

**INSTURACTIONAL LEADERSHIP OF PRINCIPALS IN SECONDARY  
SCHOOLS OF PASTORALIST WOREDAS OF BALE ZONE, OROMIA  
REGINAL STATE**

**MA THESIS RESEARCH**

**TAMIRU TUFA NEGASH**

**JULY, 2019**

**HARAMAYA UNIVERSITY, HARAMAYA**

**INSTRUCTIONAL LEADERSHIP OF PRINCIPALS IN SECONDARY  
SCHOOLS OF PASTORALIST WOREDAS OF BALE ZONE, OROMIA  
REGIONAL STATE**

**A Thesis Submitted to the College of Educational and Behavioral Sciences,  
Department of Educational Planning and Management**

**Postgraduate Program Directorate**

**HARAMAYA UNIVERSITY**

**In Partial Fulfillment of the Requirements for the Degree of**

**MASTER OF ARTS IN SCHOOL LEADERSHIP**

**TAMIRU TUFA NEGASH**

**JULY, 2019**

**HARAMAYA UNIVERSITY, HARAMAYA**

# HARAMAYA UNIVERSIT

## Postgraduate Program Directorate

We hereby certify that we have read and evaluated this Thesis entitled **Instructional leadership of principals in secondary school of pastoralist woredas of bale zone, Oromia regional state** prepared under my guidance by Tamiru Tufa Negash . We recommend that it be submitted as fulfilling the thesis requirement.

Justin Sudhakar (PhD)

\_\_\_\_\_

Major Advisor

Signature

Date

Aschalew Teshome (Ass. Professo)

\_\_\_\_\_

Co- Advisor

Signature

Date

As members of the Board of Examiners of the M.A. thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Tamiru Tufa Negash and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of MASTER OF ART IN SCHOOL LEADERSHIP

\_\_\_\_\_

Chairperson

Signature

Date

\_\_\_\_\_

Internal Examiner

Signature

Date

\_\_\_\_\_

External Examiner

Signature

Date

Final approval and acceptance of the thesis is contingent upon the submission of final copy of the thesis to council of Postgraduate Program Directorate (CPPD) through the departmental or Postgraduate Program Directorate committee (DPPC or PPDC) of the candidate.

## **STATEMENT OF THE AUTHOR**

By my signature below, I declare and affirm that this thesis is my own work. I followed all ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All academic matter that is included in the thesis has been given recognition through reference. I confirm that I have cited and referenced all sources used in this document. Serious effort has been made to avoid any plagiarism in the preparation of this thesis.

This thesis was submitted in partial fulfillment of the requirement for degree of Master of art from Postgraduate Program Directorate at Haramaya University. This thesis is deposited in the Haramaya University Library and made available to borrowers under the rules of the library. I acutely declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Brief quotations from this thesis may be used without special permission provided that accurate and complete acknowledgement of the source is made. Requests for permission extended quotations from this thesis in whole or in part may be granted by the Head of the School or Department or the Postgraduate Program Directorate when in his or her decision .The proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

Name: Tamiru Tufa Negash Signature: \_\_\_\_\_.

Date of Submission: August, 2018 Place: Haramaya University, Haramaya

## **BIOGRAPHICAL SKETCH**

The author was born in June 1982 in Sinja Keble Goba Woreda Bale Zone ,Oromia Regional state. He attendat Sinja Primary School and then his junior at Batu Terara Secondary School and completed Senier school level in 2001 .

He joined Nekemte Teachers Education College in 2004 and earned Diploma in teaching Natural Science in 2006 After graduation, he taught Natural Science for two years in Arsi Zone, Oromia Regional state. He also joined MadaWalabu University in summer program in 2008 and earned BSC degree in chemistry in 2012 After graduation he taught at Angetu Secondary School and currently working as School principals in Angetu Preparatory school in HaranaBulukWoreda , Bale Zone Oromia Regional State , until he joined Haramaya University in June 2008 to pursue his MA in School Leadership .

## ACKNOWLEDGEMENTS

The completion of this research is a result of so many People's efforts that deserve appreciation. First and for most I would like to express my heartfelt thanks to my gorgeous major advisor, **Dr. Justin Sudhakar** and Co-advisor **Aschalew Teshome** (Assistant Professor) I really cannot put into words how incredibly grateful. For the whole thing; they taught me and for their professional advice and constructive comments in my attempts to make this work a success, I truthfully thank them.

Secondly, I express my honest love and appreciation for my wife Damu Abera and my Son Gemechis Tamirumembers for their moral support and encouragement, and also their efforts to overcome various challenges which could have potentially affected my work as well as the life of my family.

Thirdly, I reveal my sincere thanks to my friends Mebratu Mulugeta , Simyalew Tesfaye , Lema Tolosa , Abay Sileshi , Abdulhakim Husen and Aliyi Hasen for their material, technical and moral support from the beginning to the completion of this research work.

Forthly, I would also like to express my heart felt thanks to Haramaya University and all Haramaya University Lecturers who supported my effort and offered me valuable comments and insights. Their due concern, unreserved help and encouragements made me work hard.

Last, but not least, I would like to offer my sincere thanks to Harena Buluk Woreda Education office experts , sample secondary schools principals and teachers for their participation to give necessary information, through questionnaire and interview, to finish the study successfully.

## **ABBREVIATIONS AND ACRONOMY**

BZED	Bale Zone Education Department .
ESDP	Education Sector Development Program .
FDRE	Federal Democratic Republic of Ethiopia .
GEQIP	General Education Quality Improving Package .
IL	InstractionalLeadership .
MoE	Ministry of Education .
NGO's	Non-Governmental Organizations .
PTSA	Parent Teacher and Student Association .
ScL	School Leadership .
SPSS	Statistical Package for Social Sciences .
UNESCO	United Nation Educational, Scientific and Cultural Organization .
WEO	Woreda Education Office .
ZED	Zonal Education Department .

## TABLE OF CONTENTS

<b>STATEMENT OF THE AUTHOR</b>	<b>iii</b>
<b>BIOGRAPHICAL SKETCH</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b>	<b>v</b>
<b>ABBREVIATIONS AND ACRONOMY</b>	<b>vi</b>
<b>LIST OF TABLES</b>	<b>x</b>
<b>ABSTRACT</b>	<b>xi</b>
<b>1. INTRODUCTION</b>	<b>2</b>
1.1 .Background of the Study	2
1.2. Statement of the Problem	4
1.3. Research Questions	6
1.4. Objectives of the Study	6
1.4.1. General Objective	6
1.4.2. Specific Objectives	6
1.5. Significance of the Study	7
1.6. Delimitations of the Study	7
1.7. Limitation of the Study	8
1.8 .Organization of the Study	8
1.9. Definitions of Key Terms	8
<b>2. REVIEW OF RELATED LITERATURE</b>	<b>10</b>
2.1. Leadership	10
2.2. School Leadership	11
2.3. Instructional Leadership	12

2.4. The Characters of Principal’s in Instructional Leadership	14
2.4.1. Defining the school’s mission	15
2.4.2. Principal’s collaborative cooperation with teachers	17
2.4.3. Principal’s instructional leadership behavior involved with teachers	18
2.4.4. The barriers of principal’s instructional leadership	19
2.4.5. Possible solutions for the barriers	20
2.5. Characteristics and practices of instructional leadership	20
2.6. Chapter summary	22
<b>3. RESEARCH DESIGN AND METHDOLOGY</b>	<b>23</b>
3.1. Description of the Study Area	23
3.2 Research Design	23
3.3. Sources of Data	24
3.3.1. Primary sources of data	24
3.3.2 .Secondary sources of data	24
3.4. Sample size, Target Population and Sampling Techniques	24
3.4.1. Population of the Study	24
3.4.2. Sample Size	24
3.4.3. Sampling Techniques	25
3.5. Tools of Data Collection	26
3.5.1. Questionnaires	26
3.5.2. Interview guide	27
3.6. Procedures of Data Collection	27
3.7. Method of Data Analysis	28
3.8. Ethical Considerations	28
<b>4. RESULTS AND DISCUSSION</b>	<b>29</b>
4.1. Characteristics of Respondents	29

4.2. Perception of principals on Instructional leadership	32
4.3. The Extent Instructional leadership of principals in secondary school	37
4.4. Challenges that Hinders Instructional leadership of Principals	43
<b>5. SUMMARY, CONCLUSIONS AND RECOMMENDATION</b>	<b>50</b>
5.1. Summary of the Findings	51
5.2 Conclusions	54
5.3 Recommendations	55
<b>6. REFERENCES</b>	<b>57</b>
<b>7. APPENDICES</b>	<b>63</b>
APPENDIX A	64
APPENDIX B	69
APPENDIX C	71

## **LIST OF TABLES**

<b>Table</b>	<b>Page</b>
1.The Proportional Sample size of five sample schools	25
2.Reliability Statistics	27
3.Characteristics' of Respondents	30
4. Respondent view about perception of principal on instructional leadership	33
5.Respondent view about the extent practice of principal on instructional leadership	44
6 .Respondent view about challenges that hinders instructional leadership ofPrincipal	48

# **INSTRUCTIONAL LEADERSHIP OF PRINCIPALS IN SECONDARY SCHOOL OF PASTORALIST WOREDAS OF BALE ZONE, OROMIA REGIONAL STATE**

## **ABSTRACT**

*The purpose of this study was to investigate instructional leadership of principals in secondary schools of pastoralist woredas in Bale zone , Oromia Regional State. In order to address the objectives of the study descriptive survey design was employed. The quantitative data was collected using a questionnaire from school principals, Supervisors and teachers. The qualitative data was collected using an oneway interview from school principals and supervisors. The sampling technique used to select teachers, principals and supervisors sample was simple Random sampling technique. The quantitative data was collected and analyzed by using one way ANOVA , percentages, frequency counts and means while the qualitative data obtained from interview was analyzed using narration and description in the way it supplement the quantitative data. The findings revealed that ,among instructional leadership practice of principals in secondary school of pastoralist woredas in Bale zone, there is low level of Instructional leadership activities, instructional leaders' role in communicating school goals are very low, low coordination and evaluation of instruction, weak monitoring of school activities, weak protection of instructional time, less maintaining high visibility, promoting professional developments are below to the average. Whereas, coordination of the curriculum, providing incentive for teachers, and incentive for students were significantly low performed. Based on findings it is concluded that, instructional leadership of principals in Balezone pastoralworedas seems to be at very low level. On top of the findings, recommendations are forwarded to address the challenges that hinders the principals' faced in their instructional leadership activities mainly focusing on empowering both principals and schools community to foster instructional leadership practices in the secondary schools of the Bale zone pastoralist woredas. Thus, it is advisable for Woreda education offices, Zonal Educational Department, and Regional Education Bureau in cooperation with non-governmental organizations facilitate the training programs for the effectiveness of principals.*

## **1. INTRODUCTION**

### **1.1 .Background of the Study**

Education is the means by which people acquire, grow and develop knowledge, skill, attitude and insights; and Education paves its way and foundation. It is also a vital instrument to enhance progress towards poverty reduction, improve child health, and decrease maternal death, and combat transmittable diseases (MOFED, 2005). It is hardly possible for a country to achieve a sound economic, social or cultural development in a situation where its citizens do not have and pass through a well established education system. The concern for quality education becomes the main agenda in almost all education systems across the world, and consequently Instructional leadership was conventional grate attention by national policy makers as a tool for monitoring the quality of education (De Grauwe, 2001). According to Foskett and Lumby (2003), education is valued all over the world for its ability to develop human potential and contribute to economic growth. It is no accident that countries with highly developed education systems are also those with successful economies and high standards of living. As economies become more dependent on high-technology industries and on the service sector, the desire for a well-educated and highly trained workforce becomes imperative. Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman and Unterhalter ,2005).As a resaltalmost all countries connected to instructional leadership.

Globally, scholars agree that instructional leadership is one of the most useful tools for creating an effective teaching and learning environment (Pustejovsky, Spillane, Heaton & Lewis, 2009; Hallinger& Walker, 2014). In Ethiopia, for example, the Ministry of Education (MoE ,2013) through the secondary education development programme II document, stipulated that, among other duties, heads of secondary schools would be responsible for supervising the teaching programe, ensuring high quality teaching and learning, effective use of time for the entire school day and a conducive teaching and learning environment. Instructional leadership is an educational leadership that focuses on the core responsibility of a school, namely teaching and learning, by defining the school vision,mission and goals,

managing the instructional programme and promoting the school climate(Hoy &Miskel, 2008).

King (2002) asserted that the role of an instructional leader differs from that of a traditional school administrator in a number of meaningful ways: whereas the conventional head of school spends majority of his/her time dealing strictly with administrative duties, the head of school who is an instructional leader is charged with redefining his/her role to become the primary learner in a community striving for excellence in education. As such, it becomes the head of school's responsibility to work with teachers to manage the instructional programme. Instructional leaders know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses (Spillane &Zuberi, 2009).

Instructional leaders go beyond the traditional role of school administrators and spend a lot more time focusing on developing knowledge and implementation of the curriculum, as well as instruction and assessment (Jita, 2010). The paper argues that improvement in learning is more likely to be achieved when the leadership is instructionally focused and located closest to the classroom. Despite the fact that IL is significant in promoting teachers' instructional practices and students learning, literature has shown that in Africa in particular, rarely engage in IL (Lwaitama&Galabawa, 2008; World Bank, 2010). IL as described as overseeing 'teaching and learning' and 'supervising teachers' is not a due to the fact, the government of Ethiopia has prepared a guide line which incorporate instructional leadership functions and criteria for recruitment and selection of competent principals at secondary schools with higher standard in academic readiness, well experiences in instructional activities and commitment aspects of teachers to be school principals (MoE,2013).

With regard to Bale zone, a large expansion of secondary education took place under ESDP II & III. However, instructional leadership practice of principals in the zone is yet requiring much to be done. Thus, to improve this, school principals need to be well competent and effective in performing instructional leadership activities. Consequently, the preceding attempts would indicate that the conditions of secondary schools invite for appropriate instructional leadership which in turn calls for scientific study to identify the status of instructional leadership practice of principals. Regarding Instructional leadership practices of

principals, MoE (2005) argues that principals unsuccessful to play their key roles. This is the reason why the researcher intended to study in the area and find out factorts that hinders principals success.

Therefore, the study attempts to asses instructional leadership practices related to the instructional leadership described byHallinger and Murphy model's of instructional leadership:defining the mission, managing instructional program, and promoting school climate; and functions within dimension;framing and communicating school goals, supervising and evaluating instruction, coordinating curriculum, monitoring student progress, protecting instructional time, promoting professional development, maintaining high visibility, providing incentive for teachers, and providing incentive for students. Therefore, the purpose of the study is to assess instructional leadership practice of principals in secondary schools of Pastoralist Woredas of Bale Zone,Oromia regional state .

## **1.2. Statement of the Problem**

Instructional leadership has a particular importance in educational administration because of its far reaching effects on the accomplishment of school programs, objectives, and educational goals. Also it focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this,(United Nation Education Scientific and Cultural Organization (United Nation Education Scientific and Cultural Organization (UNESCO),2008) indicated that instructional leadership practices are significant for Principal and teachers' professional development, school improvement, and satisfaction of public demands. To this end, instructional leadership practice was planned and organized to accommodate the central interest of teachers, students and the society.

