice principals, department heads, supervisors, teachers, PTSA members, and learners) to devote more of their time to instructional activities than to the non-instructional functions (i.e., principal protects instructional time or period of the school regularly).					
2	The principal ensures that teachers conduct make-up classes/lessons when there have been missed periods/sessions or instructional times in the school.					
3	The principal supervises teachers, supportive personnel, and learners to ensure that they are working without wasting the educational/instructional time of the school.					
4	The principal ensures that school days are properly utilized according to the academic calendar for the teaching and learning purpose/function.					
5	The principal makes him/her frequently available for others in the school site and office (i.e., the principal maintains high visibility in the school to devote most of his/her time to the instructional activities of the school).					
6	Principal plans/develops professional development programs based on the needs and interests of teachers and other major stakeholders of the school.					

7	The principal makes forth effort to create healthy teaching and learning environment in which learners attend their lessons peacefully and teachers teach the lesson with full commitment and devotion.					
8	The principal motivates hardworking teachers based on the extent of effort they exert to realize measurable improvements in learners' results.					
9	The principal provides incentives for learning and high-achieving learners to realize measurable improvements in student results.					
10	The principal sets clear targets to be attained by the major stakeholders of the school (particularly for teachers' teaching and learners' learning).					
No.	**Promoting community participation in the school**	**Rating Scale**				
		1	**2**	**3**	**4**	**5**
1	The principal keeps parents regularly informed of learner progress and school events and receives feedback from parents on learners' attainment.					
2	The principal encourages parents to make meaningful participation at the school and classroom level in an organized manner.					
3	The principal provides regular information to parents and the local community about learners' learning, behavior, financial utilization, and other issues and receives feedback.					
4	The principal ensures that parents provide support to learners in their learning at home.					
5	The principal ensures that parents actively participate in parents-teachers-students association (PTSA) activities.					
6	The principal ensures that there is evidence to show that parents express satisfaction with the performance of the school.					
7	Principals work co-operatively with the overall school community and stakeholders to implement policies and/or reforms.					
8	Principals appropriately involve staff, learners, and the community in the development, implementation, and review of school policies, programs, and operations.					

| 9 | Principal guides and promotes the advantages of education/schooling in terms of benefiting the school environment (the community in the school surrounding /environment), developing the talents of the youth, and increasing or building up the capacity of the community concerning enhancing their productivity and growth. | | | | | |

Section III: Items about School Improvement Program

The following section encompasses different roles of principals concerning SIP implementation in the schools. Indicate your view/opinion by placing **"X"** in the appropriate box to each statement on the extent that the principals' role/ practice/action, regarding SIP, has been executed/practiced by principals in your respective school by using a five-point rating scale that ranges from 1 to 5. The rating choices associated with the scale are: **Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4 and Always = 5**

No.	Concerning defining and communicating school improvement program (SIP)	Rating Scale				
		1	2	3	4	5
1	The extent that principals clearly explain the school improvement planning process to major stakeholders of the schools (teachers, Parents-Teachers-Students Association/PTSA members, learners, and community members).					
2	The extent that principals help major stakeholders of the schools (teachers, Parents-Teachers-Students Association/PTSA members, learners, and community members) understand their role in the process of SIP planning, implementing, and monitoring and evaluation.					
3	The extent that principals invite major stakeholders of the schools (teachers, Parents-Teachers-Students Association/PTSA members, learners, and community members) to participate in the process of SIP planning, implementing, and monitoring, and evaluation.					

No.		1	2	3	4	5
4	The extent that principals provide the community with a school profile detailing the nature and characteristics of the school.					
5	The extent that principals ensure that everyone involved in the SIP implementation process receives regular information and evidence or feedback about the improvement plan and the school's progress.					
6	The extent that principals communicate the final school plan to all members of the school's community.					
7	The extent that principals continually gather information on learner achievement and communicate it to the school's community as part of the plan's monitoring and evaluation process.					
No.	**Concerning promoting professional development activities to enhance the planning, implementation, and monitoring, and evaluation of SIP**	**Rating Scale**				
		1	**2**	**3**	**4**	**5**
1	The extent that principals encourage teachers and other staff members to lead the development and implementation of the SIP plan.					
2	The extent that principals provide leadership and professional development/training opportunities to major stakeholders of the schools (teachers and support staff members, Parents-Teachers-Students Association/PTSA members, learners, and community members) involved in the process of SIP planning, implementation, and monitoring and evaluation.					
3	The extent that principals establish professional development goals with teachers and support staff that focus on the goals and strategies in the school improvement plan.					
4	The extent that principals ensure that professional development activities that focus on achieving the school's improvement goals are part of every staff meeting.					
5	The extent that principals provide support and ongoing professional development for teachers and other staff members as they pursue the strategies set out in the plan.					

No.		Rating Scale				
6	The extent that principals lead school improvement planning meetings of teachers and other staff members, school councils, parents, and other community members.					
7	The extent that principals use classroom information on learner achievement in discussions with teachers about adjusting and improving their teaching strategies and revising SIP through monitoring and evaluation.					

No.	About various roles expected from principals while planning, implementing, and monitoring, and evaluating SIP.	Rating Scale				
		1	2	3	4	5
1	The extent that principals develop and circulate a parent survey to provide parents with an opportunity to describe their feelings about the school and how they would like to be involved in their children's education.					
2	The extent that principals ensure that parents have adequate time to respond to the survey while planning SIP.					
3	The extent that principals tally the results of the parent survey and provide it to those involved in the planning process to help them determine the goal for enhancing the level of parental involvement					
4	The extent that principals regularly collect classroom information on learner achievement.					
5	The extent that principals ensure that classroom information on learner achievement is also used by those developing the school improvement plan.					
6	The extent that principals regularly assess teachers' and other staff members' implementation of the school improvement plan.					
7	The extent that principals ensure that the school budget reflects and supports the school improvement plan's goals and implementation strategies.					
8	The extent that principals lead their school and its community in celebrating successes achieved in the pursuit of the school's improvement goals.					

No.	Roles of principal about teaching and learning domain of SIP	Rating Scale				
		1	2	3	4	5
1	The extent that the principal ensures teachers have professional competency.					

2	The extent that the principal ensures teachers participate in continuous professional development (CPD), to learn new knowledge to apply in the classroom.					
3	The extent that the principal ensures teachers use active learning methods in the classroom to realize improved learning results.					
4	The extent that the principal ensures teachers achieve measurable improvements in learners results.					
5	The extent that the principal ensures that a range of assessment methods are used in each grade to assess learner learning.					
6	The extent that the principal ensures, based on the assessment results, teachers provide extra teaching support to underperforming learners.					
7	The extent that the principal ensures that teachers understand the curriculum (in terms of age, relevance, and integration).					
8	The extent that the principal ensures that teachers develop and use supplementary materials in the classroom to improve learner learning.					
No.	**Roles of principal about creating safe and orderly learning/school environment domain of SIP**	**Rating Scale**				
		1	**2**	**3**	**4**	**5**
1	The extent that the principal ensures that learners have developed a habit of taking responsibilities and leading a disciplined life.					
2	The extent that the principal ensures that learners are motivated to learn and actively participate in lessons.					
3	The extent that the principal ensures that teachers use various teaching methods to meet the diverse learner needs in the classroom.					
4	The extent that the principal ensures that sufficient learning and teaching materials (instructional media/teaching aids) are available and in use in the school.					
5	The extent that the principal ensures that the school is accessible for learners with special needs.					

No.		Rating Scale				
6	The extent that the principal ensures that there is collaborative work at the school and community level to support learners with special needs by providing effective inclusive education.					
7	The extent that the principal ensures that parents/guardians of learners with special needs have been actively involving in the school.					
8	The extent that the principal ensures that the school provides quality school facilities that enable all teachers to work well and all children to learn.					
No.	Roles of principal within the school leadership and management domain of SIP	Rating Scale				
		1	2	3	4	5
1	The extent that the principal ensures that structures and processes exist to support shared leadership in which everyone has collective responsibility for learner learning.					
2	The extent that the principal ensures that school policies, regulations, and procedures are effectively communicated and followed.					
3	The extent that the principal ensures that the school's decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.					
4	The extent principal ensures that relationships are fostered and promoted to nurture mutual respect and the wellbeing of all staff, students, parents, and the wider school community.					
5	The extent principal ensures that resources are prioritized and aligned to the school improvement goals to maximize the impact on teaching and learning.					
6	The extent principal ensures that school improvement goals are regularly monitored, reviewed, and evaluated on an annual basis to measure the effectiveness of the planned strategies.					
No.	Roles of principal within the community participation domain of SIP	Rating Scale				
		1	2	3	4	5
1	The extent that the principal ensures that teachers meet with parents at a minimum twice per semester to provide reports and to discuss their child's learning achievement.					