However, in implementing the instructional leadership to bringing changes in the school systems as effective as possible, school principals may face many challenges; the divergent challenges and needs that evolved from discontinuous environmental changes including globalization introduce new trends of instruction in schools. This in turn, will create challenging burden upon the effectiveness of school leaders, teachers, and students. Similarly,

McEwan (2003) also described five challenges affecting the effectiveness of instructional leadership. These are: lack of skill and training for principals, lack of teachers' cooperation, lack of time to perform instructional activities, lack of support from higher officials, and lack of vision, will or courage from principals toward instructional activities.

Research findings related to the past instructional leadership in schools indicated that there were some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teacher, no sharing of practice among teachers, principals there was no systematic follow up and support systems were not designed properly (Oromia Regional Education Bureau, 2007; Chanyalew, 2005; Ministry of Education, 2002; Getachew, 2001). In Ethiopia, were trained in subject area, they have not been trained in professional disciplines that make principals in secondary schools face many challenges in performing instructional leadership activities as expected of them. For example, pressure from their higher officials' to meet the goals of the organization on the one hand and from the teachers to meet their personal need on the other (UNESCO, 2006).

Similarly, another local research indicated that most of secondary school principals did not have the required qualification for secondary school principalship and they did not get educational leadership training which make them suitable in instructional leadership practice (Feseha, 2005). Further, Fekadu (2009), in his study indicated that principals were challenged by internal challenges such as lack of cooperation of teachers, shortage of instructional resources, lack of principals experiences in principalship, and heavy work load, and external challenges like interference in principals' decision making process by higher officials, and lack of technical support from the higher officials in performing instructional leadership practices.

Hence, Bale zone Pastoralist district is one of the zones in Ethiopia is not free from lack of effective and efficient instructional leadership practice of principals in secondary schools. This is found to be weakness in instructional leadership practice of principals. Though, from the above concept one may describe that the existing situation could affect the instructional

leadership practices of principals in secondary schools, until now there are not enough studies that can show the status of instructional leadership practices of principals in Bale zone pastoralist district. Therefore, this study attempts to make an assessment on instructional leadership practice of principals in secondary schools of Bale Zone, Pastoralist district

### **1.3. Research Questions**

Therefore, this study intended to answer the following basic research questions:

1. What are the perceptions of principals about that the instructional leadership of principal in secondary schools of pastoralist woredas in bale zone?
2. To what level the school principals practice instructional leadership in public secondary schools of pastoralist woredas in bale zone?
3. What are the major challenge that hinders principals to practice instructional leadership in public secondary schools of pastoralist woredas in bale zone?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The general objective of the study was to asses the instructional leadership of principals in secondary schools of bale zone pastoralist woredas. It also, intended to show strategies used by principals to improve instructional leadership practice of principal at secondary school level.

#### **1.4.2. Specific Objectives**

Exactly the research was proposed to:

1. Explor the perception of principals about instructional leadership of principals in secondary schools of pastoralist wored as in bale zone Oromia regional State.
2. Identify the extent instructional leadership of principals in secondary school of pastoralist woredas in bale zone Oromia regional State.

3. Find out the major problems that hinder instructional leadership of principals of pastoralist woredas in bale zone Oromia regional State.

### **1.5. Significance of the Study**

The purpose of this study was to assess instructional leadership of principal in secondary school of Bale zone pastoral district .The findings of the study was provide clear in sight in to the existing instructional leadership of principal in the school. It may provide relevant information for education officials at Regional, Zonal,and Woreda level on the instructional leadership practice of principal in school and help them to discharge their responsibilities to overcome schools from their problems.The findings of this research was also help those are dealing with the design and development of training manuals to empower school principals those experience challenges while instructional leadership practice of principal in school .

The finding of this study possibly encourage the establishment of necessary environment, structures as well as support mechanisms for rising genuine participation and involvement in the instructional leadership practice of principal in public school .The finding of the research hope to establish opportunities for principals to know their status , To review their instructional leadership practice strategies in school leadership processes .In addition to above,it might be also serving as steppingstone for other researchers to conduct research on the similar research title area.

### **1.6. Delimitations of the Study**

In order to make the research more manageable and feasible geographically this study was delimited to examine the instructional leadership of principal in secondary schools Bale Zone pastoralist woreda, Oromia Regional State. Bale Zone was organized from 18 woredas and two city administrations. The Zone is characterized by pastoralist and agro pastorals woredas. The researcher were worked in Pastoralist area as a teacher and principal for the last twelve years .This helped the researcher to get rich, relevant and in depth data from the participant easily to supplement the study.In Bale Zone pastoralist district have 27 secondary school.Conducting research for all secondary schools would be advantageous in order to have

a complete picture about instructional leadership practice of principal. However, due to time, geographic areas and finance constraints the study was delimited to seven public secondary schools namely; Mena, kachen, Legahida, Guradamole, Dawesarar, Hawo and Walabu which is found in different woredas. The study was also delimited conceptually instructional leadership practice of principal in public secondary schools of pastoralist woredas in Bale Zone Oromia regional State.

### **1.7. Limitation of the Study**

It is understandable that research work cannot be totally free from limitations. To this end, some limitations were also observed in this study. One apparent limitation was that most of secondary school principals, teachers and supervisors were busy and had no enough time to respond to interviewed. Some of them who have enough time were also reluctant to interviewed as per the required time. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study

### **1.8 .Organization of the Study**

This research was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, general and specific objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. The second chapter provides review of the literature related to the concepts of the problem area. The third chapter presents research design and methodology which included research design and method, population, sample and sampling techniques, sources of data, tools of data collection and procedures of data collection, and data analysis. Chapter four includes presentation, analysis and interpretation of data. The last chapter presents summary of major findings, conclusions and recommendations.

### **1.9. Definitions of Key Terms**

**Instructional leaders** refers to in this context school personnel who are responsible for the school governance.

**Instructional Leadership:** All efforts made to improve student learning ,satisfying working environment for teachers as well as desirable learning conditions and outcomes for children.

**Perceived experiance:**refers to the experience that principlas gained through applying instractional leadership in school.

**Perception:**In this study this termrefers to feailing and understanding of principlas about instractional leadership

**Practices:** In this study this termrefers to all activeties of principlas to achieve school goals.

**Principal** is a person or a leader who is in charge of school activities and occupies of the position of school leading and perceived as the significant figure in initiating and realizing of the innovations that takes place in the secondary school.

**School Leadership** refers to all about organizing the school to achieve shared goals. Promoting the school's mission, establishing parameters and goals for the school's instructional program.

**Secondary School** refers to schools which are under financial and administrative control of the Ministry of National and Regional Education in Ethiopia and nongovernmental Organization.

## **2. REVIEW OF RELATED LITERATURE**

The literature surveyed indicated that IL is a significant factor in facilitating, improving and promoting teachers' classroom instructional practices and the academic progress of students (Spillane, Camburn&Pareja, 2007; Pustejovsky, Spillane, Heaton & Lewis, 2009 ). In order to get understanding the problem to examine the nature of instructional leadership, the researchers was made and try to review the literature related for the study. This chapter gives the following major topics related to instructional leadership practice of principals, meaning of instructional leadership practice of principals ,function of instructional leadership practice of principals , the role and techniques of instructional leadership practice of principals , nature and characteristics of modern instructional leadership practice of principals and their duties in school based program, challenges in school-based and the role of principal in instructional leadership practice in improving quality of education.

### **2.1. Leadership**

There are multiple definitions about leadership that researchers have been formulating. Basically leadership formulates the same thing – leadership is about someone who is getting other people to do something. Then, it proceeds to identify who is the leader and who is/are the follower/s. It emphasizes on how to influence. Leadership is an influence relationship between leaders and followers who are aiming at making changes that indicate their mutual purposes. It also involves the ability to lead for the leaders to encourage obedience, respect, loyalty and cooperation from the followers. (Kort, 2008). In his book,Northouse successfully provides knowledge about leadership.

According to(Northouse , (2004) the following components can be distinguished as the key points of leadership. Leadership is a process, leadership involves influences, leadership occurs within a group context and leadership involves goal achievement. Based on those components, he formulates leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” according to Northouse. Leadership is a process defined as a transactional and an interactive event that appears between the leader and followers and becomes available for everyone, not only the formally assigned leader in the group.

Leadership relates to influence on how the leaders affects the followers significantly, therefore, there is a mutual cooperation among the leader and followers. Leadership occurs in groups either small or big groups that make impacts on each individual who has a common purpose. Moreover, leadership also involves the group's goal achievement where the leaders guide their followers to achieve their common goals together according to Northouse's.

Moreover, applying the theory about leadership, we can relate the education context where the school is an organization; the principal acts as the leader and the followers are the teachers and the stakeholders. The principal has an important role in school. He/she is obliged to direct the teachers and stakeholders in order to reach their common goals together. It is very important for them to understand each other in order to avoid any contradictive issues that can lead to disunity of the organization. Moreover, the principal can be a symbol of the mutual cooperation among the teachers and stakeholders, the principal needs to accommodate their aspiration to develop the school programs.

Also, the principal needs to act definitely until now in order to address some negative issues at schools. Leadership plays a critical role in creating and sustaining a school. Among other things, leadership focuses on learning. It emphasizes the essential of learning, not only for the students but also teachers and staff. There are three areas integrated into the means of leadership; first is vision, how the leaders facilitate some actions to improve the students' outcomes and nurture commitments. Second is governance, how the leaders manage and control their staff and encourage their participation. Third is resource allocation, how the leaders place resources to support teaching and learning. (Hallinger & Hack, 2010b)

## **2.2. School Leadership**

Leadership has very important impacts on the quality of the school organization and on students' outcome. This is applicable with the meaning of leadership since leadership is all about organizational advancement. Particularly, it is all about organizing the organization (school) to achieve shared goals. The goal of school leadership is school improvement. Indeed, school leadership is an essential part for school effectiveness in order to prepare students to reach their future success. (Leithwood and Mascal, 2008)

According to Leithwood( 2008) in order to improve the school and students' outcomes, the leader, in this case, the school's principal needs to involve and engage all school elements. The schools elements consist of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. To be successful, principals to have cognitive and emotive qualities, strategies and skills. Decision-making and job achievements are important elements of leadership. By understanding decision-making styles will encourage principals to perform well in making a decision.

As a result, effective decision making by principals will effectively assist teachers to meet their job satisfaction. Moreover,(Fullan , 2006) found out the evidence of school improvements since 1990s. The school improvement involves principals who are (1) accommodative, (2) focus on student learning, (3) productive and (4) both pressure and support. Principals are expected to work together with parents, teachers and school stakeholders to stimulate action. Fullan(2006) Theoretically, instructional leadership is an important principle for the dynamic establishment of broader school leadership. This concept is determined by understanding the educational leaders who highly contribute on improving the students' learning outcomes.

### **2.3. Instructional Leadership**

A strong instructional leader is important for a school to be successful. There have been a lot of new various development programs and trainings for principals in order to bring success to the schools. The development trainings and programs are designed to build the characters of instructional leadership as a strategy to increase students' performances (Hallinger, 2005) . A review of the literature by Hallinger and Heck (2010) found that instructional leadership was the most frequently studied model of school leadership over the past twenty-five years.

The research on instructional leadership has been extensive and global in scope. Important contributions have been made by researchers in the North America, Europe, and Asia. Since the mid-1980s, scholars have taken advantage of these tools to produce an unprecedented number of empirical studies of principal instructional leadership. How do we describe the best image of a school's principal? Such principal is often described as in metaphoric terms; 'runs a

tight ship', 'sure keeps the parents at a bay', 'knows the district inside and out' or 'keeps the building ship shape' according to Hallinger and Heck.

However, the images terms seems definite when we describe the principal as a strong instructional leader. (Smith and Andrews, 2001) Accordingly, principals are faced with an academic mission. They must adhere to standards set for student achievement, and be held accountable for results. On the other hand Leithwood andMascall,(2008) describes the role of principal as chiefly, being a problem-solver because building administrators are continually required to solve problems.

In fact, it is hard work, because, to perform instructional leadership well, a principal must be competent, skillful with statistical data, be able in connecting and communicating with teachers both on formal and informal levels and knowing about and be able to carry out the specific methods and strategies that are most effective for enhancing student achievement (Purinton, 2013) .Therefore, they proposed one of the latest in the list of designer-leadership style; in order to create learning as something to focus on and valuable for every member, leadership is a part of activities of whole education communities and must be distributed (Fulmer, 2006).

In short, despite instructional leadership and management involved in various numbers of activities and processes and also distinguished by its character, instructional leadership is a fundamental to successful school leadership. Therefore, it became important for researchers to focus on the theory and to describe what it looks like in practice (Southworth, 2002). Moreover, Smith and Andrews (2001) emphasize the essential of implementing principal's instructional leadership in order to improve the quality of school. To improve quality of schools, the government needs to improve the professional practice of school principals by understanding the meaning of instructional leadership, develop some programs designated to select and educate the principals, assist school districts to develop the principal's selection process, implement supervisors to monitor the principals' performances.

To sum up, as an instructional leader, the role of the principal is very crucial within the school while the principal affects the quality of the school, the standard of individual teacher

instruction, the performance of student achievement, and the level of efficiency in school functioning. However, although the essential of instructional leadership of the principals have been acknowledged, in reality, good instructional leadership skills are rarely practiced. Some of the factors of this phenomenon are the lack of education, training, and the time for the instructional leadership role and of the increasing volume of paper work.

#### **2.4. The Characters of Principal's in Instructional Leadership**

According to Findley,( 1992) "If a school is to be an effective one, it will be because of the instructional leadership of the principal". The approach to conceptualizing instructional leadership has been reviewed by researchers to identify the characteristics of principals from effective schools. For example, the items that can describe the characteristics are, the attempts of school principal to define mission, to manage curriculum and instruction, to promote school climates, to establish school goals and standards and to facilitate teachers and staff (Duke, 1986). Moreover, instructional leaders are characterized as strong, directive leaders who have successfully transformed their schools effectively. Instructional leaders are also perceived as culture builders who can nurture high expectations and standards for their teachers and students. As goal-oriented figures, instructional leaders were able to set some goals for the schools and direct the teachers and stakeholders to reach the goals together.

The goals were clearly stated in school's mission and vision.((Hallinger, 2005) , Smith and Andrews (2001) propose ten characters of principal who demonstrates strong instructional leadership. The principal's characters include; Framing clear school goals ,Communicating clear school goals ,Managing the instructional program ,Supervising and evaluating instruction ,Coordinating curriculum ,Monitoring student progress ,Creating a positive school climate ,Protecting instructional time ,Promoting professional development ,Maintaining high visibility ,Providing incentives for teachers ,Providing incentives for learning.

Those ten principal characters show that a principal who demonstrates strong instructional leadership does not only acknowledge and commit to the school's goals, but also needs to be able to strongly encourage the teachers and school stakeholders to reach the goals. Moreover, there is an urgent need for the principal to be able to cooperate with them and to maximize the

school's resources such as time, materials and even ideas. The principal also needs to be active and open-minded while facing some constructive analysis from the teachers and school stakeholders in order to make some changes at school (Smith and Andrews, 2001) .

In addition, in order to understand the characters of the principal's instructional leadership, Hallinger and Lee (2012) suggests three dimensions for the role of instructional leadership principals; defining the school's mission, managing the instructional program and creating a positive school climate. (Hallinger,PandLee,L. , 2012) Hallinger has developed these ideas by reviewing previous researchers describing the relationship between principal leadership and students' achievement. Instructional leadership was described as occurring along multiple dimensions and organizing a number of practices.

#### **2.4.1. Defining the school's mission**

In order to understand the characters of the principal's instructional leadership, Hallinger (2005) suggests three dimensions for the role of instructional leadership principals; defining the school's mission, managing the instructional program and creating a positive school climate (Hallinger, 2005) .There are two functions that include the first dimension; framing the school's goals and communicating the school's goals. This dimension focuses on the principal's role in establishing the main purpose of the school. The school's goals can be determined by the principal or in cooperation with the school staff. This dimension concentrates on the principal's role working with the school staff to make sure that the school has clear, measurable, time-based goals focused on the academic progress of students.

The principal is also responsible to declare and spread the goals through the whole school stakeholders so that they will support and integrate the goals into their daily practice. In this dimension according toHallinger (2005), there are several characteristics of the instructional leader's role in defining a clear mission. Firs, the mission needs to be stated :defining the school mission ,framing clear school goals ,communicating clear school goals ,managing the instructional program ,supervising and evaluating instruction ,coordinating curriculum ,monitoring student progress ,creating a positive school climate ,protecting instructional time ,promoting professional development ,maintaining high visibility ,providing incentives for

teachers ,providing incentives for learning, clearly and it needs to be widely known. for example, the principal can put the mission statement on the banner or on notice board at school. Second, the goal needs to be focused on the academic progress.

Third, the mission has to prioritize teachers' works. Fourth, the goal needs to be known and acknowledged by teachers throughout the school. Fifth, the mission needs to be clearly declared, actively assisted, and modeled by the principal. (Hollinger,2012) managing the Instructional Program this dimension integrates three leadership functions; supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress.

Basically, the second dimension aims at the integration and control of instruction and curriculum. The principal is required to have proficiency in teaching and learning at school and also to have commitment in developing the school. The principal needs to be highly involved in encouraging, directing, and observing teaching and learning at school, said Hollinger. Promoting a positive working climate this dimension has wider range and goals than the other two dimensions.

The third dimension consists of following functions; protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning. Ideally, effective schools establish an "academic press" by thriving the students' and teachers' high standards and expectations.

Eventually, the principal should set and pose values that create a climate and supports the teaching and learning enhancement continuously. Hollinger's viewing that abovementioned is three dimensions; instructional leadership is likely to be more effective when the principals develop the abovementioned dimensions continuously with purposes and practices. The principals require practices that create a positive atmosphere and support the continuous development of teaching and learning at school ( Hollinger, 2005) .

### **2.4.2.Principal's collaborative cooperation with teachers**

The term instructional leader is defined as actions leaders who improve teaching and learning (King, 2002). Although principals have ideas about the way they lead their schools, their success as leaders also depends on teachers' support and how they perceive their principals. If teachers perceive principals in a negative way, then principals will have problems performing their duties, because such negative perceptions can be perceived as lack of confidence in the principals' leadership style.

Therefore, it is essential for principals to reveal how teachers perceive them as instructional leaders. Moreover, Hollinger and Heck (2001) proposed a theory that leaders obtain their goals mainly through teachers. Leadership practices contribute the outcomes desired by schools but the contribution is always mediated by other people, events and organizational factors such as teacher commitment, instructional practices or school culture. This conceptualization is consistent with the preposition that leaders achieve their results primarily through other people according to Hallinger and Heck(2001).

In previous research, it has been found out that teachers' trust towards the principal has improved the school. The researchers authenticated strong evidence regarding the connection between the teachers' trust towards their principals, the leadership practices that develop the trust and their impact towards the teachers' attitudes, school organization and students' learning progress .The way teachers perceive their principals' roles is important, because positive perceptions of the roles of principals among teachers can provide principals the confidence and the mandate needed to run their schools Helstad& Molle(2013).

The culture of cooperation aims at teachers' development through some strategies included teacher mentoring, coaching and school-based professional development .School principals are expected to be the leaders who are capable in creating such culture in schools because it demands openness, trust and security where teachers feel confident to become learners. Thus, instructional leadership is about leading teachers' learning professionally(Sothworth, 2002)

### **2.4.3. Principal's instructional leadership behavior involved with teachers**

Blasé and Blasé (2004) in their research about principal instructional leadership and teacher development, reveal that principal's instructional leadership behavior has a strong impact on teachers. They suggest the principals to use instructional leadership strategies include (a) talking with teachers to promote reflection and (b) promoting professional development. Those strategies have powerful increasing impacts on teachers emotionally, cognitively and behaviorally (Blasé and Blasé, 2004).

Talking with teachers to promote reflection includes principal strategies of making suggestions, creating feedback, modeling, using inquiry and asking advice and opinions from the teachers and praising them. Strategies linked with promoting professional growth included significance on the study of teaching and learning, support for cooperation, development of instructing relationships, support for program reorganizing, teacher development programs, and use of action research (Blasé & Blasé, 2004). In later research, (South worth, 2002) propounds three interrelated aspects to effective instructional leadership behavior which involved teachers: talking with teachers, promoting teachers' professional progress and nurturing teacher reflection.

Those three aspects are connected to three other principal's behaviors that can impact to either positive or negative effects; being visible –versus interrupting and abandoning, complimenting results –versus criticizing and expanding autonomy –versus keeping control. (South worth, 2002) Positive effects are related to the use of visibility, praise and autonomy, while ineffective principals used abandoning, criticism and control. Such principals believed that most teachers enhance their teaching progress only with intentional support and cooperation (Southworth, 2002).

From previous researches, some principals thought that when they had given minimal information and support, most teachers would be able to analyze their own teaching and develop their pedagogic goals. However, this concept was overly optimistic and most teachers could not develop such goals. (South worth, 2002) Conferencing was described as involving knowledge and skill in following areas; classroom observation, teaching methods,

understanding the relationship between teaching and learning, knowing how to make the conference reflective and non-threatening, developing communication skills and building awareness of the development stage, career state and commitment.

#### **2.4.4. The barriers of principal's instructional leadership**

The role of principal in providing good quality of education has been acknowledged as an essential organizational characteristic of schools. However, the appropriate methods how the principals should fulfill their roles have been a variety of subject. Fullan, (2006) states that, "The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade" (Fullan, 2007). Because the principal's role is changing from that of building manager or administrator to instructional leader, the principal requires ongoing, substantive staff development and support to refine, extend, and evaluate his supervisory skills. Because of the changing role, the principals often deal with some barriers that prevent them to maximize their potential, such as, lack of time for monitoring the instruction. This happens because they do not have any sufficient support by the staff or secretarial assistance to manage their daily tasks. Sometimes, the principal also has the feeling of instability in the distribution of authority and responsibility between the central office of the school district and the individual buildings.

The managerial shortcomings can prevent schools to become effective ones likewise, it is hard for them to accommodate comprehensive hands on mentoring on instruction and curriculum (Honig, 2012) In addition, based on some studies on instructional leadership, Honig and M.I. (2012) conclude that the model of traditional instructional leadership does not seem to fit the reality of many of today's schools. Despite of the necessity of principals' instructional leadership who are characterized as "hands-on" leaders, involve with curriculum and instruction issues, feel confident to work with teachers directly and present in the classroom often, in reality, it is difficult to be applied, especially in larger schools. It is not easy to find appropriate time to regularly observe all of the teachers or accommodate comprehensive hands on mentoring on instruction and curriculum according to Honig and M.I.(2012) .

### **2.4.5. Possible solutions for the barriers**

Some of previous studies establish that teachers' capacities could be further advanced if principals were to foster more strategic methods to development. Based on their studies, they found out that by constructing the teachers' capabilities to learn, to teach and lead well was an essential leadership strategy. There are many applicable strategies in developing teachers' qualities such as sending them to various trainings provided by the government or private institutions, giving support and motivating them to be more creative in giving lessons and appreciating teachers for their good work. These strategies had following impacts on student learning and performances. Thus, school leaders need to build these capacities vigorously. In addition, based on their work, Honig and M.I, (2012) suggest an innovative idea to overcome the managerial shortcomings: organizational management for instructional improvement.

This leadership emphasizes organizational management for instructional progress rather than day-to-day teaching and learning. Organizational management for instructional improvement means fulfilling a school with high quality teachers and providing them the support and motivation and also resources to be successful in the classroom (Horng& Loeb, 2011).

Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such principals are likely able to demonstrate students' academic improvement. However, in daily practice, in average, only one fifth of the principals' time is dedicated to organizational management activities. Most principals spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paperwork-that does not relate to the school's outcome development according to Honig and M.I.(2012) .

### **2.5. Characteristics and practices of instructional leadership**

Over the years numerous scholars have attempted to characteristics of instructional leadership. They are viewed as culture builders who create an academic precedence which fosters the high standards and expectations of students and teachers (Barth 2002). Instructional leadership not

only provides clear and effective instruction but they also model high expectations (Hallenger, 2009; Leithwood 2004; Shaharbi 2010).

In recent years, Jenkins ,(2009) characteristics of instructional leadership as being instructional resource providers, who possess current knowledge of practices of instruction, curriculum and assessment. Hornig and Loeb (2010) define practice of instructional leaders as those who construct opportunities for teacher improvement. Muijs (2010), maintains that instructional leadership are those who take a hands on approach to the teaching and learning process, the school principal acts as the leader in such a process. According to Grobler (2014), the 'hands on approach' calls for school principal's to monitor teaching tasks to ensure adequate curriculum coverage. The characteristics of instructional leadership are vital to the practice of instructional leadership. As a result characteristics are the facets that inform the practice of instructional leadership as they shape the principal's activity in terms of their instructional role. It is for this reason one has to explore characteristics of instructional leadership in conjunction to principals' practices.

The characteristics and practice of instructional leadership presented above denote that the core function of the principal as an instructional leader is to deliver leadership and management in schools which enables the foundation of supportive environments under which quality teaching and learning prevails (Bush, Joubert, Kiggundu & Van Rooyen 2010; McNeish & Scott, 2012). Scholars assert that successful leaders have successful schools (Bush, 2010). The prominence of school principals as instructional leaders, 'culture builders', resource providers, a continuum of knowledge, the model of high expectations and the leader of effective teaching and learning is believed to contribute to learner achievement (ufiaurre, 2014).

The measure to effect positive instructional leadership is for school principals to collect on the characteristics of instructional leadership in informing practice. Alternatively, it is for school principals to expose themselves and teachers to professional development (DeMatthews, 2014). However, research reveals that some principals were unsuccessful in doing this (Ross & Gray, 2006; Berkhout, 2007 & Sims 2011). Bush and Joubert(2010) assert that many African principals do not consider themselves instructional leaders and do not understand what their instructional leadership roles entails.

## 2.6. Chapter summary

This chapter highlighted the views of various authors concerning instructional leadership practice of principals. It provides insight into how principal's instructional leadership contributes to learner improvement and school success. It explored relevant issues multiple instructional leadership such as the instructional leadership practice of principals, the need for , the characteristics of an instructional leader, the challenges and possibilities of instructional leadership. It also places the theory into an instructional leadership framework. From the exposition of relevant literature one may conclude that instructional leadership practice of principals is aimed at attaining high learner performance and high standards of quality education for improvement of instructional leadership practice of principals . It's also apparent that teaching and learning are reinforced by various factors. Key to the understanding and addressing these factors for maximum performance levels at schools rests on good instructional leadership practice of principals . The next chapter focuses on the research methodology

### **3. RESEARCH DESIGN AND METHDODOLOGY**

#### **3.1. Description of the Study Area**

This study took place in Bale zone of Oromia Regional State located in the southeastern part of Ethiopia. It is the second largest zone in the Oromia region with an area of 67,329.6 km<sup>2</sup> that extends from 5022'- 8008'N latitudes and 38041'- 40044'E longitudes. Robe is the zonal capital located 430 km south of Addis Ababa. Administratively, Bale Zone is divided in 18 district and two-sub city. These administrative districts are further divided into 2 atmospheric areas. These are pastoralist and Agro pastoral woredas. In Bale zone Pastoralist woredas are nine .This are HarenaBuluk ,Maddawalabu, Dawekachen, Legahida ,Guradamole , Dawesarar ,Rayitu , Barbare and sawenaworedas .Generallyin bale zone pastoralist woreda there are 27 secondary school ,from these 27 secondary school seven woredas Public secondary school was chosen by simple random sampling methods(FDRE, 2012) .

#### **3.2 Research Design**

This study was tried to investigate the instructional leadership of principal in pastoralist woredas in bale zone Oromia regional state. The research design for this research is descriptive survey. Because, descriptive survey was fit to describe the issue and it is easy to understand the trend of events under this study relative to large number of cases at a particular time. There for descriptive survey is more effective in assessing the current practices in its natural setting .Inthe same line of argument ,BestandKahn (2003) have argued that descriptive design is concerned with conditions or level of principals performance thatexist, opinions thatare held, process that are going on, effects that are evident or trends that are developing. Due to this reason this study was employed and descriptive survey method is appropriate to investigate the actual status on instructional leadership of principals in secondary school of Pastoralist Woredas in Bale Zone Oromia regional state.

### **3.3. Sources of Data**

In this study, both primary and secondary data sources was working to obtain adequate and reliable information about instructional leadership of principals in secondary school of pastoralist woredas Bale Zone Oromia regional state.

#### **3.3.1. Primary sources of data**

These was the key informants and sources of data from school principals ,teachers and supervisor, The reasoning that researcher selected these population as primary sources of data was due to they are related directly or indirectly related with the cluster supervision and instructional leadership practices of principal, adequate exposure to research title and representative of school populations.

#### **3.3.2 .Secondary sources of data**

The secondary sources were used to strengthen the primary sources. These include books, journals, and articles.

### **3.4. Sample size, Target Population and Sampling Techniques**

#### **3.4.1. Population of the Study**

The population of the study composed of Secondary School Teachers , Secondary School Principals and supervisors of the selected government schools. Bale Zone Pastoralist district has 27 secondary schools in this school there are 745 teachers ,45 school principals and 9 supervisors according the report tof Bale Zone Education office 2018.

#### **3.4.2. Sample Size**

Bale Zone is one of the twenty Zones of Oromia regions which organized from eighteen Woredas and two city administrations. In Bale Zone there are 9 pastoralist woredas. In this pastoralist woreda there are 27 government secondary schools according to the report of

BaleZone Education office 2018. To make the research manageable and easy to analyze and interpret result the research was conduct on seven (25.5%) secondary schools those was selected from seven pastoralist woredas as target population for the study. The target populations of this study was 13 secondary school principals and seven(7) school supervisors and 119 teachers .

### 3.4.3. Sampling Techniques

The researcher employing non-probability sampling techniques(Avelable) for this study .The reasons why researcher was use the above sampling techniques was the cases that judged to represent similar characteristic and prior purpose with known characteristic was studied intensively under this techniques. Generally, population and sampling techniques employed were described in the following table. Table 1: Target population and samples of the study.