2	The extent that the principal ensures that the school successfully mobilizes the community to provide resources to support the implementation of the School Improvement Plan.					
3	The extent that the principal ensures that the school is active in communicating and promoting the importance of education in the community.					
4	The extent that the principal reports regularly to the school community on its progress.					
5	The extent that school policy and guidelines focusing on the creation of a learning-friendly environment is developed implemented and promoted throughout the school community.					
6	The extent the parents-teachers- students Association and school leaders discuss student achievement at their meetings and inform parents about assessment and the outcomes achieved as a result of SIP and other school reform efforts.					
7	The extent that the principal communicates and promotes the importance of the school improvement program in the community.					
8	The extent to that the principal ensures community participation in real decision-making at every stage includes assessment, planning, implementation, and monitoring and evaluation of the school improvement program.					

Section IV: Contributions of Instructional Leadership Roles of Principal for School Effectiveness.

The following section contains contributions of instructional leadership roles of principals for school effectiveness. Indicate your view/opinion by placing **"X"** in the appropriate box to each statement on the extent that principals' instructional leadership roles contribute to school effectiveness in your respective school by using a five-point rating scale that ranges from 1 to 5. The rating choices associated with the scale are: **Strongly Disagree = 1, Disagree = 2, Undecided= 3, Agree= 4, and Strongly Agree = 5.**

No.	Contributions of instructional leadership roles of principals for school effectiveness.	Rating Scale				
		1	2	3	4	5

1	Defining a school's goal contributes significantly to the effectiveness and improvement of the school.					
2	Communicating the school's goal to the concerned body of the school contributes significantly to the effectiveness and improvement of the school.					
3	Supervising and evaluating instructions in the school contributes significantly to the effectiveness and improvement of the school.					
4	Coordinating curriculum in the school contributes significantly to the effectiveness and improvement of the school.					
5	Monitoring students' progress in the school contributes significantly to the effectiveness and improvement of the school.					
6	Protecting the instructional time/period of the school contributes significantly to the effectiveness and improvement of the school.					
7	Maintaining the high visibility of the principal in the school contributes significantly to the effectiveness and improvement of the school.					
8	Providing incentives for teachers contributes significantly to the effectiveness and improvement of the school.					
9	Promoting the professional development of teachers and other stakeholders in the school contributes significantly to the effectiveness and improvement of the school.					
10	Providing incentives for learners' learning in the school contributes significantly to the effectiveness and improvement of the school.					

Section V: Barriers of Instructional Leadership.

The following section covers different barriers to instructional leadership exhibited in the schools. Indicate your view/opinion by placing **"X"** in the appropriate box to each statement on the extent that the barrier exists and hinders the application of instructional leadership as an approach of managing school in the school you have been working by using a five-point rating scale that ranges from 1 to 5. The rating choices associated with the scale are: **Strongly Disagree = 1, Disagree = 2, Undecided= 3, Agree= 4, and Strongly Agree = 5.**

No.	Barriers of instructional leadership as an approach of managing School, and in executing instructional leadership roles of principals in the schools.	Rating Scale				
		1	2	3	4	5
1	Lack of adequate capacity-building programs concerning leadership in general and instructional leadership in particular.					
2	Lack of commitment on the part of principals to be engaged in tasks related to instruction/teaching and learning.					
3	Misconception on the part of the school community about the actual role of principals as instructional leaders.					
4	Increased paperwork.					
5	Time constraints to carry out functions of instruction.					
6	The cultural values defining the role of the principal pose a potential obstacle.					
7	Lack of relevance and viability of instructional leadership approach to your school.					
8	Lack of expertise in curriculum and instruction on the part of the school principal. That is a lack of technical skill required in the school on the part of the principal.					
9	Professional norms that consider the teaching and learning-related tasks as the functions that are within the domain of teachers' activities only.					
10	The multiplicity of roles and expectations of principals tend to act as a counterforce fragmenting both the principal's vision and allocation of time.					
11	The due emphasis is given to the so-called managerial/administrative functions/roles that distract principals from the core business of improving teaching and learning.					
12	Shortage of knowledge as well as skills on the part of principals about the use of instructional leadership.					
13	Deficiency concerning the principals' human skill.					
14	Deficiency concerning the principals' conceptual skills.					

Section VI. Open-ended Question Items

Please provide short and brief responses to the following items:

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1. In your opinion what do you think should be instructional leadership roles of principals in secondary schools?

_____

_____

_____

2. How does instructional leadership contribute towards school effectiveness?

_____

_____

_____

3. How do you understand School Improvement Program (SIP) in your school? Explain.

_____

_____

_____

4. Explain how school improvement plans developed, decisions are made and how often do teachers and other stakeholders involved?