R.No	School Name	Population and Sampling techniques								
		Principals			School Supervisor (CRC-Coordinator)			Teachers		
		Pop	Sample	100%	Pop	Sample	100%	Pop.	Sample	%
1	HawoSac.School	1	1	100	1	1	100	12	12	100
2	MennaSec.School	2	2	100	1	1	100	31	31	100
3	DumalSec.School	2	2	100	1	1	100	22	22	100
4	WalabuSec.School	2	2	100	1	1	100	12	12	100
5	Cirri Sec .School	2	2	100	1	1	100	14	14	100
6	SawenaSec.School	2	2	100	1	1	100	12	12	100
7	RayituSec.School	2	2	100	1	1	100	16	16	100
<b>Total</b>		13	13	100	7	7	100	119	119	100
<b>Sampling techniques</b>			AS			AS			AS	

Key;A S=Avelable sampling

### 3.5. Tools of Data Collection

The method of data collection employed in this research was questionnaire and interview.

#### 3.5.1. Questionnaires

In an effort to collect data, questionnaires was prepared by the researcher and used as a main data gathering instrument. The pilot test was conducted on Bulluk Secondary school and the respondents of the pilot test were not included in the main study. In the testing area, the researcher provided explanation about the objective of the study and how to respond the questionnaires for the respondents. Twenty teachers were taken for responding the respective questionnaires in the testing area. The result of the pilot testing was statistically computed by using the SPSS computer program. The Cronbach's Alpha model was used for analysis. The Cronbach's alpha value for pilot test was 0.710 which is acceptable, indicating questions in each construct were measuring a similar concept. As suggested by Cronbach cited by Tech-Hong & Waheed, (2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Accordingly, 5 point Likert Scale items were prepared for respondents to know their feelings about the practices of instructional leadership in Bale Zone these justifications made questionnaire more appropriate for this study. Questionnaires was prepared in English language because the researcher believes that the respondent could understand the language because they teach in secondary school and English language was used as instructional media in secondary school of the country. The items was prepared in accordance with the designed objectives and research questions to be answered in the study concerning instructional leadership practice of principals in bale zone pastoralist woredas in secondary school.

The questionnaires contained four parts. The first part contains the cover page with short introduction of research purpose. The second part deals with respondents' demographic characteristics which comprised sex, age, academic qualification, and experience and pedagogical backgrounds to be answered by the respondents from the given options. The third part contains rating scale type questionnaires which related instructional leadership of principals in bale zone pastoralist woredas in secondary school. The last part contains open-ended questions those used to collect further data and create an opportunity for respondents to express their opinion freely.

Table :2. Reliability Statistics

No	Variables	No.of Items	Cronbach's Alpha
1.	What are the perceptions of principals about that the instructional leadership of principal in secondary schools of pastoralist woredas in bale zone?	8	0.770
2.	To what level the school principals instructional leadership in public secondary schools of pastoralist woredas in bale zone?	10	0.793
3.	What is the major challenge that hinders principals to practice instructional leadership in public secondary schools of pastoralist woredas in bale zone?	10	0.746
<b>Total Reliability Coefficient</b>		37	0.710

To ensure the face validity, advisors , senior and experienced friends of Robe teachers' College instructors were personally consulted to provide their professional comments. Finally, taking into account the suggestions from the respondents to the questionnaire and interview, irrelevant items were removed, lengthy items were shortened and many unclear items were made clear. Thus, the instruments were found valuable to collect the data for the main study and hence, it was administered as scheduled.

### 3.5.2. Interview guide

For the purposes of this investigation, all sampled school principals and Supervisor was interviewed to collect further data that may not be easily held by the questionnaires .Semi-structured interview items were prepared for principals and Supervisor to substantiate data gathered by questionnaires. The interviews was made by researcher in accordance with the objectives of the study and research questions .The advantage of the interview is that it enables the participants to enlighten the researcher about unfamiliar aspects of the situation.

## 3.6. Procedures of Data Collection

An interview was conducted with principals and supervisors through disclosing the purpose of the study based on the permission and willingness of respondents by the researcher. Finally, observation check list was filled by the researcher himself.

### **3.7. Method of Data Analysis**

The researcher collected both a quantitative and qualitative data from sample respondents. To get the collected data ready for analysis, the questionnaires were checked for completion, and then were classified and tailed by the researcher himself. The characteristics of respondents analyzed by using frequency and percentage, whereas the other quantitative data were analyzed by using mean scores with standard deviation. The scores of each item was organized and imported in to SPSS V.20 to obtain Sum, Mean value and Standard deviation. The mean scores were used to interpret data gathered through questionnaire. To compare and test whether the mean scores of the three groups of respondents were statistically significant or not, one way ANOVA was used. For structured question items, Likert scale was employed. It consists of five scales, 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree. On the other hand qualitative data was analyzed by narration and description.

### **3.8. Ethical Considerations**

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. it was purely for academic purpose. In addition the purpose of the study was introduced in the introduction part of the questionnaires and interview guide to the respondents and confirms that subjects confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondents response during data presentations analysis and interpretation .Furthermore, all the materials used for this research have been duly acknowledged.

## **4. RESULTS AND DISCUSSION**

This chapter deals with result and discussion of data collected from respondents through questionnaire and interview. The chapter consists two parts. The first part concerned with description of characteristics whereas; the second deals with the analysis and interpretation of collected data both quantitatively and qualitatively. To achieve the purpose of research one hundred nineteen teachers, seven supervisors and thirteen principals were participated on questionnaires from seven secondary schools sample. To this effect, a total 119 copies of questionnaires for teacher, 13 copies for principals and 7 copies for supervisors were distributed. The return rate of questionnaires from teachers was 113 (95%), 13 (100%) from principals and 7(100%) questionnaires were returned from supervisors. Finally, the researcher analyzed and interpreted data collected from133 respondents through questionnaire and interview.

### **4.1. Characteristics of Respondents**

The importance of characteristics of respondents is to provide some basic backdrop information about the target population with the assumption that it might have some kind of relationship with the issue to be assessed .The respondentswere askedtoindicate theirbackgroundinformation .The detail characteristics of respondents were presented in table below.

Table: 3. Characteristics of Respondents.

No	Items	Variable Category	Respondents							
			Principals		Supervisors		Teachers		Total	
			No	%	No	%	No	%	No	%
1	Sex	Male	13	100	7	100	65	65	85	71
		Female	-	-	-	-	35	35	35	29
		Total	13	100	7	100	100	100	120	100
2	Age	Below 20	-	-	-	-	-	-	-	-
		21-25	-	-	-	-	-	-	-	--
		26-30	7	54	-	-	40	40	47	39
		31-35	3	23	5	72	51	51	59	49
		36-40	3	23	2	28	9	9	14	12
		41 and above	-	-	-	-	-	-	-	-
		Total	13	100	7	100	100	100	120	100
3	Academic Qualification	Diploma	-	-	-	-	3	3	3	3
		Degree	10	77	2	28	94	94	94	88
		Masters	3	23	5	72	3	3	3	9
		Others skill	-	-	-	-	-	-	-	-
		Total	13	100	7	100	100	100	120	100
4	Experience in years	1-5	3	23	-	-	13	13	16	13
		6-10	7	54	-	-	46	46	53	44
		11-15	3	23	5	72	35	35	43	36
		16-20	-	-	2	28	3	3	5	4
		21 & above	-	-	-	-	3	3	3	3
Total	13	100	7	100	100	100	120	100		
5	Educational Background	Applied	4	31	-	-	77	77	81	68
		Education	6	46	2	28	23	23	31	26
		EdPM	3	3	5	72	-	-	8	6
		Other	-	-	-	-	-	-	-	-
		Total	13	100	7	100	100	100	120	100

As presented on the above table 2, item 1, 78(69%) and 35 (35%) of teachers respondents were males and females respectively. Among 7 school principals, 13(100%) and 7 (100%) supervisors of them were males and there is no females schoolprincipals and supervisors in secondary school of pastoralist woredas of Bale Zone Oromia regional state. From this, one

can realize that the number of females in teaching profession and the position of school principals are much lower than males in the sampled schools. All the interviewee participants were males. Accordingly, 13(100%) Principals and 7 (100%) supervisors were a male, which implies that the leadership positions of the sampled secondary schools were controlled by males. From this, it is possible to conclude that the school principals and supervisors position were dominated by males in secondary school of Bale zone this is gap make negative impact on practicing instructional leadership in the school .

As item 2 of table 2 shows, 40(40%) of the teachers respondents were found to be in the ranges of 26-30 years, 51 (51 %) were in the range of 31-35 years 9(9 %) were in the range of 36-40 years respectively. From the age of interviewed, 7(54%) of the principals ages were found in 26-30 years, 3(23%) of principals in the range of 31-35 and 3(23%) of principals were found in the ranges of 36-40 years. The age of intervened 5(72%) of the supervisors were in the range of 31-35 years and 2(28%) of the supervisors were in the range of 36-40 years .Thus, they could be in a better position to help the teachers in improving their professional growth.

Concerning academic qualification item 3 table 2 shows 3(3%) of teachers has diploma level, (94%) of teacher had first degree and 3(3%) had 2<sup>nd</sup> degree. As well as 10(77%) of principals had first degree and 3(23%) of them had second degree in other hand 2(23%) supervisors have 1<sup>st</sup> degree and 5(77%) of them have second degree. From this fact, one may conclude that there is no much gap in level of education between the teachers and school principals on the level of education. Regarding the educational level, except five supervisors have second degree holder, the rest of the interviewees have first degrees in teaching. From this, one can understand that there is no difference between principals and supervisors as well as teachers regarding their level of education. Concerning the current position 100(83%) of them were teaches and 13(11%) of them were school principals.

As illustrated in the table 2 of item 3, teacher`s service years were as follows: 13(13%) of teachers were between the service year range of 1-5 years, 46(46 %) of them were between the experience range of 6-10 years, 35(35%) of them were between the experience range of 11-15 , the 3(3%) were between the experience range of 16-20 years and 3(3%) were above the

range of 21 years . On the other hand, 3(23%) of school principals were between the service year range of 1-5 years, 7(54 %) of them were between the experience range of 6-10 years and 3 (23%) of them were between the experience range of 11-15. As well as, the supervisors respondents, 5(72%) of them were between the experience range of 11-15 and 2 (28 %) of supervisors respondents were between the range of 16-20 years of experience respectively. This implies that the majority of teachers respondents have less than 6 years teaching experience which implies that they need support from their senior teachers.

From this, one can conclude that principals were relatively less experienced than teachers in the sample Woredas of Bale zone Pastoralist district. Therefore, teachers might not get the necessary support from principals and teaching learning process were not well practiced. This is an implication of less instructional leadership practice of principals in secondary school. On the other hand supervisors have more than 11 years“ service. This is an implication of good practice to handle challenges encountered in instructional leadership practice of principals in secondary school, supervisors are in good position to critically identify the practices and the challenges encountered against instructional leadership practice of principals in secondary school. In case of principals there is a critical impact on instructional leadership practice in the school.

#### **4.2. Perception of principals on Instructional leadership**

Under this all items were listed and the response of respondents also indicated by means scores. In categorizing the rating scales of mean scores were calculated for certain responses. Those are: Table 4 present the results on the basis of rating scale ranging from Mean value 0-1.49 Very low, 1.5-2.49 Low, 2.5-3.49 Medium, 3.5-4.49 High ,4.5-5 Very high(Aron , 2008).

No	Item	Statics	Teac her(n =100)	Princ ipals( n=13)	Superv isors(n =7)	Total Men Score	Compu ted F-value	Sig. level
1	Principals must need orientation about the activities of instructional leadership practice.	$\Sigma$ X S.D	233 2.33 0.686	45 3.46 0.077	25 3.57 0.7991	3.12	2.338	0.023
2	Principals must well aware of the importance of instructional leadership practice.	$\Sigma$ X S.D	228 2.28 0.225	31 2.38 0.233	19 2.76 0.070	2.45	0.703	0.107
3	All principals must consider that instructional leadership practice contributed for improvement of effective instructional leadership.	$\Sigma$ X S.D	238 2.38 0.457	48 2.69 0.417	23 3.28 0.219	2.78	0.490	0.917
4	Principals in our school believe that instructional leadership practice allow them to use variety of practicing techniques.	$\Sigma$ X S.D	232 2.33 0.699	36 2.77 0.657	26 3.7 0.311	2.93	1.263	0.569
5	Principals must believe that instructional leadership practice helps to increase the improvement of students learning.	$\Sigma$ X S.D	217 2.17 0.265	32 2.46 0.169	2.17 2.7 0.205	2.44	1.717	0.333
6	Principals should know the way of instructional leadership practice and how they demonstrate to foster sense of among stakeholders.	$\Sigma$ X S.D	229 2.29 0.181	34 2.6 0.226	16 2.28 0.219	2.39	0.638	0.959
7	Principals must know the method they use to improve instructional leadership practice skills of relevant stakeholders.	$\Sigma$ X S.D	245 2.45 0.289	33 2.54 0.381	14 2.00 0.063	2.33	1.308	0.176
8	Principals have awareness and skills to communicate with stakeholders to practice school vision, mission and goal with stakeholders.	$\Sigma$ X S.D	232 2.32 0.318	37 2.85 0.403	16 2.28 0.374	2.48	1.259	0.414

Key:  $\alpha=0.05$ , degree of freedom, (117) and table value (F Critical=3.07),  $\Sigma$ =Sum,  $\bar{x}$ =Mean score, S.D=Standard Deviation,  $X_t$ -mean of teacher,  $X_p$ -mean of principal,  $X_s$ -mean of supervisors.

As shown in item 1 of table 4, respondents were asked that Principals must be oriented about the activities of instructional leadership. Accordingly, teachers, principals and supervisors responses (the mean and standard deviations score ( $X_t=2.33, SD=0.686$ ), ( $X_p=3.46, SD=0.077$ ) and ( $X_s=3.57, SD=0.799$ ) respectively) this shows that teachers have low perception about the issue, Principals have medium perception on the issue and supervisors have high feeling on the issue.

The interviewed supervisor said "Our Principals do not well oriented about the activities of instructional leadership" because higher officials give orientation about political system only and accordingly about leadership activities.

The computed value of one way ANOVA Mean value is 2.43 with 2 and 117 degrees of freedom and significance level of 0.023 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses. It is possible to conclude that Principals believe that higher officials can direct me (hence needs orientation) about the activities of instructional leadership. One study on school instructional leadership practices, (Rorrer, 2008) established that orientation and capacity-building are key roles in mediating instructional leadership in schools.

With regards to item 2 of table 4, one of the questions raised to respondents was Principals aware of instructional leadership practice, teachers, principals and supervisors (with the mean and standard deviation score ( $X_t= 2.28, SD= 0.225$ ), ( $X_p= 2.38, SD=0.233$ ) and ( $X_s= 2.7, SD=0.070$ ) respectively) teachers and principals low awareness on the point and supervisors were medium awareness about the point. The computed one way ANOVA mean value is 2.45 with 2 and 117 degrees of freedom and significance level 0.107 is less than table value (3.07) this indicates that shows they have medium understanding (not full understanding) about instructional leadership the majority of respondents with the issue the table value (3.07) indicated that, there is no statistically significant difference among the responses. Therefore based on the majority of teachers, Principals and supervisors response; it can be concluded that the Principals understand herself they have less awareness to instructional leadership

practice. The result of this study also justified by Ministry of Education. Regarding instructional leadership practices of principals, MoE (2005) argues that principals have unsuccessful to play their key role due to lack of skills and sufficient knowledge.

As the responses to item 3 table 4, indicate, respondents were asked all Principals consider that instructional leadership practice contributed for improvement of effective instructional leadership, the response of teachers, principals and supervisors (with the mean and standard deviation score ( $X_t=2.38$   $SD=0.457$ ), ( $X_p=2.69$   $SD=0.417$ ) and ( $X_s=3.28$ ,  $SD=0.217$ )) respectively they have medium perception about the issue. In relation to this,

Interviewed supervisor said "Most of our principal does not consider that Instructional leadership activities can contribute for the improvement and effectiveness of the school. They compare all activities with immediate result, but instructional leadership activities take reality long result". Another school principal also said; School principals are not capable enough to accept their responsibilities in assisting the day to day instructional leadership activities in the schools. This is due lack of knowledge and experience concerning instructional leadership, to this end Principals don't consider instructional leadership practice contributed for improvement and effective instructional leadership.

The computed value of one way ANOVA mean value is 2.78 with 2 and 117 degrees of freedom and significance level of 0.917 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses. From this one can conclude that all Principals don't consider equally that instructional leadership practice contribute for improvement and effectiveness of school, such kinds of perception are emerged due to lack of leadership skills and personal outlook.

As it can be observed from table 4 item 4, respondents were asked that Principals in our school believe that instructional leadership practice allow them to use variety of practicing techniques, teachers, principals and supervisors (with the mean and standard deviation score ( $X_t=2.33$ ,  $SD=0.699$ ), ( $X_p=2.77$ ,  $SD=0.657$ ) and ( $X_s=3.7$ ,  $SD=0.311$ ) respectively) they have low perception about the issue. The computed of one way ANOVA mean value is 2.93 shows medium perception with the issue and significance level of 1.263 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses therefore, it can be concluded as Principals in secondary school are in confusion

about instructional leadership this is due to lack of leadership skills, If they believe in the response of the respondent was positive outlook.

As the responses to item 5 table 4, indicate, respondents were asked Principals believe that instructional leadership practice helps to increase the improvement of students learning, teachers, principal and supervisors (with the mean and standard deviations score ( $X_t=2.17$ ,  $SD=0.265$ ), ( $X_p=2.46$ ,  $SD=0.169$ ) and ( $X_s=2.7$ ,  $SD=0.205$ )) respectively teachers were low perception on the issue, Principal and supervisors have medium perception about the point. The computed of one way ANOVA mean value is 2.44 shows the majority of respondents have medium perception and significance level (0.333) is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses. From this, one can conclude that teachers, principals and supervisors are unsatisfied on Principals activities and the perception of principal on instructional leadership have mis understanding on the issue. However, according to Fiseha (2005), most of the principals did not have the required qualification for secondary school principal ship and they did not get educational leadership training. Dereje (2007) added that Ethiopian school leaders badly lack theoretical knowledge of school leadership. This a problem on the quality of educational leadership they provide.

As it is indicated on item 6, table 4, respondents were asked Principals know the way by which instructional leadership practice to demonstrates and foster sense of cooperation among stakeholders, teachers, principal and supervisors (with the mean and standard deviations score ( $X_t=2.29$ ,  $SD=0.181$ ), ( $X_p=2.6$ ,  $SD=0.226$ ) and ( $X_s=2.28$ ,  $SD=0.219$ ) respectively) principals were medium perception and teacher and supervisors have low perception on the issue. The computed of one way ANOVA mean value is 2.39 this shows that there is a medium perception on the issue the significance level (0.959) is less than the table value (3.07) this indicated that, there is no statistically significant difference among the responses. From the result, it is possible to say that Principals do not well know the way instructional leadership practice to demonstrates and foster sense of cooperation among stakeholders.

As shown in item 7 of table 4, respondents were asked Principals know the method they use to improve instructional leadership practice skills of relevant stakeholders. Accordingly,

teachers, principal and supervisors (with the mean and standard deviations score ( $X_t=2.45, SD=0.289$ ), ( $X_p=2.54, SD=0.381$ ) and ( $X_s=2, SD=0.063$ ) respectively) principal have medium, teacher and supervisors have low perception about the issue. The interview supervisors said

Most of Principals do not know the method they use to improve instructional leadership practice skills for relevant stakeholders and not using different mechanisms to enhance instructional leadership in school by providing the new mechanism. Hence, it is possible to conclude that principals do not know the method to improve instructional activities and not almost implemented sufficiently.

The computed value of one way ANOVA mean value is 2.33 with 2 and 117 degrees of freedom and significance level of 0.176 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. From this result, it can be said that teachers, principals and supervisors were not satisfied on the issue that Principals do not know the method to use and to improve instructional leadership practice skills for relevant stakeholders.

As shown in the above table 4 item 8, respondents were asked Principals have awareness and skills to communicate with stakeholders to practice school vision, mission and goal with stakeholders. The mean score of teachers, Principals and supervisors (with ( $X_t=2.32, SD=0.318$ ), ( $X_p=2.85, SD=0.403$ ) and ( $X_s=2.28, SD=0.374$ ), respectively) Principal have medium perception and teacher and supervisor have low perception on the issue. The computed value of one way ANOVA mean value is 2.48 with 2 and 117 degrees of freedom and significance level of 0.414 is less than the table value (3.07) this indicated that, there is no statistically significant difference among the responses of respondent. From the result, it is possible to conclude that Principals don't have awareness and skills to communicate with stakeholders to practice school vision, mission and goal with stakeholders.

### **4.3. The Extent Instructional leadership of principals in secondary school**

Table.5. Responses of respondents on the extent Instructional leadership of principals in secondary of pastoralist woredas of bale zone oromia regional States being practiced

by principals. Under this all items were listed and the response of respondents also indicated by means scores.

No	Item	Stastics	Teacher (n=100)	Principal (n=13)	Supervisor (n=7)	Total mean scores	Computed F value	Sig.level
1	The schools have a clear vision on student learning .	$\Sigma$ X S.D	255 2.5 0.680	33 3.5 0.919	16 2.2 0.707	2.79	1.013	0.564
2	The school vision is formulated by school community or members in a participatory meeting(s).	$\Sigma$ X S. D	234 3.2 0.513	29 2.2 0.212	18 2.5 0.707	2.37	2.045	0.211
3	The school has an achievable action plan.	$\Sigma$ X S. D	247 2.4 0.513	23 1.7 0.707	19 2.7 0.494	2.31	1.224	0.952
4	School have clear mission.	$\Sigma$ X S. D	239 2.3 0.208	27 2.0 0.282	17 2.4 0.212	2.29	1.537	0.687
5	Action plan is strictly followed.	$\Sigma$ X S. D	231 2.3 0.057	30 2.3 0.070	17 2.4 0.000	2.33	2.605	0.743
6	A school teacher participates in common tests preparation.	$\Sigma$ X S. D	225 2.2 0.321	21 1.6 0.353	15 2.1 0.424	2.0	1.922	0.103
7	School heads supervise teachers during classroom teaching.	$\Sigma$ X S. D	222 2.2 0.251	23 1.7 0.212	14 2.0 0.353	1.99	0.702	0.371
8	Students often meet with other students on academic issues.	$\Sigma$ X S. D	232 2.3 0.230	31 2.3 0.282	19 2.7 0.000	2.5	1.407	0.521
9	Principal provides motivations to individual student and teachers.	$\Sigma$ X S. D	255 2.5 0.461	23 1.7 0.565	18 2.5 0.565	2.29	1.159	0.064
10	Teachers also take up (academic or curriculum) leadership positions in school.	$\Sigma$ X S. D	246 2.4 0.378	24 1.8 0.494	18 2.5 0.424	2.29	0.319	0.320

Key: degree of freedom (2, 117) and table value (F Critical=3.07),  $\Sigma$ =Sum,  $\bar{x}$ =Mean score, S.D=Standard Deviation,  $X_t$ -mean of teacher,  $X_p$ -mean of principal,  $X_s$ -mean of supervisors

As shown in item 1 of table 5, respondents were asked that the school has a clear vision on student learning. Accordingly, the mean and standard deviation score of teachers, principals and supervisors (with the ( $X_t=2.5$ ,  $SD=0.680$ ), ( $X_p=3.5$ ,  $SD=0.919$ ) and ( $X_s= 2.2$ ,  $SD=0.707$ ), respectively) supervisor have low practice response about the practice of issue, teachers and Principals medium response on the issue.

Furthermore, the response of the interview held with school supervisors also revealed that ‘there was no anything clear vision on student learning attempt made in the secondary schools. Principals and supervisors also made little attempt to clear school vision on student learning’.

The computed value of one way ANOVA (‘F’ value 1.013) with 2 and 117 degrees of freedom and significance level of 0.564 is less than the table value (3.07) as indicated from the table above. It is possible to conclude that the school have low performance in practicing a clear vision on student learning.

With regards to item 2 of table 5, one of the question raised to respondents was the school vision is formulated by school community members in a participatory meeting(s), the mean and standard deviation score of teachers, principals and supervisors (( $X_t=2.3$ ,  $SD=0.513$ ), ( $X_p=2.2$ ,  $SD=0.212$ ) and ( $X_s= 2.5$ ,  $SD=0.707$ ) in that order) teachers and principals have low response on the idea and supervisors have medium response about practice of the point. The computed value of one way ANOVA mean value is 2.37 with 2 and 117 degrees of freedom and significance level of 0.211 was less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. Therefore based on the majority of teachers, Principals and supervisors respondents; one can be conclude that the school practice in vision formulated by school community members in a participatory meeting(s) are in low level. Literature revealed that School vision must be known and define by school community, because school community can be participate if they have awareness’ about the school vision, the result also justified by (Leithwood, 2004) he stated that; practice

related to defining the school vision includes overseeing the development of specific goals and ensuring their communication clearly to all members of the school community.

As the responses to item 3 table 5, indicate, respondents were asked the school has an achievable action plan, the mean score of teachers, principals and supervisors (with the  $(X_t=2.4, SD=0.513)$ ,  $(X_p=1.7, SD=0.707)$  and  $(X_s=2.7, SD=0.494)$ ) respectively teachers and principals have low perception about the issue and supervisors have medium perception about the practice of issue. One of the interviewed principal said that;

In our school action plan is prepared at the beginning of each year, also all school community can prepare its own action plan once a year and higher officials check and approved with school seal finally put it in to locker and forget it. At the end of the year or for the sake of report looks it at a time.

The computed value of one way ANOVA mean value is 2.78 with 2 and 117 degrees of freedom and significance level of 0.952 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. From this one can concluded that the school has no an achievable action plan and low level of practicing instructional leadership.

As it can be observed from table 5 item 4, respondents were asked that the schools have a clear mission, the mean score of teachers, principals and supervisors (with the  $X_t=2.3$ ,  $X_p=2.0$  and  $X_s=2.4$ ) have low response about the practice of issue. The computed value of one way ANOVA mean value is 2.29 with 2 and 117 degrees of freedom and significance level of 0.687 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. Therefore, it can be concluded that instructional leadership practice of principals are on low level and this show that the school have no a clear mission.

As the responses to item 5 table 4, indicate, respondents were asked action plan is strictly followed, the mean and standard deviation score of teachers, principal and supervisors (with the  $(X_t=2.3, SD=0.057)$ ,  $(X_p=2.3, SD=0.070)$  and  $(X_s=2.4, SD=0.000)$ ) respectively teachers, principal and supervisors have low response about the practice of point. The computed value of

one way ANOVA mean value is 2.33 with 2 and 117 degrees of freedom and significance level of 0.743 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. From this, one can conclude that action plan is not strictly followed in the school can not practice instructional leadership at high level.

As it is indicated on item 6, table 5, respondents were asked teachers participate in common tests preparation, the mean and standard deviation score of teachers, principal and supervisors (with  $(X_t=2.2, SD=0.321)$ ,  $(X_p=1.6, SD=0.353)$  and  $(X_s=2.1, SD=0.424)$ , respectively) principals, teacher and supervisors have low response on the practice of issue.

The computed value of one way ANOVA mean value is 2.00 with 2 and 117 degrees of freedom and significance level of 0.103 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. From the result, it is possible to say that teachers do not participate in common tests preparation.

Common test preparations for students by school department or teachers are one tools of instructional leadership improvement and performance measurement of the school and such kinds of activity is too important for student academic performance improvement. Cobb (2003) also justify that; instructional leadership tools include staff-mandated tests to make students' learning visible and approved instructional programmes produced by school departments of education.

As shown in item 7 of table 5, respondents were asked School heads supervise teachers during classroom teaching. Accordingly, the mean score of teachers, principal and supervisors (with the  $(X_t= 2.2, SD=0.251)$ ,  $(X_p=1.7, SD=0.212)$  and  $(X_s =2, SD=0.353)$  respectively) principal, teacher and supervisors have low response about the practice of issue. Similar to this, one of the school principal during interview also said;

“Even if the school had a plan to supervise teachers 2 times per month due to various reason could not supervise teachers adequately, As a result we supervise teachers when there is same problem occurs or when disagreement occur with students and teachers”.

The result of one way ANOVA test ( $F\text{-value}=0.702$ ) with 2 and 117 degrees of freedom and significance level of 0.371 is less than the table value (3.07). From this result, School heads do not supervise teachers during classroom teaching. The result of this study also justified by (Sergiovanni, 2001) he states that; to improve such problem in the school, principals carried out supervision activity in a well-arranged manner, it promotes teacher development. Hence, making effective Supervision at a school level is crucial to improve the teaching learning process at the spot. Whatever attempt made at the various levels it is meaningless unless supervisory roles are strengthened at the school level.

As shown in the above table 5 item 8, respondents were asked Students often meet with other students on academic issues. The mean score of Teachers, Principals and supervisors (with  $(X_t=2.3, SD=0.230)$ ,  $(X_p=2.3, SD=0.282)$  and  $(X_s=2.7, SD=0.000)$ , respectively) supervisors have medium response about the issue and teacher and principal have low response on the practice of issue. The computed value of one way ANOVA test value is 2.46 with 2 and 117 degrees of freedom and significance level of 0.521 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses of respondent. From the response, it is possible to conclude that Students do not meet with other students on academic issues this point out that instructional leadership were not well practiced.

As shown in the above table 4 item 9, respondents were asked Principal provides motivations to individual student and teachers. The mean score of Teachers, Principals and supervisors (with  $(X_t=2.5, SD=0.461)$ ,  $(X_p=1.7, SD=0.565)$  and  $(X_s=2.5, SD=0.565)$ , respectively) teachers and supervisors have medium response about the issue and principal have low perception on the practice issue. The computed value of one way ANOVA F value is 2.29 with 2 and 117 degrees of freedom and significance level of 0.05 is less than the table value (3.07) indicated that, there is no statistically significant difference among the responses. From the result, it is possible to conclude that Principal do not provides motivations to individual student and teachers. Motivation is important for student and teachers for their academic achievement and this result also justified by (Blasé and Blasé, 2004), The authors suggest that principals use instructional leadership strategies include (a) talking with teachers and students to promote reflection and (b) promoting professional development. Those strategies have powerful increasing impacts on teachers emotionally, cognitively and behaviorally.

As shown in the above table 5 item 10, respondents were asked teachers also take up (academic or curriculum) leadership positions in school. The mean score of Teachers, Principals and supervisors (with  $(X_t=2.4, SD=0.378)$ ,  $(X_p= 1.8 ,SD=0.494)$  and  $(X_s=2.5, SD=0.424)$  ,respectively) supervisors have medium response on the practice of the point and teacher and principal have low perception on the practice of issue. One of supervisor said that;

“I didn’t observe such academic or curriculum position democratically in schools in the past three years ,this is due to some teachers who are get position are based on political view other than academic and performance . As a result teachers do not take up (academic or curriculum) leadership positions in school.”

The computed value of one way ANOVA ('F' value 0.319) with 2 and 117 degrees of freedom and significance level of 0.320 is less than the table value (3.07) as indicated from the table above. From the result, it is possible to conclude that teachers do not take up (academic or curriculum) leadership positions in school. It is important for school principals to bring teachers in to leadership position. Similar to this study (Firestone and Martinez , 2007) states that; teachers may occupy formal or informal positions or roles, even as formal teacher leader roles , such as department heads , pedagogical center coordinators teachers are inevitable to decentralize structures as well as empower individuals and professionalize teachers .

#### **4.4. Challenges that Hinders Instructional leadership of Principals**

Table.7. Response of respondent on challenges that hinders Instructional leadership of principals in secondary of pastoralist woredas of bale zone oromia regional states .Under this all items were listed and the response of respondents also indicated by means scores. In categorizing the rating scales of mean scores were calculated for certain responses. Those are: 1.00–1.49 very low , 1.50 – 2.49 low, 2.50 – 3.49 medium, 3.50 – 4.49 high and 4.50 – 5.00 very high (Aron et al., 2008).

No	Item	Statics	Teachers (n=100)	Princip als(n=1 3)	Superviso rs(n=7)	Total Mean score	Compu ted F-value	Sig.le vel
1	Lack of training in school leadership management.	$\Sigma$	269	42	23	3.02	3.692	0.53 9
		X	2.7	3.2	3.2			
		S.D	0.321	0.070	0.424			
2	Lack of adequate resource.	$\Sigma$	211	21	15	2.0	0.265	0.29 4
		X	2.1	1.6	2.1			
		S.D	0.288	0.353	0.353			
3	The problem of work over load.	$\Sigma$	221	23	14	1.99	0.030	0.89 6
		X	2.21	1.76	2			
		S.D	0.225	0.169	0.318			
4	Lack of personal quality.	$\Sigma$	256	36	19	2.67	0.265	0.95 5
		X	2.6	2.8	2.71			
		S.D	0.100	0.063	0.141			
5	Social, organizational and cultural context and school nature.	$\Sigma$	234	41	24	2.55	0.861	0.44 7
		X	2.34	3.15	3.42			
		S.D	0.562	0.190	0.572			
6	The problems of limited acceptance of principals.	$\Sigma$	211	21	16	3.50	1.241	0.54 8
		X	3.51	3.61	3.5			
		S.D	0.356	0.487	0.353			
7	The problem of managing change.	$\Sigma$	256	45	26	3.47	0.018	0.39 6
		X	2.6	3.5	3.7			
		S.D	0.585	0.141	0.636			
8	Selection and placement of school principals.	$\Sigma$	226	46	24	3.45	0.273	0.65 2
		X	2.3	3.53	3.42			
		S.D	0.680	0.077	0.869			
9	Higher officials only ordering principals but not sharing the problems	$\Sigma$	256	51	26	3.63	0.993	0.44 4
		X	2.6	3.9	3.7			
		S.D	0.700	0.141	0.919			
10	Quick turn over of the principals 'appointment.	$\Sigma$	211	27	13	2.01	0.229	0.14 4
		X	2.11	2.1	1.86			
		S.D	0.141	0.169	0.007			

Key:  $\alpha=0.05$ , degree of freedom (2, 117) and table value (F Critical=3.07),  $\Sigma$ =Sum, x=Mean score, S.D=Standard Deviation,  $X_t$ -mean of teacher,  $X_p$ -mean of principal,  $X_s$ -mean of supervisors, Under this all items were listed and the response of respondents also indicated by means scores compared with degree of freedom and significance level..

As shown in item 1 of table 7, respondents were asked that Lack of training in school leadership management. Accordingly, the mean and standard deviation score of teachers, principals and supervisors (with the  $(X_t=2.7 \text{ SD}=0.321)$ ,  $(X_p=3.20 \text{ SD}=0.070)$  and  $(X_s= 3.2, \text{SD}=0.424)$  respectively) all respondents were answered that Lack of training in school leadership management medium challenges. The result of one way ANOVA mean score 3.02 with 2 and 117 degree of freedom and significance level 0.539 is less than the table value (3.07). This indicated that there is no statistically significance difference responses of respondent. It is possible to conclude that in instructional leadership practice of principals in secondary school of pastoralist woredas in bale zone oromia regional state, lack of training in school leadership management challenge in instructional leadership practice. Based on her study (McEwan, 2003) has concluded that lack of skills, training, teacher cooperation, vision and good determination and shortage of time are common obstacle to educational leadership effectiveness.

With regards to item 2 of table 7, one of the questions raised to respondents was lack of adequate resource. The mean and standard deviation score of teachers, principals and supervisors (with the  $(X_t=2.1 \text{ SD}=0.288)$ ,  $(X_p=1.6 \text{ SD}=0.353)$  and  $(X_s= 2.1 \text{ SD}=0.353)$ ) teachers, principals and supervisors were no lack of adequate resources the point are not the challenges. One of the interviewee principal said that:

In our secondary school there is no lack of adequate resources, the problem is on instruction, there is no clear instruction about the school resource usage generally for teachers, students and other supportive workers.

The result of one way ANOVA mean score 2.1 with 2 and 117 degree of freedom and significance level of 0.294 is less than the table value (3.07). Therefore based on the majority of teachers, Principals and supervisors respondents; it can be conclude that there is lack of adequate resource are not a challenge but, there is a problem on in instructional material practice of principals in secondary school of pastoralist woredas in bale zone oromia regional state.

As the responses to item 3 table 7, indicate, respondents were asked the problem of work over load, the mean and standard deviation score of teachers, principals and supervisors (with

the ( $X_t=2.2, SD=0.225$ ), ( $X_p=1.7, SD=0.169$ ) and ( $X_s=2.0, SD=0.318$ ), respectively all respondent were disagree about the issue. Most of the interviewed principals and supervisors said that;

Those Schools found in pastoralist woredas of bale zone done there work efficiently below the regular time, most of school stakeholders spent their time on personal cases.

The result of one way ANOVA mean score 1.99 with 2 and 117 areas of freedom and significance level of 0.896 is less than the table value (3.07). From this one can concluded that there is no the problem of work over load , it have a problem on using time effectively in instructional leadership practice of principals in secondary school of pastoralist woredas in bale zone oromia regional state.

As it can be observed from table 7 item 4, respondents were asked that lack of personal quality. The mean and standard deviationscore of teachers, principals and supervisors (with the ( $X_t=2.6, SD=0.100$ ), ( $X_p= 2.8, SD=0.069$ ) and ( $X_s=2.7, SD=0.141$ )) all respondent were medium idea about the issue. The result of one way ANOVA mean score 2.67 with 2 and 117 areas of freedom and significance level of 0.955 is less than the table value (3.07). Therefore, it can be concluded that there is lack of personal quality of principals to practice instructional leadership in secondary school of pastoralist woredas of bale zone oromia regional states. Schools really can make a difference in the achievement levels of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of that school, According to (Ubben and Hughes ,2000) explained personal quality in leadership as ; principal's own personality, vision, extent of commitment, human relation skills etc. can serve to constrain/hamper the exercise of leadership. Strengthening this idea (Gorton ,2001) stated that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be self- constraining in carrying out leadership responsibilities properly

As the responses to item 5 table 7, indicate, respondents were asked Social, organizational and cultural context and school nature ,the mean score of teachers, principal and supervisors (with the ( $X_t=2.3, SD=0.562$ ), ( $X_p=3.1, SD=0.90$ ), and ( $X_s=3.4, SD=0.572$ )) respectively teachers low response on the issue, principal and supervisors were medium idea about the point. The

result of one way ANOVA mean score 2.55 with 2 and 117 degree of freedom and significance level of 0.447 is less than the table value (3.07). From this, one can conclude that Social, organizational and cultural context and school nature is impact on instructional leadership practice of principals in secondary school of pastoralist woredas of bale zone oromia regional states. According to (Walker and Dimmock, 2002) defined culture is the enduring sets of beliefs, values, and ideologies underpinning structure, processes, and practices that distinguish one group of people from another. Organizational culture can influence many administrative functions. Among these are motivation, leadership, decision-making, and change.

As it is indicated on item 6, table 7, respondents were also asked the problems of limited acceptance of principals. Response of teachers, principal and supervisors (with  $(X_t=3.5, SD=0.356)$ ,  $(X_p=3.6, SD=0.487)$  and  $(X_s=3.5, SD=0.353)$  the mean and standard deviation score respectively) agree on the issue. The calculated result of one way ANOVA mean score 3.50 with 2 and 117 degree of freedom and significance level 0.548 is less than the table value (3.07). From the result, it is possible to say that there is problem of limited acceptance of principal, in instructional leadership practice in secondary school of pastoralist woredas of bale zone oromia regional states. If teachers do not accept principals as the head of the school, it may challenge the principal. In line to this, Gorton (1983), states that teachers do not always recognize the principal as the leader of the school. This is because they consider him/her as not having the necessary expertise regarding the activities

As shown in item 7 of table 7, respondents were asked the problem of managing change. Accordingly, the mean and standard deviation score of teachers, principal and supervisors (with the  $(X_t=2.6, SD=0.585)$ ,  $(X_p=3.5, SD=0.141)$  and  $(X_s=3.7, SD=0.636)$  respectively) teacher have low response and principal and supervisors have high response about the issue. The calculated result of one way ANOVA mean score 3.47 with 2 and 117 degree of freedom and significance level of 0.396 is less than the table value (3.07). The overall mean 3.47 was also shows undecided of the majority of respondents with the issue. From this result someone concluded that in instructional leadership practice of principals in secondary school of pastoralist woredas of bale zone oromia regional states the problem of managing change are the challenge of instructional leadership practice of principals.

This is the result of the complexity of school community needs and school principals do not updates her day to day leadership activities. Lucas and David, 2008 explained that today instructional leadership activities become a very complex phenomenon because of the complexity of industrial, social, or political organization, globalization, and technological advancement especially in information technology.

As shown in the above table 7 item 8, respondents were asked Selection and placement of school principals. Teachers, Principals and supervisors (with  $(X_t=2.3, SD=0.680)$ ,  $(X_p= 3.5, SD=0.077)$  and  $(X_s=3.4 SD=0.869)$  mean and standard deviation score respectively) supervisors have medium response and teacher have low response on the issue and principal high response on the issue. The result of one way ANOVA mean score 3.45 with 2 and 117 degree of freedom and significance level of 0.652 is less than the table value (3.07). This indicated that there is statistically significance difference of responses. From the result, it is possible to conclude that Selection and placement of school principals are challenges in instructional leadership practice of principals in secondary school of pastoralist woredas of bale zone oromia regional states.

One to be selected for principal ship it must be experienced and qualified with related subject. The current selection criterion of secondary school principal was first regulated by MoE (2009) and specified the criteria. Hence, the candidate should fulfill the specified grade level (qualification) and should be trained a teacher should at least reach the medium position in the teachers career ladder (structure), should serve as a unit leader, vice principal, or serve as students' dean, department head and pedagogical center head, but this criteria can not apply in similar way in the country.

As shown in the above table 7 item 9, respondents were asked higher officials only ordering principals but not sharing the problems. The mean and standard deviation score of Teachers, Principals and supervisors (with  $(X_t=2.6 SD=0.700)$ ,  $(X_p=3.9, SD=0.141)$  and  $(X_s=3.7 SD=0.919)$  respectively) teachers have medium response on the issue and principals and supervisors have high response on the issue. The interviewed principals said;

The huge challenge that affecting instructional leadership practices of principals are higher officials. They (higher officials) order and give attention for politics and their daily benefit only, ordering principals for political propose and forget academic and educational process, most teachers refuse higher officials, most higher officials are hard speaker but their word have no any result it is the main impact on instructional leadership.

The result of one way ANOVA mean score 3.63 with 2 and 117 degree of freedom and significance level 0.444 is less than the table value (3.07). This indicated that there is no statistically significance difference among the responses of respondent. From the result, it is possible to conclude that higher official's only ordering principals but not share the problem to improve instructional leadership practice of principals are the challenges that hinder in secondary school of pastoralist woredas of bale zone oromia regional states. In similar to this Sofojustify that principals still rely on the instructions and orders from their superiors in the school districts (Sofa, 2012). As a consequence the principals are not able to take initiatives to make necessary changes they need in order to develop their schools.

As shown in the above table 7 item 10, respondents were asked quick turn over of the principals appointment. The mean score of Teachers, Principals and supervisors (with  $(X_t=2.1, SD=0.141)$ ,  $(X_p=2.0, SD=0.169)$  and  $(X_s=1.86, SD=0.007)$  respectively) teachers, principals and supervisors have low perception on the issue. In the interview session two principals and one supervisors also supported the above idea.

At this time in our school quick turnover is not affect our school leadership activities.

From this one concluded that quick turn over is not a factors for instructional leadership activities in our zone. The result of one way ANOVA mean score 2.01 with 2 and 117 degree of freedom appointment and significance level 0.144 is less than the table value (3.07). This indicated that there is no statistically significance difference of responses. From the result, it is possible to conclude that Quick turn over of the principals 'appointment is not challenges on instructional leadership practice of principals in secondary school of pastoralist woredas of bale zone oromia regional states.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATION**

This study focus on instructional leadership of principals in secondary school of pastoralist woredas of Bale Zone Oromia Regional State. With this regards, this part deals with the

summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

### **5.1. Summary of the Findings**

The purpose of this study was assessing instructional leadership practice of principals in secondary school of pastoralist woredas of Bale Zone Oromia Regional State and Recommending Possible Solutions. The study also tried to answer the following basic research questions:

1. What are the perceptions of principals about that the instructional leadership practice of principal in secondary schools of pastoralist woredas in bale zone?
2. To Identify extent the school principal practice instructional leadership in secondary schools of pastoralist woredas in bale zone?
3. What is the major challenge that hinders principals to practice instructional leadership in secondary schools of pastoralist woredas in bale zone?

To this effect, the study was conducted on 7 secondary schools of Bale zone. Accordingly, from 7 secondary schools, 100 teachers, 13 principals, and 7 supervisors, were included using systematic random sampling and available sampling techniques. Questionnaire was the main data gathering tool. An interview was also conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores, Standard deviation and computed F-value (using one way ANOVA). The homogeneity of the response was checked by comparing the mean scores of the three groups of the respondents, table value and significance level. Percentage was also used during the analysis of the characteristics of the respondents.

The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings are summarized.

Basic questions:

1. What are the perception of principals about instructional leadership in secondary schools of pastoralist woredas in bale zone?

- Based on the findings of the study, teachers, principals and supervisors responded that on the perception of principals . Principals beleavethat higher officials can direct me(they needs orientation) about the activities of instructional leadership the mean score of teachers, principals and supervisors (with the  $X_t=3.33$   $X_p=3.46$  and  $X_s=3.57$  respectively indicate the reason.
- Principals understand herself like less practitioners on the contribution of instructional leadership practice, same principals can not consider that instructional leadership practice contributed for the improvement of effective instructional leadership, this is due to lack of leadership skills this show that principals have low levelperception of instractional leadership practice, this is justified by the mean score of teachers , principals and supervisors (with the  $X_t=2.38$   $X_p=2.69$ and  $X_s=3.28$ ) respectively .
- Most principals donot have awerness and skill to communicate with stakeholders to practice school mission,vission and goal generally they have low level of instractional leadership perception.This is justified by the mean score of teachers,principalsand supervisors ( $X_t=2.32,SD=0.318$ ),( $X_p= 2.85,SD=0.403$ )and ( $X_s= 2.28 ,SD=0.374$ ) ,respectively

2. To what extent the instructional leadership of principals in secondary schools of pastoralist woredas in bale zone oromia regional state?

- Based on the findings of the study, teachers, principals and supervisors responded that the school has no clear vision on student learning and the school have low level of instractionl leadership of principals.
- . The mean score of teachers, Principal and supervisors indicate, (with the  $X_t=2.5$   $X_p=3.5$  and  $X_s= 2.2$  respectively) . The total mean score 2.79 shows that the school have no a clear vision on student learning and the school are similar to low level in practicing instructional leadership in secondary school of pastoralist woredas of bale zone oromia regional state.

- On school vision formulation by school community or members in a participatory meeting(s), the mean score of teachers, principals and supervisors (with the  $X_t=2.3$   $X_p=2.2$  and  $X_s= 2.5$ ) demonstrate that there is no vision formulation by school community or members in participatory meetings.
- On formulating achievable action plan, on an action plan strictly following, on school mission practice, the school are under low level of instructional leadership practice, the mean score of teachers, principals and supervisors (with the  $X_t=2.4$   $X_p=1.7$  and  $X_s=2.7$ ) justified that school has no achievable action plan formulation.
- On supervising teachers during classroom teaching, on academic meeting the school are under low level of instructional leadership practice, +the mean score of teachers, principal and supervisors (with the  $X_t= 2.2$   $X_p=1.7$  and  $X_s=2$  respectively) justified that school heads do not supervise teachers during classroom teaching in secondary school of pastoralist woredas of bale zone .
- Based on leadership position of teachers in the school mean score of Teachers, Principals and supervisors (with  $X_t=2.4$   $X_p= 1.8$  and  $X_s=2.5$  respectively) demonstrate that school teachers do not take academic position in the school.

3. What are the major challenge that hinders instructional leadership of principals in public secondary schools of pastoralist woredas in bale zone?

- Based on the findings of the study, teachers, principals and supervisors responded that lack of training ,lack of personal quality ,Social, organizational and cultural context and school nature on school leadership are one of the major challenges of instructional leadership of principals. The mean score accordingly, for teachers, principals and supervisors (with the  $X_t=2.7$   $X_p=3.2$  and  $X_s= 3.2$ ), (with the  $X_t=2.6$ ,  $X_p= 2.8$  and  $X_s=2.7$ ) (with the  $X_t=2.3$   $X_p=3.1$ , and  $X_s=3.4$ ) indicate respectively.
- On problems of limited acceptance of principals. This factor is one of the challenges that affect instructional leadership of principals with mean score of teachers, principals and supervisors (with ( $X_t=3.5$  ), ( $X_p=3.6$  ) and ( $X_s=3.5$  ) respectively.
- On problem of managing change, The mean score of, teachers, principal and supervisors (with the  $X_t=2.6$   $X_p= 3.5$ . and  $X_s = 3.7$  respectively) justified that problem

of managing change is the factors that hinders instructional leadership of principals in secondary school of pastoralist woredas of bale zone.

- On Selection and placement of school principals, the mean score of teachers, Principals and supervisors (with  $X_t=2.3$   $X_p= 3.5$  and  $X_s=3.4$  respectively) demonstrated that there is problem on selection and placement of principals in the zone.
- On higher officials only ordering principals but not sharing the problems, the mean score of respondent (with  $X_t=2.6$   $X_p=3.9$  and  $X_s=3.7$  respectively) respond that clearly higher officials only ordering principals but not share the problem to improve instructional leadership of principals in school.

## 5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn ;The findings of this study revealed that the instructional leadership of principals are at low level:in sating of school mission ,vision formulation,school coordination, organizing school activities, managing change, coordinating school community and achievement of students in scoring good result. Therefore, instructional leadership was not practiced well by principals.

The main purposeof low level of instructional leadership of principals are:weak organizational coordination, less improvement of school instruction,unclear School mission and vision formulation , no conducting of achievable action plan, less creating attractive school environment, low making friendship between school community ,action plan don't fallowed strictly , low accomplishment of school mission and vision,decreases of personal and organizational motivation and low curriculum development by creating a better learning condition for students. This requires low levelresult towards instructional leadership practice of principals in secondary school of pastoralist woredas of Bale Zone.Unless instructional leadership practice of principals as a process of promoting organizational growth and improving instruction , Instructional leadership practice resolve the desired effect in secondary school of pastoralist woredas of bale zone oromia regional state.

However, the findings show that principals were not well oriented about the possible benefits of instructional leadership could bring them to the desired target, they lacked awareness of

instructional leadership, due to this instructional leadership of principals can negatively affected. From this, it can be concluded that principals in secondary schools of pastoralist woredas of Bale Zone Oromia regional state have limited understanding about the instructional leadership ,

The findings of this study also revealed that the instructional leadership was affected by problem of managing change; this is due to lack of understanding about leadership , fear of losing position , lack of skills about leadership , problem on acceptance.

Finally, the results of the study portrayed that instructional leadership of principals was negatively affected by many problems; such as: lack of training in school leadership management; lack of personal quality; impact of Social, organizational and cultural context and school nature, Problem of Selection and placement of school principals; Pressure of higher officials only ordering principals but not sharing the problems. As a result, instructional leadership of principals was less effective in school of pastoralist woredas in bale zone, Oromia Regional State.

### **5.3 Recommendations**

Based on the findings obtained and conclusions are go under the following recommendations are forwarded to improve the instructional leadership of principal in pastoralist woredas of Bale Zone Oromia Regional State.

- Instructional leadership of a principal is a requirement in schools as a wealth to organize the activity of the school community . Strong coordination is the indicator for improvement of instructional leadership in the school. Therefore, a wider variety of instructional leadership practice options should be provided by principals to improve instructional leadership activities in school. Instructional leadership of principals needs all activities that are directed specifically toward establishment, maintenance, and improvement of teaching and learning process in schools. To this end, it is recommended for school principals to apply a wider range of instructional

leadership option to improve the current instructional leadership perception in the school.

- In a School,principals facilitates the setting of high concrete goals and expectations that all students meet them. Therefore, School principals able to share vision for the school change that all activities are preparing children to cross the threshold;Principal creates with all stakeholders a set of core beliefs and a vision for the school that captures people’s attention and imagination; Uses symbols, ceremonies, stories and other similar activities to communicate the core beliefs, vision and mission of the school goals. Thus, the school principal has to open the door for parents and make them involve in school affair and managing external relations acting as the interface between the organization and outside world. Thus, it is advisable for principals to improve instructional leadership of principals in the school.
- Appropriate and continuous training programs must given on instructional leadership for school principals. Conducting frequent instructional leadership practice is crucial for improvement of principal’s capacity in secondary school.To prepare school administrators, especially principals, for an instructional leadership role, pre-training programs with integrate courses on instructional leadership can important for the current and other principals to modifyinstructional leadership situation in secondary school of pastoralist woredas in Bale Zone, Oromia regional state.Therefore, training program thought life create opportunities for the implementation of frequent as much as possible and increases instructional leadership output of principals.Thus, it is advisable for the Cluster Supervisors ,Woreda education offices, Zonal Educational Department, Regional Education Bureau and National Education Bureau in cooperation with non-governmental organizations to facilitate the capacity building program for the effectiveness of instructional leadership practice of principals.
- In order to improve instructional leadership of principals in secondary school, experienced and skilled person must lead the school,The study show that

experienced and skilled teachers are far from school leaders, this is why the criteria of selection and placement of principals are mixed with political and ideal view. To this end woreda education office take care in selection and placement of new principal for the school.

- The bureaucracy or policy systems of government are sometimes not giving a chance to have more creativity in the schools. Students can learn based on control /institution choice/ rather than their choice. This can be a challenge for enhancing the instructional leadership in schools. School principal must not only be concerned with the professional problems of his staff, their personal problems are his concern also. The principal should realize that a member of staff, who is saddened by some personal worry, utter in his family, is definitely not balanced to produce the maximum and optimum work. Thus, it is advisable for the Woreda education offices, Zonal Educational Department, Regional Education Bureau and National Education Bureau in cooperation with non-governmental organizations facilitate the system and situation for the effectiveness of principals to practice instructional leadership in school.

## **6. REFERENCES**

AtikltDesta . 2008. *The Status of School in Built Instructional leadership in Government*

*Secondary School of MekeleZone* .MA thesis AAU, Addis Ababa, Ethiopia.

- Beach, D.M., and Reinhartz, J. 2000. *Instructional leadership. Focus on instruction 1<sup>st</sup> Edition*. Boston. Al and Bacon, Ltd., Oxford, England.
- Blasé, J.R. and Blasé, J. 2004. *Handbook of instructional leadership, 3<sup>rd</sup> Edition*. Chanyalew Weldegorgis. 2005. *The practice and problem of Instructional Supervision in secondary School of Hadiya Zone*: Unpublished Master's thesis, AAU, Addis Ababa, Ethiopia.
- Cobb, P., McClain, K., de Silva Lamberg, T., & Dean, C. 2003. *Situating teachers' Instructional practices in the institutional setting of the school and district*. Educational Researcher
- Cohen, L. 2007. *Research Methods in Education 5<sup>th</sup> Edition*. London and New York, Routledge.
- De gravwe A (2001a). *School Supervision in four African countries 3<sup>rd</sup> Edition Challenges and reforms*. Ltd., Oxford England
- Dereje Zewdi., 2007. A study on principal's instructional leadership effectiveness and Influencing factors in senior secondary schools of Amhara Region. Un published M.A. Thesis. Addis Ababa University, Addis Ababa, Ethiopia .
- Desalegn Bogale .2012. *The practice and Challenges of School Based Supervision in Government Secondary school of Metekel Zone* Unpublished Master's thesis, Jimma University, Jima Ethiopia .
- Dittmar, F., Mendolson, j., and Ward, V. 2006. *The School instruction System in Namibia. 1<sup>st</sup> Windhoek*, Namibia.
- Fiseha, H/selassie 2005. Major problems of secondary school principals in educational Leadership in Tigray Region. Un published Master's Thesis Addis Ababa University, Addis Abea Ethiopia.
- Fullan, M. 2006. Leading Professional learning: *Think "System" and not "*

*individual school” if the goal is to fundamentally change the culture of school*  
*School Administrator*.pp.10-15.n:Teachers Education Collage press, New York  
 ,USA.

Fullan , M. 2007.*The new meaning of educational Change 3<sup>rd</sup> Edition*. New York,  
 Collage Press. Gall J. 2009. *A Practical Equity into the Philosophy of Education*  
*4<sup>th</sup> Edition* , London England.

Glatthorn , A.A .1999. *Supervisory leadership .4<sup>th</sup> Edition .Instructional to*  
*Instructional Supervision Foresman*,Brown Higher Education Glenview  
 IC. Alexandria.

Glickman,2001. *Renewing America ’s Schools .5<sup>th</sup> Edition*.SanFrancisco,  
 Jossy–Bass .Inc. USA.

Gordon, J R. (2001).*Organizational behavior 5<sup>th</sup> Edition*.New Jersey: prentice Hall Inc .

HailesilasseFissha .2004. The status of Professional Development Program in  
 Addis Ababa cityadministration.MA Thesis ,AAU, Addis Ababa ,Ethiopia.

Hailesilasse W/gerima .2007. Educational Supervision . Department of  
 Educational Planning and Management College of Education AAU,Addis Ababa  
 , Ethiopia.

Hallinger, P.2009. *Leadership for the 21<sup>st</sup> century Schools.1<sup>st</sup> Edition*.From  
 Instructional Leadership for learning.Hong Kong Institute of Learning, China.

Hallinger , P., and Heck ,R. 2010. *Leadership for Learning Does collaboration makes*  
*a difference in school in improvement? Educational Management*  
*Administration and Leadership. Pp .654-678 .Hong Kong Institute of Learning*  
 China.

Hallinger, p and Lee, L.2012. A Global Study of the practice and Impact of

- Distributed Instructional Leadership in International Baccalaureate (IB) Schools, *Leadership and Policy in Schools*. 1<sup>st</sup> Edition. Hong Kong Institute of Learning, China.
- Harri, A. 2004. *Distributed leadership and school improvement*. 2<sup>nd</sup> Edition. Leading or Misleading, *Educational management administration and leadership* p. Ltd .Oxford, England.
- Harris, A. 2007. *Distributed leadership*. 4<sup>th</sup> Edition. Confusion and empirical reticence International Journal of Leadership in Education .London, England.
- Hogg, M.A. and Vaughan, G. 2011. *Social Psychology*, 4<sup>th</sup> Edition. Prentice Hall Pearson Education. London, England.
- Honig, M.I. 2012. District Central Office Leadership as Teaching . *How Central office Administrators support Principals' Development as Instructional Leaders*. pp. 733-774. London, England.
- Leithwood, K. 2004. *Assessing school leader and leadership program effects on pupil learning: Conceptual and methodological challenges*. London: Department for Education and Skills
- Leithwood, K. and Mascall, B. 2008 . *Collective leadership effects on student Achievement*. pp. 529-561. The Wallace Foundation .University of Minnesota , USA.
- Lucas B. and David A. O. 2008. *Leadership roles of school administrators and challenges ahead in post primary institutions in Nigeria*: European Journal of Scientific Research ,24(2): pp.172-178.
- McEwen, E.K. .2003. *Seven steps to instructional leadership*. Thousand Oaks, California: Corwin Press.
- MoE (Ministry of Education). 1994. *Ethiopian Education Policy framework*. Addis

Abeba, Ethiopia

- MoE (Ministry of Education). 2006.*Decentralized management of education a Referencemanual*, God printing and Packing Program,Addis Ababa, Ethiopia.
- MoE( Ministry of Education ).2009. *Guidelines of principals and supervisions career development*. Addis Ababa: Unpublished Material
- MoE (Ministry of Education) . 2010.*Education Sector development program (ESDP IV).Program action plan* .Federal Ministry of Education. Addis Ababa, Ethiopia.
- MoE (Ministry of Education). 2012.*Ethiopian national professional standards frame work for School supervisor* Addis Ababa, Ethiopia.
- MoE (Ministry of Education). 2002. *Educational leadership and administration Community Participation and financial directive*.Addis Ababa, Ethiopia.
- MoE (Ministry of Education).2010.*Education Sector development program (ESDP IV) Version 1 for internal discussion*. Unpublished educational sector Development program document . Addis Ababa, Ethiopia. Seriovanni , T.J. and Starratt, R.J.2007 . *Supervision. 8<sup>th</sup> Edition* . McGraw Hill, New York. USA.
- MOFED (2005).*Ethiopia: The millennium development goals (MDGs)*. Addis Ababa:
- MOFED.Sergiovanni, T.J 2001.*The principal ship: A reflective practice perspective*4<sup>th</sup> Edition, Boston,Allyn and Bacon.
- Sofa, F., Fitzgerald R., Jawas, U. 2012 .*Instructional leadership in Indonesian school reform: Overcoming the problems to move forward.School Leader- ship & Management*.
- Ubben, G.C., & Hughes, L. (2000).*The principal creative leadership for effective schools. 3<sup>rd</sup> Edition*, Boston: Allyn and Bacon.
- UNICEF (United Nation Education Scientific and Cultural Organization) . 2007. *Child Friendly Schools manual* .New York, USA.

Walker, A., and C, Dimmock (2002). *School leadership and administration*. New York, RoutledgeFalmen

Wanzare Z (2012). *Instructional supervision in public secondary schools in Kenya*. Educ. Manage. Adm. Leadership .

Williams, M.L.2010. *Teacher Collaboration as professional development in a large, SuburbanHigh school* .Unpublished PhD, Thesis. University of Nebraska, Lincoln, Omaha,

## **7. APPENDICES**

## **APPENDIX A**

### **HARAMAYA UNIVERSITY**

#### **Postgraduate Program Directorate**

#### **College of Education and Behavioral Sciences**

#### **Department of Educational Planning and Management**

#### **Questionnaire to be filled by teachers, Principals and Supervisors**

#### **Dear Respondent**

This study is being conducted as part of Master's Thesis by a graduate student in Department of Educational Planning and Management, College of Education, Haramaya University. This questionnaire is designed to assess instructional leadership practices of principal in secondary school of pastoralist woredas in Bale zone Oromia regional state.

This is not the study on individual person or individual school, but of secondary schools in Bale Zone Pastoral woredas . The information gathered through this questionnaire was used for academic research purpose. Your school has been selected as a study title instructional leadership practice of principal and hence your responses on assessing to the research place try to answer as honestly and frankly as possible. Under no circumstances your individual responses be made available to anyone in your school. In advance, I would like to thank for your participation in this study. It is through your cooperation in this studies that we all improve instructional leadership practice of principal in our zone

**Thank you in advance for your cooperation!**

#### **A. Instruction**

1. No need of writing your name

2. Write your answer for the questions that need explanations
3. Give short and precise answers for short answer questions.
4. Put a “✓” sign when required

### B. Personal Information

1. Place of Work: Zone \_\_\_\_\_ Woreda \_\_\_\_\_ School \_\_\_\_\_
2. Sex: Male  Female
3. Age in years: 25-30  31-36  36-40  46-50   
Greater than 50
4. Qualification: MA/MSc  BA  Diploma  Certificate
5. Work Position: ----- teachers  Principals  Supervisor
6. Work experience in years: Less than 5  5-10  10-20   
20-25  Greater than 25

**Part –I** Respond by putting an “✓” in the appropriate box to show the extent to which the and Instructional leadership practices by principals in your school

**Part ii:** Perception of Principals on Instructional leadership practice in Secondary School

**Key:-1. S.D.A- strongly disagree 2. D-A – disagree, 3. Undecide; 4. A-agree**

**5.S.A-strongly agree**

No	Items	Indicator				
		SA 5	A 4	UD 3	DA 2	SDA 1
1	Principals are well oriented about the activities of instructional leadership practice.					
2	Principals are well aware of the significance of instructional leadership practice					
3	Same Principals do not consider that					

	instructional leadership practice contributed for improvement of effective instructional leadership.					
4	Principals in our school believe that instructional leadership practice enable them to use variety of practicing techniques					
5	Principals believe that instructional leadership practice helps to increase the improvement of students learning.					
6	Principals know the way instructional leadership practice they demonstrates principles to foster sense of cooperation among stakeholders.					
7	Principals know the method they use to improve cluster supervision and instructional leadership practice skills of relevant stakeholders.					
8	Principals have awareness and skills to communicate with stakeholders to practice cluster supervision and instructional leadership vision, mission and goal to stakeholders.					

**Part iii:**The Extent practice of principals in Instructional leadership practice in Secondary

Key:- 1. S.D.A- strongly disagree 2. D-A – disagree, 3. Undecide; 4. A-agree  
5.S.A-strongly agree

No	Item	SA	A	UD	DA	SDA
		5	4	3	2	1
1	The school has a clear vision on student learning.					
2	The school vision is formulated by school members in a participatory meeting(s).					
3	The school has an achievable action plan.					
4	Schoolhave a clearmission.					
5	Action plan is strictly followed.					
6	School participates in cluster in common tests.					
7	School heads supervise teachers during classroom teaching.					
8	Students often meet with other students on academic issues.					

9	Principal provides motivations to individual student and teachers.					
10	Teachers also take up (academic or curriculum) leadership positions in school.					

**Part iv:** The outcome of and instructional leadership practices of principals in secondary school  
 Key:- 1. S.D.A- strongly disagree 2. D-A – disagree, 3. Undecided; 4. A-agree  
 5.S.A-strongly agree

No	Item	SA	A	UD	DA	SDA
		5	4	3	2	1
1	Common school vision and goals accomplished.					
2	Positive interactions among school staff members created.					
3	Decision making process shared among subordinates.					
4	Participation of stakeholders in implementing shared vision.					
5	Equal partnership created among stakeholders.					
6	Stakeholders feel empowered and committed.					
7	Friendly working culture cultivated in school environment.					
8	Personal inspiration and motivation increased.					
9	Students are well supported and score good results					

**Part v:** To what extent do the following challenges hinder instructional leadership practice of principals

Key:- 1. S.D.A- strongly disagree 2. D-A – disagree, 3. Undecided; 4. A-agree  
 5.S.A-strongly agree

No	Item	SA	A	UD	DA	SDA
		5	4	3	2	1
1	Lack of training in school leadership management.					
2	Lack of adequate resource.					
3	The problem of work over load.					
4	Lack of personal quality.					
5	Social, organizational and cultural					



## APPENDIX B

### HARAMAYA UNIVERSITY

#### Postgraduate Program Directorate

#### College of Education and Behavioral Sciences

#### Department of EdPM; School Leadership Program

**Guides to interview conducted with instructional leadership practice of principal in Secondary School of pastoralist woredas in Bale Zone, Oromia regional State.**

**Part 1: General Information** 1. Sex \_\_\_\_\_

2. Age 20-24  25-29  30-34  above 40

3. Qualification \_\_\_\_\_

4. Experience: As a teacher \_\_\_\_\_ As a principal \_\_\_\_\_

**Part II: Give your response to the questions in short, and be precise**

1. How did you get the position of being secondary school principal?
2. To what extent does instructional leadership program organized?
3. Do you initiate school community to develop partnerships in respect to use School resources?
4. To what extent you are supporting the schools to develop their own strategic vision, mission and value?
5. Do you support schools and teachers to identify goals and areas that promote higher level of learning achievements how?

6. To what extent do you assist teachers in the location, selection and interpretation of teaching materials?
7. To what extent do teachers perceive supervisors as a resource- person or information person regarding to practicing cluster supervision and instructional leadership of services?
8. Do you prepare training depend on teachers context and needs? Do teachers participate on design?
9. To what extent do you satisfy with your work and how to create an attractive academic environment?
10. What are the efforts made to initiate teachers in cluster supervision and instructional leadership practice for their development?
11. What are the challenge affecting instructional leadership practices of principals? What should be done to improve these challenges?
12. whatdo you suggest for effective instructional leadership practice of principals?

## APPENDIX C

ANOVA Summary for the data presented on Perception of principals on Instructional leadership

No	Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
1	Principals are well oriented about the activities of instructional leadership practice.	Between Groups	7.676	2	3.838	2.338	0.102
		Within Groups	159.234	97	1.642		
		Total	166.910	99			
2	Principals are well aware of the significance of instructional leadership practice	Between Groups	3.460	2	1.730	0.703	0.498
		Within Groups	238.730	97	2.461		
		Total	242.190	99			
3	Same Principals don't consider that instructional leadership practice contributed for improvement of effective instructional leadership	Between Groups	1.596	2	.798	0.490	0.614
		Within Groups	152.961	94	1.627		
		Total	154.557	96			
4	Principals in our school believe that instructional leadership practice enable them to use variety of practicing techniques	Between Groups	4.465	2	2.233	1.263	0.288
		Within Groups	169.717	96	1.768		
		Total	174.182	98			
5	Principals believe that instructional leadership practice helps to increase the improvement of students learning .	Between Groups	7.171	2	3.585	1.717	0.185
		Within Groups	202.539	97	2.088		
		Total	209.710	99			
6	Principals know the way instructional leadership practice and they demonstrates principles to foster sense of cooperation among stakeholders.	Between Groups	2.262	2	1.131	.638	0.530
		Within Groups	171.898	97	1.772		
		Total	174.160	99			
7	Principals know the method they use to	Between Groups	4.795	2	2.398	1.308	0.275

	improve cluster supervision and instructional leadership practice skills of Relevant stakeholders.	Within Groups	177.845	97	1.833		
		Total	182.640	99			
8	Principals have awareness and skills to communicate with stakeholders to practice cluster supervision and	Between Groups	4.264	2	2.132	1.259	0.289
		Within Groups	164.296	97	1.694		
		Total	168.560	99			

ANOVA Summary for the data presented on Practice of principals on Instructional leadership in secondary school

No	Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
1	The school has a clear vision on student learning.	Between Groups	3.440	2	1.720	1.013	0.367
		Within Groups	164.750	97	1.698		
		Total	168.190	99			
2	The school vision is formulated by school members in a participatory meeting(s).	Between Groups	8.225	2	4.112	2.045	0.135
		Within Groups	195.015	97	2.010		
		Total	203.240	99			
3	The school has an achievable action plan.	Between Groups	4.614	2	2.307	1.224	0.298
		Within Groups	182.776	97	1.884		
		Total	187.390	99			
4	Schools have a clear mission	Between Groups	5.754	2	2.877	1.537	0.220
		Within Groups	181.556	97	1.872		
		Total	187.310	99			
5	Action plan is strictly followed	Between Groups	10.695	2	5.347	2.605	0.079
		Within Groups	199.095	97	2.053		
		Total	209.790	99			
6	School participates in cluster in common tests.	Between Groups	7.643	2	3.822	1.922	0.152
		Within Groups	192.917	97	1.989		
		Total	200.560	99			
7	School heads supervise teachers during classroom teaching.	Between Groups	2.836	2	1.418	.702	0.498
		Within Groups	195.924	97	2.020		
		Total	198.760	99			
8	Students often meet	Between Groups	6.006	2	3.003	1.407	0.250

	with other students on academic issues	Within Groups	206.984	97	2.134		
		Total	212.990	99			
9	Principal provides motivations to individual student and teachers	Between Groups	4.593	2	2.297	1.159	0.318
		Within Groups	192.157	97	1.981		
		Total	196.750	99			
10	Teachers also take up (academic or curriculum) leadership positions in school	Between Groups	1.311	2	0.656	0.319	0.728
		Within Groups	199.679	97	2.059		
		Total	200.990	99			

ANOVA Summary for the data presented on The outcome of Instructional leadership Practice of principals

No	Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
1	Common school vision and goals accomplished	Between Groups	5.189	2	2.595	1.352	0.264
		Within Groups	186.201	97	1.920		
		Total	191.390	99			
2	Positive interactions among school staff members created.	Between Groups	22.099	2	11.050	6.281	0.003
		Within Groups	170.651	97	1.759		
		Total	192.750	99			
3	Decision making process shared among subordinates.	Between Groups	1.914	2	0.957	0.435	0.649
		Within Groups	213.396	97	2.200		
		Total	215.310	99			
4	Participation of stakeholders in implementing shared vision.	Between Groups	1.683	2	0.841	0.414	0.662
		Within Groups	197.067	97	2.032		
		Total	198.750	99			
5	Equal partnership created among stakeholders.	Between Groups	2.508	2	1.254	0.565	0.570
		Within Groups	215.332	97	2.220		
		Total	217.840	99			
6	Stakeholders feel empowered and committed.	Between Groups	1.730	2	0.865	0.443	0.643
		Within Groups	189.270	97	1.951		
		Total	191.000	99			
7	Friendly working culture cultivated in school environment.	Between Groups	.443	2	0.221	0.120	0.887
		Within Groups	178.317	97	1.838		
		Total	178.760	99			
8	Personal inspiration and motivation increased.	Between Groups	1.505	2	0.753	0.376	0.687
		Within Groups	193.935	97	1.999		
		Total	195.440	99			
9	Students are well	Between Groups	2.240	2	1.120	0.545	0.582

	supported and score good result	Within Groups	199.470	97	2.056		
		Total	201.710	99			

ANOVA Summary for the data presented on Challenges that hinders Instructional leadership Practice of principals

No	Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
1	Lack of training in school leadership management.	Between Groups	14.015	2	7.007	3.692	0.028
		Within Groups	184.095	97	1.898		
		Total	198.110	99			
2	Lack of adequate resource.	Between Groups	4.859	2	2.430	1.278	0.283
		Within Groups	184.381	97	1.901		
		Total	189.240	99			
3	The problem of work overload	Between Groups	.114	2	0.057	0.030	0.970
		Within Groups	183.996	97	1.897		
		Total	184.110	99			
4	Lack of personal quality	Between Groups	1.123	2	0.561	0.265	0.768
		Within Groups	205.437	97	2.118		
		Total	206.560	99			
5	Social, organizational and cultural context and school nature.	Between Groups	3.284	2	1.642	0.861	0.426
		Within Groups	184.956	97	1.907		
		Total	188.240	99			
6	The problem of managing change.	Between Groups	5.066	2	2.533	1.241	0.294
		Within Groups	197.924	97	2.040		
		Total	202.990	99			
7	Selection and placement of school principals.	Between Groups	.072	2	0.036	0.018	0.982
		Within Groups	193.638	97	1.996		
		Total	193.710	99			
8	Selection and placement of school principals.	Between Groups	1.095	2	0.548	0.273	0.761
		Within Groups	194.295	97	2.003		
		Total	195.390	99			
9	Higher officials only ordering principals but not sharing the problems	Between Groups	4.026	2	2.013	0.993	0.374
		Within Groups	196.734	97	2.028		
		Total	200.760	99			
10	Quick turn over of the principals' appointment	Between Groups	.530	2	0.265	0.229	0.795
		Within Groups	112.030	97	1.155		
		Total	112.560	99			