_____

_____

_____

5. How does School Improvement Program (SIP) contribute towards school effectiveness?

_____

_____

_____

_____

_____

_____

_____

6. How does instructional leadership contribute to school improvement programs in secondary schools?

_____

_____

_____

7. How does school improvement program contribute to enhance instructional leadership in secondary schools?

   _____

   _____

   _____

8. What do you think are the barriers that affect the quality of instructional leadership in secondary schools?

_____

_____

_____

9. Suggest the mechanisms/approaches that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

_____

_____

_____

10. What are the challenges that your school has been facing while planning, implementation, and monitoring and evaluation of School Improvement Program (SIP)?

    _____

    _____

    _____

11. What strategies do you suggest so as to deal with the challenges in the planning, implementation, and monitoring and evaluation of SIP in your respective school?

    _____

    _____

    _____

Thank you for participating in this survey.

APPENDIX D: INTERVIEW SCHEDULE FOR PRINCIPALS

1) What constitutes instructional leadership roles of principals in secondary schools?
2) How do you view/perceive your instructional leadership roles as top executive of the school?
3) How do major stakeholders of school (department heads, supervisors, teachers, PTSA members, and learners) perceive the instructional leadership role of principals in secondary schools?
4) How do principals' instructional leadership roles contribute towards school effectiveness?
5) How does instructional leadership contribute towards school effectiveness?
6) Does your school have a SIP plan?
7) How do you understand School Improvement Program (SIP) in your school?
8) Can you explain how leadership responsibilities are distributed in your school?
9) How are curricular and instructional activities carried out and managed in your school?
10) How does School Improvement Program (SIP) contribute towards school effectiveness?
11) How does instructional leadership contribute to implement school improvement programs in secondary schools?
12) Do school improvement programs contribute to enhance instructional leadership in secondary schools?
13) What are your roles while planning, implementing, and monitoring, and evaluating SIP in your school?
14) What are the barriers that affect the quality of instructional leadership in secondary schools?
15) What are the mechanisms/approaches that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

APPENDIX E: INTERVIEW SCHEDULE FOR VICE PRINCIPALS

1) What constitutes instructional leadership roles of principals in secondary schools?
2) As a vice principal who is fully responsible for all the functions related to the academic wing of the school (that is, for the overall teaching and learning-related activities), how do you view/perceive instructional leadership roles of principals in secondary schools?
3) How do principals in secondary schools perceive their instructional leadership roles?
4) How do major stakeholders of school (department heads, supervisors, teachers, PTSA members, and learners) perceive the instructional leadership role of principals in secondary schools?
5) How do principals' instructional leadership roles contribute towards school effectiveness?
6) How does instructional leadership contribute towards school effectiveness?
7) Does your school have a SIP plan?
8) How do you understand School Improvement Program (SIP) in your school?
9) What are the major focus areas that your school has given due emphasis on as a result of the SIP plan?
10) Can you explain how leadership responsibilities are distributed in your school?
11) How does School Improvement Program (SIP) contribute towards school effectiveness?
12) How does instructional leadership contribute to implement school improvement programs in secondary schools?
13) Do school improvement programs contribute to enhance instructional leadership in secondary schools?
14) What are the barriers that affect the quality of instructional leadership in secondary schools?
15) What are the mechanisms/approaches that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

APPENDIX F: INTERVIEW SCHEDULE FOR SUPERVISORS

1) What constitutes instructional leadership roles of principals in secondary schools?
2) You as a supervisor who provides professional support for principals while leading/coordinating their respective schools, how do you view/perceive instructional leadership roles of principals in the secondary schools?
3) How do principals in secondary schools perceive their instructional leadership roles?
4) What is your opinion/judgment on how major stakeholders of school (department heads, supervisors, teachers, PTSA members, and learners) perceive the instructional leadership role of principals in secondary schools?
5) How do principals' instructional leadership roles contribute towards school effectiveness?
6) How does instructional leadership contribute towards school effectiveness?
7) Does your school have a SIP plan?
8) What are the major focus areas that your school has given due emphasis on as a result of the SIP plan?
9) Can you explain how leadership responsibilities are distributed in your cluster school?
10) How does instructional leadership contribute to implement school improvement programs in secondary schools?
11) Do school improvement programs contribute to enhance instructional leadership in secondary schools?
12) What are the barriers that affect the quality of instructional leadership in secondary schools?
13) What are the mechanisms/approaches that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

APPENDIX G: INTERVIEW SCHEDULE FOR TEACHERS

1) What constitutes instructional leadership roles of principals in secondary schools?
2) As a teacher who is wholly authorized about the overall teaching and learning-related tasks within the instructional classroom where learners, teachers, and curriculum actual interaction takes place, how do you view/perceive instructional leadership roles of secondary school principals?
3) How do principals in secondary schools perceive their instructional leadership roles?
4) How do major stakeholders of school (department heads, supervisors, teachers, PTSA members, and learners) perceive the instructional leadership role of principals in secondary schools?
5) How do principals' instructional leadership roles contribute towards school effectiveness?
6) How does instructional leadership contribute towards school effectiveness?
7) Does your school have a SIP plan?
8) What are the major focus areas that your school has given due emphasis on as a result of the SIP plan?
9) Can you explain how leadership responsibilities are distributed in your school?
10) How does School Improvement Program (SIP) contribute towards school effectiveness?
11) How does instructional leadership contribute to implement school improvement programs in secondary schools?
12) Do school improvement programs contribute to enhance instructional leadership in secondary schools?
13) What are the barriers that affect the quality of instructional leadership in secondary schools?
14) What are the mechanisms/approaches that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

APPENDIX H: FOCUS-GROUP DISCUSSIONS SCHEDULE FOR SCHOOL IMPROVEMENT PROGRAM/SIP COORDINATORS, PARENTS-STUDENTS-TEACHERS ASSOCIATION/PTSA MEMBERS, AND STUDENTS' COUNCIL MEMBERS.

1) What constitutes instructional leadership roles of principals in secondary schools?
2) How do principals in secondary schools perceive their instructional leadership roles?
3) How do major stakeholders of school (vice principals, supervisors, teachers, SIP coordinators, PTSA members, and learners) perceive the instructional leadership role of principals in secondary schools?
4) How do principals' instructional leadership roles contribute towards school effectiveness?
5) How does instructional leadership contribute towards school effectiveness?
6) Does your school have School Improvement Program (SIP) plan?
7) How do you understand School Improvement Program (SIP) in your school?
8) What are the major focus areas that your school has given due emphasis on as a result of the SIP plan?
9) Can you explain how leadership responsibilities are distributed in your school?
10) How does School Improvement Program (SIP) contribute towards school effectiveness?
11) How does instructional leadership contribute to implementing school improvement programs in secondary schools?
12) Do school improvement programs contribute to enhance instructional leadership in secondary schools?
13) What are the barriers that affect the quality of instructional leadership in secondary schools?
14) What are the mechanisms/approaches that may serve as guidelines to improve the secondary school principals' instructional leadership role execution?

APPENDIX I: OBSERVATION CHECKLIST

- School compound

- School facilities (such as sports fields, toilets for girls and boys, library arrangements, learner guidance rooms, class-rooms where actual teaching and learning is going on, teachers' offices)
- School pedagogical centers
- Safety of the school environment for teaching and learning
- Learners support system arrangements and management
- Communications and interaction among the school community (learners with teachers, principals; teachers with teachers, principals, and department heads)
- Arrangement of notice boards and whether the necessary information (such as vision, mission, and values of the school) on the boards or in any convenient places in the schools, is displayed or not
- Class-size
- Class-room arrangements
- Usage of instructional time in the school
- Availability of text-books in the class-rooms
- Learners' engagement in the library and study rooms or reading rooms
- Arrangement of learners' Guidance and counseling offices/rooms
- PTSAs members involvement and arrangement of their office in the school
- Students' Council members participation and arrangement of their office in the school
- The visible presence of the principal in the school
- Evolving issues related to the topic under investigation.

APPENDIX J: FOCUS GROUP CONSENT AND CONFIDENTIALITY AGREEMENT FORM

I_____ grant consent that the information I share during the focus group may be used by Adinew Ontoro Kedo for research purposes. I am

aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: Adinew Ontoro Kedo

Researcher's Signature: _____

Date: _____

APPENDIX K: FOCUS GROUP ASSENT AND CONFIDENTIALITY AGREEMENT FORM

I_____ grant assent that the information I share during the focus group may be used by Adinew Ontoro Kedo for research purposes. I am aware that the group discussions will be digitally recorded and grant assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: Adinew Ontoro Kedo

Researcher's Signature: _____

Date: _____

APPENDIX L: ETHICS CLEARANCE CERTIFICATE

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/03/11

Ref: **2020/03/11/64040364/03/AM**

Name: Mr AO Kedo

Student No.: 64040364

Dear Mr AO Kedo

Decision: Ethics Approval from

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable