PRINCIPALS' ADMINISTRATIVE MANAGERIAL SKILLS AS CORRELATES TO TEACHERS' INSTRUCTIONAL EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS, CENTRAL GONDAR ZONE, ETHIOPIA

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DECLARATION

I declared that this thesis is my original work and has not been presented in any University or Institution for consideration of any accreditation. This thesis has been accompanied by referenced sources fully recognized. Texts, graphs, pictures, or tables which have been taken from another sources including the Cyber are unambiguously accredited, and references mentioned using the current APA style and as per the anti-plagiarism guidelines.

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DEDICATION

I would like to dedicate this work to my family and friends who supported me through ups and downs. Further, this work dedicated to who taught me the values of hard work to finish my dissertation.

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May God bless you all!

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of variance
EGSECE	Ethiopian General Secondary Education Certificate Examination
ESDP	Education Sector Development Program
MOE	Ministry of Education
POLC	Planning, Organizing, Leading, and Controlling
PQTIE	Principal Questionnaire on Teachers' Instructional effectiveness
SPSS	Statistical package for social sciences
TQPMS	Teachers Questionnaire on Principals' Managerial Skills

ABSTRACT

School heads administrative managerial skills and teachers' instructional effectiveness is a global issue. It contributes to the quality of education across the globe. In this essence, the study aimed at establishing the relationship between the managerial skills of the school heads and the instructional effectiveness of the teachers in public secondary schools, in the Central Gondar region, Ethiopia. The researcher used the following objectives: to determine the relationship between the conceptual managerial skills of the school heads and the instructional effectiveness of the teachers, to identify the relationship between the human relation skills of the heads and the instructional effectiveness of the teachers, to relate the technical skills of the heads and the instructional effectiveness teachers. The study used an explanatory correlational research design with a quantitative research approach. The total study population was fifty heads, fifty vice heads, and one thousand five hundred teachers, totaling one thousand six hundred target respondents. Due to their small number and importance to the research, all school heads and vice heads were selected using census technique. Three hundred seven educators were chosen using simple random sampling techniques because of the homogeneity of the schools. The closed-ended questionnaire was used for data collection for both heads, vice heads and teachers. The expert-judgment was used to verify the content validity of the instruments. The reliability of the instruments was tested using Cronbach's alpha test score, which was above 0.7. The quantitative data were analyzed by using percentage, frequency, mean, standard deviation, product-moment correlation coefficient of Pearson. The study revealed that there was no statistically significant association between the heads' conceptual, human relations, and technical skills with teachers 'instructional effectiveness. The study concludes that there was no statistically significant association between heads' conceptual, human relation, and technical skills and teachers' instructional effectiveness. In light of the findings, the Ministry of Education needs to develop policies that incorporate school leadership to enable public secondary school heads to have an operational document with regards to relevant skills for managing teachers to facilitate their instructional effectiveness and school heads should be involved in seminars and workshops on issues of management in education in order to enhance their administrative managerial skills by acquiring new skills to enhance teachers' instructional effectiveness.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, objectives of the study, research question, hypothesis, significance, assumptions, limitation, scope and delimitation, conceptual and theoretical framework, and operational definition of key terms.

1.2 Background of the Study

Globally, education is one of the foundations of social, technological, economic, moral, political, and cultural development. Literacy and skills development is vital for the advancement of technology, as well as the preservation of natural resources. In the implementation and facilitation of educational activities, school principals are crucial. In the view of Mei, Abdull, Nordin & Wai Bing (2018) teacher instructional effectiveness cannot exist in education organizations unless heads initiate and apply effective administrative managerial skills.

By providing teachers with continued pedagogical assistance, heads' management skills will influence their instructional effectiveness. When a school head is well-furnished with administrative management skills, he or she can not only achieve good performance but also provide education quality for the school as heads are responsible for ensuring that the curriculum is implemented appropriately (Ozumusul, 2015).

As outlined by UNESCO (2012), education quality gives individuals the skills to solve problems, build confidence, lay motivation, and provide them with the

knowledge and skills to make informed decisions, and help them develop positive thinking skills, which contributes to social and economic development.

A study indicates that school heads' administrative managerial skills are decisive factors in enhancing instructors' instructional effectiveness since they have particular knowledge, cooperate in a group, and have the skills to understand the interaction between the various parts of the organization and its impact on any part of the organization (Stanickova, 2017).

Since both school heads' administrative management skills and teachers' instructional effectiveness can have an impact on pupils' achievement, it is impossible to separate the quality of education from these factors. On the other hand, the administrative management skills of school heads can have an impact on educators' instructional effectiveness (Kurniawan, 2011). The administrative skills of school heads aid in the management of teachers' instructional effectiveness, and instructors' instructional effectiveness will also aid in improving pupils' academic performance (Rohmah & Karwanto, 2014).

The administrative management skills of school heads are currently top priorities for many nations in the world of education. It is not shocking that a large number of authors have discussed the significance of managing skills for principals (Katz & Robert, 2009). Katz further divided the administrative management skills of the school heads into three categories:

The first is technical skills: which are characterized as an administrative management skills required to employ specific expertise and to be skilled in method and methods connected to daily operations in the school.

The second management skill is human relations: which involves managing a group of people, working, communicating and collaborating with them.

The third skill is conceptual: this management skill involves understanding how the organization functions as a whole and how its many responsibilities interact with one another. It also involves understanding how changes to one area of the organization impact on other areas of the organization.

When it comes to collaborative decision-making, staff collaboration, school management, and instructional effectiveness, school managers, with managerial skills are seen as important contributors to school productivity. According to a study conducted in Nigeria, many school administrators lacked the managerial communication skills needed to effectively convey the school's objectives, policies, and procedures to the instructors (Egboka, Ezeugbor, & Enueme, 2013).

Similarly, Nwogu and Ebunu's study (2019) claims that ineffective communication skills among school principals may be one of the causes of teachers' feelings of exclusion from the educational system because of the communication practices they favor. These practices are said to be a factor in the ineffective instructional effectiveness of instructors.

However, research done in Tanzania found that most secondary school principals had the administrative managerial skills needed to oversee teachers' effectiveness in the classroom (Janeth, 2014).

The success of teachers in managing the classroom, using instructional media, student assessments, subject-matter competence, teaching delivery, and involvement

in extracurricular activities at the school are all considered when determining how effective their instruction (Sudhan, Pandey, Pandey, Srivastava, & Jain, 2009).

Numerous studies have been conducted on classroom management, demonstrating the link between effective teacher behavior management and improved student learning (Evertson & Weinsteni, 2006). According to American researchers, instructors who are trained in classroom management strategies promote students' academic accomplishment as well as autonomy, accountability, moral, growth, and social interaction (Romi & Roache, 2012).

Studies in South Africa that the majority of teachers were not trained enough to meet the educational needs of the rising nations in the 21st century. For example, Declerq (2008) states that teachers need skills such as methods of teaching, management of classrooms and societal knowledge that help them to understand their learners and the learning environment.

Research studies in Ethiopia on classroom management problem and coping strategies for student` misbehaviors indicates that teachers do not use resource available to manage the class effectively, do not effectively use the available space for student learning, do not use different resources to make classroom activities interesting, do not motivate the students to participate actively in-class activities and do not plan different learning activities based on student ability (Birhanu, 2017).

Understanding the usage of appropriate media is necessary for teaching, and most lately, the use of robots has been more prevalent. According to Indonesian research on the subject, teachers prepare and use instructional material while instructing young students, but only to a minimal extent and improperly (Tanti, 2015).

A study conducted in Kenya, on the application of teaching resources for efficient teaching and learning indicated the component of teaching resources is very significant to instruction, and it enhances learning. Most instructors, however, have long used traditional teaching approaches that do not include teaching resources (Wamalwa, 2014).

A research study conducted in Ethiopia on the preparation and use of teaching resources by primary school teachers showed that lack the necessary knowledge and skills due to training inadequacy. Besides, the cooperative work between the teaching staff and the community participation in the school, the preparation of instructional media was observed below the expectation (Abraham, 2009).

Assessment is another crucial component of successful education. It refers to the procedure used to obtain accurate and effective learning data in order to assess and make decisions regarding pupil learning. A study conducted in Nigeria on the regular evaluation of science educators' valuation in secondary schools found that many science educators are not technically qualified and skilled to advance and administer tests, due to large class sizes, a lack of motivation, facilities for keeping records are some of the causes of instructors' ineffectiveness in the regular use of evaluation (Faremi, 2014).

A study carried out in Ethiopia in the use of regular evaluation revealed that most teachers were not even aware of the use of evaluation to assess pupils' progress due to a lack of skills, pedagogical training, resources, and control system by administrators simply they perceived regular evaluation as providing a series of paper and pencil tests to pupils' (Walde & Getinet, 2014).

Many studies about the association between heads` administrative managerial skills and teachers` instructional effectiveness related to pedagogical skills indicated that there was no a significant association. This finding supports Kochamba and Murrays (2010) that principals need to have conceptual, human relation, and technical skills to improve teachers` instructional effectiveness.

It also supports the research study by Supovitz, Sirinides and May (2010) school heads` administrative managerial skills have no a significant association with teachers` instructional effectiveness and as result did not influence teachers` effectiveness in classroom management, implementation of continuous assessment, and use of instructional media, methods of teaching, handling conflicts and participation in research and action research.

Similarly, another study by Hosseinpour, Tamimi, Hosseinpour, Hashami and Jafarzadeh (2014) revealed a none significant relationship between the managerial skills of school heads (technical, human relation, and conceptual) and teachers` instructional effectiveness. Thus, an organization with, principals who have no technical, human, and conceptual skills will have a none balanced program and also had not pay a lot of attention to the unity and coherence of organization forces to realize the common objectives.

Moreover, a study conducted by Muriana (2006) found a none significant relationship between heads` administrative managerial skills and teachers` instructional effectiveness in the use of teaching resources in secondary schools in Oyo State, Nigeria. In a similar view, Alani (2000) stated that school heads are not required to have satisfactory and sound administrative management skills to maximize students' results.

Additionally, the study conducted by Janeth (2014) on the association between heads` administrative managerial skills and teachers` instructional effectiveness: in the case of government secondary schools in Mbeya, Tanzania, disclosed that there was no significant difference between heads` administrative managerial skills and teachers' instructional effectiveness. A similar study conducted by Mohammadi and Fatemipour (2017) revealed that there was no significant association between heads` administrative management skills and teachers` instructional effectiveness.

1.3 Statement of the Problem

There are grievances and underwhelming teacher achievement in the Central Gondar Zone in public secondary schools due to poor results from the students. For example, only 38 percent of students passed the Ethiopian General Secondary Education Certificate Examination, 10th grade (EGSECE) in 2018, which was the country's smallest (Abebe, 2013).

Kimani, Kara, & Njagi, (2013) assert that it is impossible to affect teachers' instructional achievement in a school without paying attention to the administrators' managing skills. In this context, the study concentrated on the administrative management skills of the school heads as a method of reducing the issue caused by teachers' instructional effectiveness, which may obstruct the attainment of school objectives to the highest desired degree.

School principals` administrative managerial skills play a great role in teachers` instructional effectiveness as noted by (Tessma, 2006). School principals equipped with managerial skills will achieve teachers` instructional effectiveness by supporting, encouraging, and motivating them, and as a school principal, success relies upon his skills to discharge his managerial skills and competencies wisely.

As the learners` are at the secondary school level, a fundamental decision is required. The capacity of teachers must be built to manage instructional effectiveness properly. Heads` administrative managerial skills are the best in influencing the teachers` instructional effectiveness in pedagogical aspects. Therefore, school heads` administrative managerial skills is very vital for teachers` instructional effectiveness and greatly enables the educators to carry out student regular evaluations, classroom management, and use of teaching resources etc.

Secondary school head teachers are in charge of running their respective institutions, and the administrative managerial skills they possess are central to ensuring the smooth operation of their institution. In the country's educational system, secondary school holds a key viewpoint. It governs the pace of education at the primary and tertiary levels and is distinguished by consumer and producer standing. Secondary schools were created by society to act as a means of achieving the aims and objectives of secondary education. Secondary schools serve to strengthen social dealings within the workplace, establish a connection between the social and economic structures, and strengthen students' intellects in academic arena. The likelihood of achieving these goals, however, has been questioned in light of reports of reputation for poor secondary school management.

According to the school improvement program manual (2015), the Ethiopian government recommended that researchers should conduct research on heads` administrative managerial skills since school heads and educators are the front-line actors in maintaining instruction effectiveness in the school.

The Amhara national regional state, in general, and the central Gondar zone, in particular, are seeing worsening student accomplishment, according to Ethiopia's

Ministry of Education's yearly reports from 2010 showing this trend. Therefore, it is extremely important to do research on the administrative management skills of heads and the instructional effectiveness of teachers in order to identify the problem's root cause where it laid.

It is clear from the aforementioned that Ethiopia's objectives to provide high-education quality at all grade levels will not be accomplished unless heads are well-versed in administrative management skills and teachers are operating at a high level that is why this study is undertaken.

1.4 Purpose of the Study

The purpose of this study was to investigate the relationship between school heads' administrative managing skills and teachers' instructional effectiveness in Ethiopia's public secondary schools in the Central Gondar Zone.

1.4.1 Objectives of the Study

1. To ascertain the relationship between the conceptual management skills of school heads and the instructional effectiveness of teachers.
2. To establish the relationship between heads` human relation managerial skills and teachers` instructional effectiveness.
3. To determine the relationship between heads` technical skills and teachers' instructional effectiveness.

1.5 Research Hypothesis

To steer the investigation, the following hypotheses were put forth.

H_{01}: There is no significant relationship between heads` conceptual managerial skills and teachers' effectiveness.

H_{02}: There is no significant relationship between heads` human relation managerial skills and teachers` effectiveness.

H_{03}: There is no significant relationship between heads` technical managerial skills and teachers` effectiveness.

1.6 Assumptions of the Study

The accompanying assumptions as considered the normal factors in the investigation

- School principals` administrative managerial skills have an association with teachers` instructional effectiveness.
- The researcher assumed that the respondents may collaborate truthfully to contribute to the study, and willingly give accurate information that will yield valid results.
- Without fear or prejudice, the participants can participate openly and provide real information for the study.
- The participants may know school heads` administrative managerial skills and teachers` instructional effectiveness that entails.

1.7 Limitations of the Study

Due to their hectic schedules, the majority of public secondary school heads, and teachers may not have time to complete surveys. However, the researcher made a significant effort to urge them to complete the questionnaire in a timely manner by emphasizing the value and relevance of the study's successful completion to the enhancement of teachers' instructional effectiveness and school heads administrative management skills.

Obtaining the prior empirical studies that were conducted at the national, regional, and local levels in the country, Ethiopia in the field of the research issue was another limitation of this study though there were many studies in international level.

Furthermore, the correlation design, which examines the association between two or more variables without manipulating them, does not suggest a causal relationship due to the nature of this research topic. The main aim of the study was to establish the association between the school heads' administrative managerial skills and teachers` instructional effectiveness. It does not aim to define the cause and effect between the two variables. This may necessitate research on the cause-effect by another researcher in this area.

1.8 Delimitations of the Study

The current study was delimited to Central Gondar Zone public Secondary Schools of Amhara Regional State, Ethiopia because the performance of the majority of schools is becoming poor these days. The study was also delimited to heads, vice-heads, and teachers. The heads and vice-heads were taken since they are the main executives of the schools they manage, and their administrative managerial skills have significant importance in promoting teachers` instructional effectiveness in the school and pupils` outcomes. Teachers are the one who are the direct recipients of the heads` administrative managerial skills. Teachers` instructional effectiveness is very crucial for the achievement of the school. The study investigated only three aspects of school heads' administrative managerial skills (conceptual, human relation, and technical) were concerning teachers` instructional effectiveness were in

line with classroom management, implementation regular evaluation, and use of teaching resources.

1.9 Significance of the Study

The head's managerial skills are remarkable since it is performance-oriented. The principal can positively change the school to the expected level. This improves teachers` instructional effectiveness and eventually student performance.

The present study informed policy makers to be careful while they are appointing school heads especially, from out of the school leadership and management disciplines. When the schools perform well the participants will become satisfied with what they have invested in the school. Heads' managerial skills are very indispensable that transforming secondary schools from low to higher achievement in academics as well as the discipline of pupils.

The finding of the study may assist the heads. It may enable them to influence the instructional effectiveness of teachers who are instrumental in pupils` accomplishments. It may enable them to assist the organization in accomplishing its goals and make use of his or her abilities, knowledge, experiences, and perspectives to increase productivity which are essential for school management. It may enable the heads to realize the important role they play in the school and the obligation they have to influence the wide-ranging performance of the teachers for education quality.

The finding of this study may assist the College of Education, Ethiopia in establishing the training needs of heads to enhance teachers in the use of teaching resources, use of regular evaluation, classroom management, and pedagogical

competencies in general. College of Education, Ethiopia may use the information to organize educator training programs and courses for heads on administrative managerial skills to improve their schools.

Teachers' instructional effectiveness may enhance school accomplishment. Good-performing schools transform the community, society, and the nation at large by producing good and well-disciplined students. Moreover, it may also benefit for educators, pupils, and parents as long as they are the key actors in learning to create a healthy and conducive environment for instructors to teach, conduct research, develop their profession, and parents to meet their visions "seeing best fruits of their children''.

Finally, the current study may also add scholarly material and assist further research for other new researchers in the area of school heads` administrative managerial skills and teachers` instructional effectiveness.

1.10 Theoretical Framework

This study was guided by Katz`s management theory (1991) that a successful manager requires administrative managerial skills (conceptual, human relation, and technical) to achieve an organization's common set goals. Each managerial skill deficiency loses the opportunity to be a successful manager to achieve the organization`s common goals set and generally to be a successful manager in the organization. The administrative skills of managers are required to implement quintuple management functions (planning organization, management control, and evaluation). Without basic and relevant administrative managerial skills, managers can hardly be imagined in modern organizations to take the organization to the highest maximum possible level (Ahmadi, Jalalian, Salamzadeh, & Tadayon, 2011).

Administrative management skills are no of the factors for positive organizational success, as well as effectiveness in any private or public enterprise that needs administrative managerial skills to handle all aspects of activities. Administrative management skills help the school principals to explain future reconsideration of the education program and management choice (Afshari, Honari & Qafoori, 2010). According to his theory technical skills are more important at lower management levels and conceptual skills are more vital at the top management level and human relation skills are considered equally important in all three administrative management levels.

This theory will help this study by highlighting the prominence of school principals' administrative managerial skills to manage, organize and coordinate the school atmosphere and resources. Moreover, it helps to provide growth and development for the principals in motivating teachers and coping with disputes, problem-solving, improved teacher skills, and school productivity at large.

The school heads that are furnished with administrative managerial skills (Conceptual, technical, and human relations) are proactive, increase teachers` awareness of excellent collective interests and help teachers` to achieve extraordinary goals in the school. The indicators occur within three areas of teachers' instructional effectiveness concerning classroom management, continuous assessment implementation, and application of teaching material in the teaching and learning process.

The study is conducted to see the association of the school heads` administrative managerial skills and teachers' instructional effectiveness to be direct and to the student indirectly unless the school head is teaching directly in the class. Teachers

become the primary and direct receivers of school heads administrative managerial skills.

1.11 Conceptual Framework

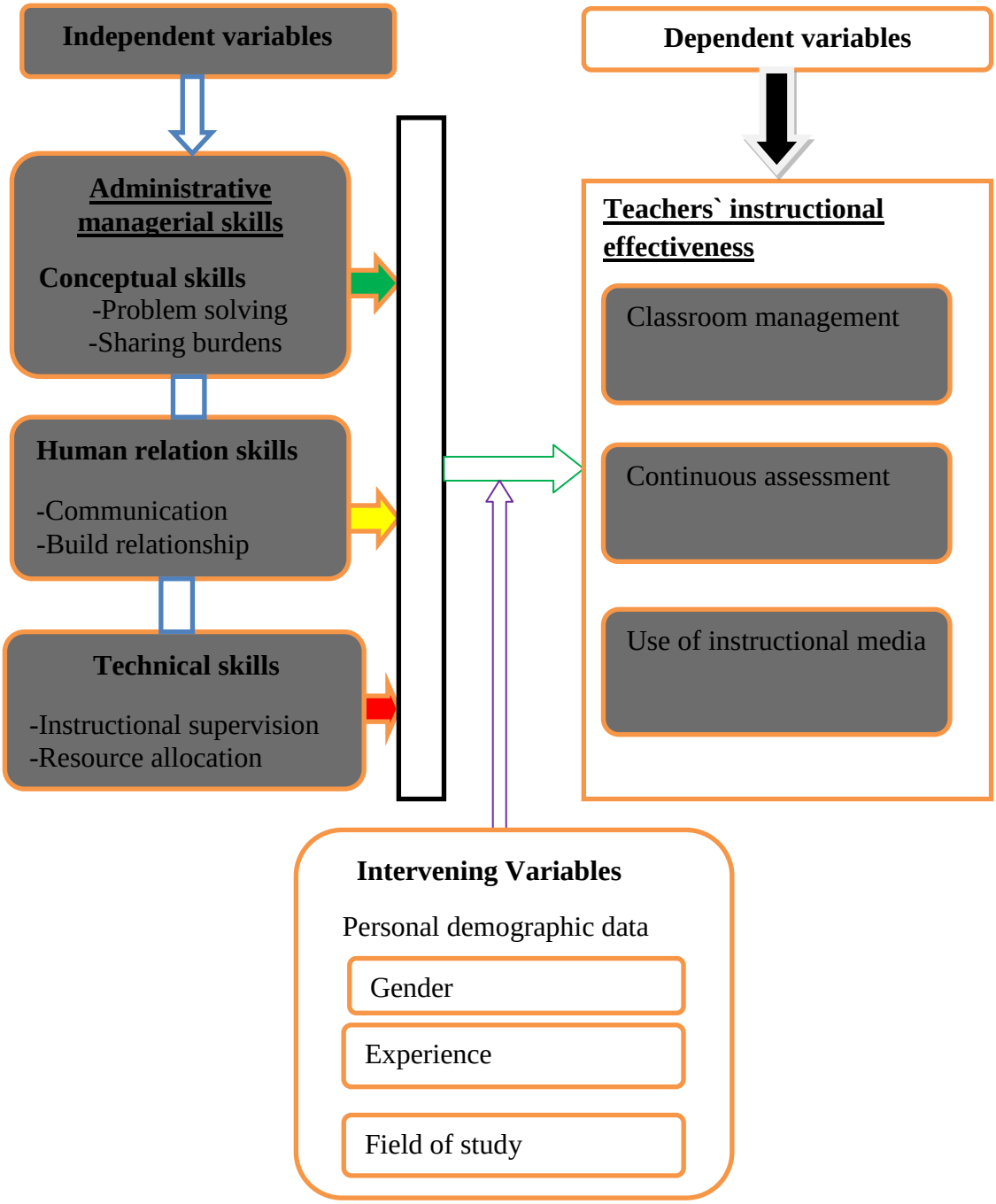

Figure 1.1: Conceptual Framework

Conceptual skill is the head’s capacity to manage the entire organization. It covers the school head's analytical, creative, and initiative skills. Similarly, Kamble (2011) defines conceptual skills as the capacity to understand the complications of the overall organization as a whole, the principals’ skillfulness to think in the abstract, analyze the work situation, and the principals’ innovative expertise to scan the environment. The conceptual skill help the school head to identify the causes of the problems, help the school to solve the problems for the benefit of the entire organization and helps to plan every situation in the school. Conceptual skills are mostly required by two levels of management since school heads spend more time in planning, organizing directing, staffing, and problem-solving functions of a management.

1.11.1 Human Relation Skills

Human relation skills are the capacity to work with, understand, and motivate other people as an individual or as a group in the school. It requires sensitivity to certain issues and concerns of other people. Similarly, Kamble (2011) describes human relation skill is the capability to work with other members, understand oneself, work with others, and motivate others in the organization. Some of the skills refer to creating self-awareness, handling personal stress, coaching, and counseling, motivating, dealing with conflicts, and giving responsibility to others in the workplace. Moreover, the skills that help the school head to understand, communicate, lead, motivate, work with others and develop team spirit in the work place. Human relations skills are needed by the school head at all levels of management since the school head primarily interacts and works with many subordinators in the school.

11.1.2 Technical Skills

Technical skills are the capacity to apply certain materials, processes, specialized knowledge, and systems in one field of study to complete efficiently the assigned tasks in the school. It includes competency in financial management, instructional supervision, instructional planning, student evaluation in the school setting, etc. additionally, Kemble summarizes that help managers to use different technologies for everyday operations to accomplish routine task with minimum utilization of resources in the school. In general, the school principal as a manager needed technical skills for effective supervision of the school resources.

11.1.3 Teachers ` Instructional Effectiveness

From the figure above we could measure teachers` instructional effectiveness by his or her way; they use assessment to measure students, classroom management, and the use of teaching resources in the classroom to facilitate the learning-teaching process.

Teachers` instructional effectiveness is specially measured by the use of different types of technologies in their classrooms (Aina, 2013). There are many applications of technologies in teaching and learning depending on the knowledge of the user (Archer, Savage, Sanghera-Sidhu, Wood, Gottardo, & Chen, 2014). The use of technology is imperative to teachers` instructional effectiveness in schools today. Teachers` instructional effectiveness does not ignore complex concepts or topics in the curriculum but rather they will do everything possible as an effective teacher to ensure that such concepts are meaningful to the students learning.

Assessment is very important to check students learning. Aina and Adedo (2013) found that feedback is very important in teaching and learning because it improves

student learning. Teachers` instructional effectiveness is measured by when, and the type of assessment and feedback needed in their lessons. We have different types of assessments, whichever form they might take; assessment activities take much time for the teachers, and have an important place in teachers` instructional effectiveness is also measured by maintaining a positive environment for learning. Teachers` instructional effectiveness is the way teachers manage their classroom when the lesson is going on in the classroom. Managing the classroom very well for effective learning is the responsibility of an effective teacher. The ability of teachers to organize classrooms and manage the behavior of their students is central to achieving a good educational outcome (Oliver & Reschly, 2007). Orji (2014) stated that teachers` instructional effectiveness among other things that includes understanding the nature of the classroom.

11.1.4 Personal Demographic Data

School heads` and teachers` gender, experience, and field of study are the important personal bio-data of the respondents which are considered the intervening variables and may affect the study findings of this study.

In the model, the teaching experiences of teachers, gender, and area of study are explicitly considered useful as interfering variables because they likely to influence both the administrative management skills of the school heads and the effectiveness of teacher instruction. Some of the instructors, as noted by Machado and Chia-Jung (2015), oppose the change because of their long teaching experience and reject modern ways of doing things in the school. For example, most teachers who have taught for a long time are likely to remain conservatively on chalkboard use, even when the school has a projector. They still try to use the old pedagogical training

techniques and they have been using chalk and speak for a long time. Their practice at teaching helps them fight for improvement. This makes teaching tough times for the school principal in implementing the change.

Experience, gender, and field of study of the school principals likely influence both his/her administrative management skills and the instructional effectiveness of the teachers. For example, the principal's experience allows the teachers to be managed properly and to be able to practice the administrative management skills that are more effective than those not experienced.

11.1.5 The Interplay between Heads' Administrative Managerial Skills and Teachers' Effectiveness

The independent variable (school principal's administrative managerial skills) influences the dependent variable teachers` instructional effectiveness). The conceptual framework of the study embraces school heads` managerial skills, the independent variable which represents human relation, conceptual, and technical skills against the dependent variable teachers` instructional effectiveness which is presented by classroom management, use of teaching resources, and use of regular evaluation in the researchers study. Technical managerial skills are those expertise needed to accomplish a specific task. It is the `how to ` skill set that allows school heads to complete their job. If the school principals don`t have technical skills, when teachers need, how to do something specific to their job, it highly influences teachers' instructional effectiveness in the school.

These human relations managerial skills are what heads will use to work with their employees. Some principals are born with good human relations managerial skills; others must work much harder at it. Human relations skills are critical for all heads

because they work with people. Managers with good human relations managerial skills understand their role inside the principal and employee relationship and how things like, trust, cohesion, fairness, empathy, and goodwill are important for the overall success of the organization. Human relation managerial skills help the heads to communicate, lead and motivate educators to work towards a higher level of accomplishing their goals in the school.

Conceptual managerial skills are the type of expertise the school heads must possess inside their toolbox. The level of critical skill to visualize both the parts and their sum directly translates into the heads` conceptual managerial skill set. Essentially, school heads` conceptual managerial skills allow them to solve problems in a strategic and calculated fashion in the school. Conceptual managerial skills are becoming increasingly more important in today`s chaotic school environment to meet school objectives by the top management body.

In general, school heads administrative managerial skills are those expertise's (conceptual, human relation, and technical) that are needed and embraced by school heads to effectively manage teachers` instructional effectiveness in line with pupil regular evaluation, classroom management, and the use of teaching resources. Therefore, better-equipped principals with administrative managerial skills (conceptual, technical, and human relations) will have teachers better instructional effectiveness in student assessment, classroom management, and the use of teaching resources in school.

1.12 Operational Definition of Key Terms

Conceptual skills: refers to the heads` capacity to observe the organization as a whole, knowing how the different tasks are interdependent on one another and how the change in one part of the organization affects other parts.

Human relation skills: refers to the capacity of heads to work effectively as a member of the group and make a collective effort within the group.

Instructional effectiveness: refers to the result of effective teaching that leads to the attainment of set objectives and includes having a positive attitude, the development of a pleasant social or psychological climate in the classroom, having high expectations of what pupils can achieve, lesson clarity, effective time management, classroom management, strong lesson structuring, the use of a variety of teaching methods, having appropriate student evaluation strategies, use of teaching resources, etc.

Administrative Managerial skills: refers to the capacity of the principals to manage teachers and the school environment to maintain instructional effectiveness in the school (conceptual, human relations and technical skills)

School principal: refers to individuals who keep the school`s overall process owing smoothly, making decisions that facilitate successful student learning in the Ethiopian education context.

Public Secondary school: an institution of learning that accommodates students who have passed the 1st cycle of grades 9-10 and owned by the state and the government mutually.

Technical skills: refers to the capacity of a particular type of activity related to methods, procedures, and techniques related to the activity and these skills required specific information, analytical talent, and expertise to create and use the working tools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the relevant related literature that provides insight into the problem. The researcher reviewed related literature on the concept of school heads' administrative managerial skills (conceptual, technical, and human relations) and teachers' instructional effectiveness indicators as per the objective. The summary and research gaps were identified. The study also explored the empirical study in Europe, Asia, and Africa so as to give a clear picture of the topic according to the research questions. Finally, the summary and the research gap were presented logically.

2.2 Heads Teachers Administrative Managerial Skills

The head of the school's personality traits and talents managers that enable them to manage the work of the school more skillfully are referred to as administrative management skills (Kamete, 2014). In some professions, administrative managerial skills are also referred to as advanced professional competence, which school administrators must possess in order to carry out their tasks and enable them to manage teachers' effectiveness in the assignment duties (Analoui & Madhoun, 2003).

The administrative management success and efficacy of school heads are highly dependent on their administrative managerial skills. As a result, school heads must have the necessary administrative managerial skills for a school (Singhal, & Van Wassenhove, 2005). Additionally, Hartati, Pepriyeni, & Suryana, (2009) stipulated that the administrative managerial skills of the educational institution must

comprehend both the art and management of science in order to carry out the duties and responsibilities of the school principal. These administrative managerial skills include conceptual, human interaction, and technical. Similarly, Harling (2018) defined three crucial management competencies conceptual, human, and technical on which a successful school principal is built. In conclusion, even though all management levels generally value each of the administrative managerial skills, top-level management places more emphasis on conceptual skills, technical skills are in first-line staff members who are involved in the day-to-day operations of the school, and human relation skills are present at all management levels in the organization.

Head teacher is a person who manages all aspects of an institution and influences those in the institutions over which he or she may have leadership responsibilities, such as a superintendent, monitor, president, administrator, official, chief executive officer, director, executive officer of the organization, etc. In this situation, the school head is an administrator who possesses a set of qualities to guide the school in accomplishing its goals through administrative managerial skills (Mintzberg, 2010).

Head teachers may have a direct influence on how workforces feel about, are interested in, and behave in relation to their commitment to their jobs and objectives. Schools can only adapt to changes if they have the proper management procedures in place, as an organization's ability to succeed depends on the backing of its staff, people involved (pupils), community, and investment firms. The head teacher must exhibit unique and extremely important administrative management skills to effectively come to terms with them in order to perform his or her duties. The head teacher is the primary point of interaction between society and the institution, and

how well he or she serves in this role finally affects how educators and parents feel about the institution (Ogunyinka, Okeke, & Adedoyin, 2015).

The head teachers should have administrative managerial skills in order to run an organization smoothly. The key capabilities that a head teacher of an institution must possess in order to accomplish the desired objectives are administrative managerial skills. For instance, the conceptual skills of the head teachers have a significant impact on the efficient operation of an institution. The head teacher's skills must be improved in order to implement the strategy to foster innovative education in general and specific subject areas in particular. The fundamental growth of people in a variety of fields and disciplines happens in schools, and the conceptual skills of the school head teachers can help them identify creative minds among those under their supervision in entities. Innovative individuals from numerous walks of life are produced by the imaginative head teachers (Laghari, Siddiqui, & Shaheen, 2021).

It was discovered that if the institution is dynamic, innovative, and learner-centered if it has a reputation for distinction in instruction, and if the pupils are accomplishing well, one can almost constantly point to the head teacher's “administrative managerial skills as the main strategy" for the aforementioned variables. If he or she has these qualities and honestly imparts them to the next generation, the teacher's role in this context is also very significant and worthy of praise (Horsford, 2010).

According to Nazim and Mukherjee (2013), there is a constant need for effective management. Effective management of people, assets, and resources is crucial in every industry, including school and in every type of organizational structure. If they are not effectively managed and administered, investments of time and monetary resources are of little use in any case. As a result, many people who are concerned

about education today place a high priority on issues relating to the administrative managerial skills of school head teachers. When taking their administrative management skills into account, a school's performance in the educational sphere can be directly correlated to how its head teachers run their institution.

It is also not surprising that a large number of authors have offered their perspectives on the conceptual, interpersonal, and technical administrative managerial skills important for school head teachers. The ability to foster a positive school culture for continuous advancement in high-quality education, collaborate with others, communicate goals, policies, and procedures to staff, change practices and school structures to meet new policy expectations, provide opportunities for curriculum leadership, ensure a positive head teacher-staff partnership, and direct specific initiatives to boost student achievement are among the administrative managerial skills (Harrison, Burnard, & Paul, 2017).

Similarly, Yazdanshenas (2021) stated that it is obvious how important it is for school head teachers to possess administrative managerial skills for a country to undergo transformation. It usually encompasses the effective use of resources (human, material, and financial) to achieve institutional objectives. The responsibility of managing schools for the achievement of educational goals falls basically on the school head, principal, or head teacher in educational institutions. Head teachers must have administrative management skills in order to achieve the maximum results. In order to fulfill the mission and vision of the school, it is expected of school head teachers to possess strong administrative managerial skills in managing the various resources within the institution. Additionally, the administrative management skills of school head teachers are described as a set of

technical skills in facilitating and providing opportunities for instructors to develop their profession through various activities carried out both inside and outside of the classroom sphere.

In addition, Saratuki (2016) offers a clear and concise but insightful discussion on the administrative management skills of head teachers. They are divided into three categories: conceptual, human, and technical administrative managerial skills of a manager. As organizational managers advance along the organizational hierarchy, these skills are used in different ways. All organizational manager needs to have these skills in order to do their jobs well, even though the level of need for each skill varies depending on the level of the organization. These administrative managerial skills are paramount importance to school heads.

According to Lunenburg (2010), technical skills are the capacity to use the concepts, practices, and procedures of a particular felid of study. Since teachers and head teachers are regarded as subject-matter experts and are expected to be able to manage others, teachers and school head teachers are examples of people with technical skills in a school setting. Usually, the head of a school has some knowledge of a particular subject or area of study. Heads of schools are also educators, and school head teachers who need to how to teach the subject matter, classroom management, resource acquisition, and student performance evaluation in order to successfully run a scholastic unit. This includes human relations skills as well, which includes the capacity to comprehend, inspire, and collaborate with workers in the organization.

Exploiting the institution's human, financial, and material properties wisely in order to accomplish organizational goals is the process of management. Whether it is a large school, a small school, a private school, or a public school, running and managing a secondary school is not an easy task for head teacher. The head teachers have a wide range of responsibilities that are grouped under planning, organizing, leading, controlling, and assessing the school's actions with the goal of making the best use of the resources at their disposal to meet educational goals. It is thought that when these tasks are carried out successfully through their administrative managerial skills, will prompt the achievement of the objectives of schooling (Hallinger & Murphy, 2013).

According to Nwogu and Ebunu (2019), technical skills give school head teachers the capacity to effectively manage, control, and collaborate the instruction are part of school management. Technical skills embrace the capacity to employ organized interviews during the hiring process, the capacity to partake in both short and long-term tactical planning, the capacity to work on the curriculum and extract the required scheme for the terms and sessions, the capacity to evaluate and lay out the policies, guidelines, and modalities that govern the functions of the school, capability to predict and project the school's revenue and expenses in the context of current economic and political conditions, ability to control costs, monitor budgets, and resolve conflicts within the school are among other things. These skills enable head teachers to manage administrative issues confidently (Le Fevre & Robinson, 2015).

According to Peretomode and Chukwuma (2012), asserted that administrative managerial skills is strongly related to high-level intellectual and cognitive workouts

requiring wide-ranging access to organized knowledge and information, and the conceptual skill of the head teacher is primarily related to knowledge in this context. Conceptual expertise is the cognitive capacity to initiate, organize, interpret, and harmonize thoughts and constructs pertaining to an organization's operations and in line with its vision and goals. Moreover, Babatunde (2021) asserted that all top-level managers must possess conceptual skills in order to rapidly weigh the true nature of circumstances and make immediate judgments.

In any organization, the administrative managerial skills of the head teachers are central. It sets the parameters and benchmarks for high-quality instruction and a growing culture of learning for both instructors and pupils. Efforts to improve school performance have been made for decades by educational officials all over the world (Abdurahman & Jul-Aspi 2021). For school head teachers, the core outcome of this policy change has been a massive amount of pressure to show how important their work is to this advancement. As a result, determining the best course of action in order to accomplish a goal is therefore central to management in education.

School head teachers need a wide range of administrative managerial skills that change expectations of what managers need to know in order to effectively guide their organizations toward the accomplishment of educational goals. A specific aim or target represented by goals or objectives must be attained by management. Additionally, in order to accomplish the goals of all educational levels, there must be an appropriate channel of communication between teachers' pupils, and head teachers both inside and outside of the school (Mahmud, Suleiman, & Ishola, 2022).

The management of an organization is not an easy task. It calls for a wide range of skills and knowledge. However, management motivates employees by planning and supervising their performance of tasks that will help the organization meet its predetermined common goals (Memisoglu, 2015).

No manager in today's world will be successful unless they possess the fundamentals of administrative management skills (Ibay & Pa-also, 2020). In other words, managers have to be aware of the dynamics in the workplace. The level of communication can be increased through management that examines effective communication networks and fosters human skills, such as enhancing athletic managers' leadership, management, and communication skills and establishing the connection between them in the organization. As a result, in order to increase staff commitment and focus on school goals and objectives, school head teachers should regularly involve staff members in decision-making and maintain open lines of communication.

In order to accomplish objectives, Akinfolarin and Ehinola (2014) emphasized that there must be effective communication between teachers and pupils as well as between teachers and school head teachers both inside and outside of the school realm. It will help to align instructors' and pupils' goals and objectives with those of the school by incorporating a well-organized information and communication system into school management, which will motivate them to improve the teaching and learning process.

Similarly, school head teachers who are skilled at managing will promote excellence and competition in the school. For instance, knowledge of administrative responsibilities, the capacity to optimize the social prospect of the school, the

effectiveness of teaching and leadership, a knowledge of the symbolic importance of their position, a solid work ethic, and value-based traditions. The administrative management skills of head teachers have a positive relationship with teachers' effectiveness; as a result, if head teachers have relatively strong managerial skills, instructor performance will rise. The quality of education is correlated with the work output of school staff, including instructors and head teachers. Headteachers should create a welcoming and supportive environment that is conducive to instructors' ability to advance through ongoing supervision. Additionally, it would motivate those who are a part of the system to collaborate, form positive connections with one another, and accomplish scholastic goals (Makin et. al, 2018).

2.3 A Manager's Qualities as a School Principal

According to Shooter, Sibthorp and Paisley (2009) becoming a school head requires a combination of intellectual capacity, interpersonal interactions, and technical skills. At all managerial levels, communication skills are decisive since they demonstrate your capacity for getting along with people. The magnitude of technical expertise demanded by the school heads varies according to the level of management in the organization in which the school heads work.

Shooter et.al further observed that as the school heads rise up the organizational structure, more focus is likely to be placed on conceptual skill and less on technical. In the first line of management, technical skills are used for duties that call for specialized knowledge and techniques. These tasks relate to the training of subordinates, supervision, and day-to-day operations of school activities. Human relation skills are interpersonal talent that involves working with others. The capacity to assure the efficient use of human resources in the company is a defining

attribute of management. This necessitates the intentional use of coordination and leadership advice to coordinate activity.

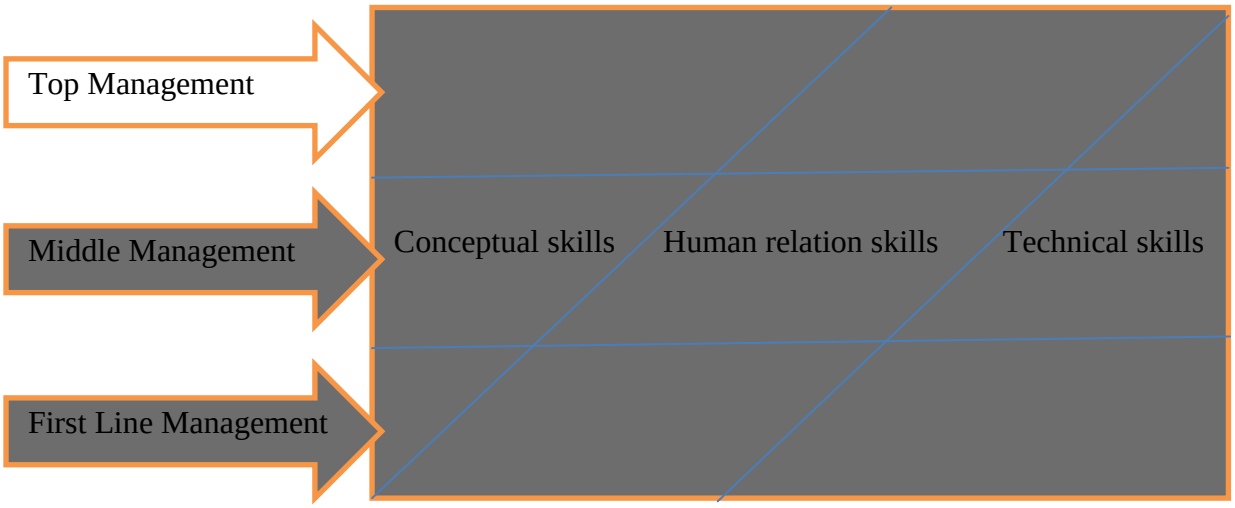

Figure 2.1: The attributes of the school principal as manager

2.4 Managerial Qualities of a Successful School Head Teacher

Also Shooter et.al identifies eleven characteristics or attributes of successful school heads as a manager; the characteristics are grouped into three distinct categories, and all of them are interconnected, with ownership of one leading to ownership of the other. The school heads require fundamental knowledge and facts, which are characterized as the foundation level in making judgments and taking action. Furthermore, the school administrator requires particular skills and traits that impact teachers' behavior and performance. The capacity to give basic instructions, suitable technical awareness, continual attention to situations, logical and problem-solving judgments, cognitive skills and talents, emotional stamina, constructive suggestion to react purposefully to circumstances, imagination, mental capacity, healthy working patterns, and self-knowledge and skills are the eleven qualities of competent school heads.

2.5 Instructional Effectiveness of Teachers

The implementation of regular evaluation, classroom management, and the use of instructional resources are among the numerous indications of teachers' instructional effectiveness that are of the highest significance. These indicators will be considered variables in this project.

2.5.1 Classroom Management

Classroom management is essential to the success and efficiency of education. In a classroom, the instructor has a more powerful position than the pupils. In the classroom, the instructor has a crucial role to play. The educator's responsibilities include serving as a negotiator, organizer, and monitor (Rido, Nambiar & Ibrahim, 2016). The effectiveness of the teachers' management strategy will play a role in how well she/he is able to control the class. In order to achieve the desired results, the teachers must be able to effectively manage the class in addition to mastering the learning topics that are taught to the students. Since the teachers plans, organizes, leads, carries out, and assesses the instruction, they are the most central sections. In order to help the pupils, achieve their learning objectives, the instructor strives to become an effective teacher who can achieve the previously agreed-upon proposed objectives (Javaid et al., 2020)

The teacher needs to implement a number of assignments that can be divided into two categories: instruction and management, during the teaching and learning process (Cooper & Robinson, 2014). According to Weber, the purpose of instruction is to help students directly achieve their goals. Examples of this include identifying pupils' needs, developing lesson plans, delivering lessons, posing a series of queries, and monitoring pupil advancement. While management seeks to establish and

uphold the situations that allow for effective and efficient instruction, such as upholding punctuality, fostering relationships between teachers and pupils, and creating constructive group norms both inside and outside of the classroom.

A classroom is thought of as a place where pupils can develop friendships and engage in communal learning in addition to academic learning. Therefore, the teacher can try to get the students to respect one another. It is necessary to inspire the students to freely help one another and share their knowledge, perspectives, and experiences (Benlahcene, Lashari, Shehzad & Deli, 2020).

The application of the proper behaviors, approaches, and essential attitudes rather than the teachers' goodness determines the effectiveness of the relationship between educator and pupil. Teachers who can foster strong bonds with their pupils report fewer disruptions in the classroom and higher academic achievement (Ersozlu & Cayci, 2016).

One of the biggest challenges facing teachers today, in their opinion, is classroom management (Cooper, & Robinson, 2014). Because the teacher is unable to implement effective classroom management, this frequently leads to feelings of frustration, pessimism, and giving up when teaching pupils. The fear that they will mismanage the classroom and fail to accomplish the learning objectives is what gives teachers the most anxiety. Additionally, a lot of teachers also didn't manage the classroom well and establish a welcoming teaching environment (Mattarima & Hamdan 2011).

Numerous previous studies have focused on the significance of classroom management in education. For instance, (Sasidher, Vanaja, & Parimalavenu, 2012)

identified four key aspects that hinder class management: poor time management, sociocultural alterations, low pupils' inspiration, and bulky class dimensions. Additionally, the study on the effect of teachers' classroom management skills on pupil behavior revealed that positive associations and communication between teachers and pupils, awareness of pupils' needs and characteristics, creating classes with clear rules, inspiring pupils, and creating a conducive learning environment could all help to lessen pupils' difficulties with managing class.

According to Taysum and Abery, (2017), "classroom management" refers to the act of making sure lessons continue to be taught in spite of disruptive conduct that has happened. Similarly, "classroom management" refers to the vast range of abilities and methods teachers employ to maintain students' orderliness, concentration, attention, and academic productivity (Abbott, Guisbond, Levy & Sommerfeld, 2014).

According to a study by Omomia (2014), effective teachers who are also good classroom managers incorporate planned rules and procedures that are carefully and methodically taught to the pupils in all facets of their work.

Researchers conducted in America reported that teachers' classroom management practices can have a significant impact on the instructional effectiveness of teachers' in learning, responsibility, ethical and social progress, in addition to learners' attainments (Romi & Roache, 2012).

Studies conducted in South Africa show that the majority of teachers were not trained enough to meet the educational needs of the rising nations in the 21st century. For example, Declereq (2008) states that teachers' need abilities such as methods of

teaching, management of classrooms, and pedagogical knowledge to allow them to realize their learners and the learning in the school environment.

Research conducted in Ethiopia on classroom management problems and coping strategies for pupils' misbehaviors in government secondary schools of Arsi Zone found that instructors do not use the resource available to manage the class effectively, do not make effective use of the available space for student learning, do not use different resources to make classroom activities interesting, do not motivate students to participate actively in-class activities and do not plan different learning activities based on students ability (Birhanu,2017).

According to Ullah and Arshad (2022), the idea of classroom management is more enormous than the idea of pupils' regulation and discipline; it encompasses all things teachers' obligation to do in the classroom to inspire pupils' scholastic engagement and collaboration in order to produce a favorable discussion atmosphere. Similarly, Mansor, Eng, Rasul, Hamzah and Hamid (2012) effective classroom management necessitates decreasing pupils' troublesome behaviors, such as fighting and making noise, close observation, setting up the learning resources in the classroom, and reacting to pupils who have less hearing, vision, reading, writing, or spelling abilities, as well as those who are ashamed, dull, hyperactive, or who have poor study habits.

On the other hand, this perspective on classroom management is different from a more restricted perspective because it only addresses discipline and regulation. According to Bassey (2012), taking a more look at classroom management reveals enlarged involvement, decline unsuitable and disorderly manners, an advancement of pupils' accountability for scholastic tasks, and an improvement in pupils'

academic performance. Additionally, effective classroom management calls for specialized skills like organizing and planning as well as a capacity for teamwork. It needs a great deal of dedication, initiative, teachers who are willing to adapt, as well as creative thinking and activities (Abel, 2011).

Another technique of effective classroom management applied by teachers is instructional regulation. Obot (2010) claims that instructional regulation demands moving everywhere in the classroom to carefully monitor pupils, connecting pupils in scholastic exercises, posing sequences of questions, and applying both verbal and non-verbal teaching approaches to make certain that pupils are giving full courtesy and learning supplementary from the lesson session than just the simple facts.

The prior study by Oliver, Wehb and Reschly (2011) found that teachers' classroom management responsibilities and practices have a positive influence on lowering pupils' antagonistic, negative, drowsy, and unfocused learning behaviors in classroom teaching. Teachers who apply effective classroom management approaches allow teachers to anticipate pupils to learn more and accomplish more in their scholastic work.

Enhancing classroom management techniques and practices is essential for students to achieve at a high level. The academic success of pupils is directly correlated with classroom techniques and practices (Gage & MacSuga, 2017). The way that instructors enhance their lessons has a direct related influence on the efficiency of the pupils in scholastic activities. It has been discovered that good classroom management significantly boosts pupils' scholastic success and reduces their incidence of behavioral matters.

A comparison study of schools with good learning atmospheres and those with bad learning atmospheres was made in (Oliver, Lambert, & Mason, 2019). They revealed significant disparities between the classroom management approaches applied by experimental and control instructors in scholastic work. As compared to control classrooms, pupils in treatment classrooms behaved less disruptively and aggressively. According to their study, the learning results of the pupils are directly related to the learning classroom atmosphere.

According to Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011), school-based social and emotional creativities were primarily to fault for the pupils' better mental growth. Furthermore, it advances pupils' ability to make wise and timely decisions as well as their behavioral and affective domains. According to Jennings and DiPrete (2011), scholastic accomplishment in primary school pupils' is positively influenced by both social and emotional skills.

Every instructor wants their pupils to learn from what they are teaching, but this is a difficult task that calls for a variety of classroom management techniques and practices. It is essential that classroom management strategies and practices play a key role in fostering pupils' learning, which includes the activity to form and guide classes to achieve particular goals and periodic objectives (Martin, 2019). Every teacher has a responsibility to uphold a supportive learning environment in the classroom in order to accomplish these goals, which is done through the strategies they use like safety, honest communication, group enjoyment, shared goals, and relationship.

2.5.2 Regular Evaluation

Numerous academics have expressed the definition of evaluation in various approaches. According to Poza (2015), the term regular evaluation may be used in training to consult in any way or interest that is intended to obtain information on the attitudes, or talents, of learners. Aside from that, regular evaluation is the process of gathering data needed to make an informed decision about learners, to comment on their progress, strengths, and weaknesses, or to determine academic performance.

Valuation is a technique of gathering and creating evidence to support teachers, parents, and other stakeholders in making choices about the progress of inexperienced persons. It involves gathering and organizing information (proof of learning), a good way to review what novices have executed. Conferring to Schneider and Bodenshon (2017), valuation is conducted typically to educate and enhance students' overall performance, not merely to audit it.

According to Esposto and Weaver (2011), continuous assessment is a scientific collection of marks or grades over a while and their aggregation into the very last grade. There are lots of terms that may be used to describe continuous assessment. Some people refer to non-stop assessment as teacher grading. Occasionally, it is referred to as ongoing records of information or curriculum-based assessment. In all instances, teachers are given the duty to find out what students of their class understand, recognize, and are capable of doing. In addition, according to Abejehu (2016), regular valuation is a method that depicts the whole variety of information and strategies teachers use, to understand and analyze information about learners. It is used to assist instructors to recognize their learners, plan and reveal practice, and setting up available classroom ways of culture.

The objectives of regular evaluation in pupils learning, according to Abera, Kedir and Beyabeyin (2017), are to gauge progress, strengths, and future areas for improvement. Pretests, midterms, and final exams are frequently used by teachers to evaluate their pupils' learning. They might occur over the course of a unit or the entire academic year. The effectiveness of teachers' teaching methods, as well as what is working and what needs improvement, are all determined by regular evaluations made by teachers. To ascertain the kinds of instructions that are most helpful in satisfying pupils' needs, a variety of assessment tools may be employed. For example, between teachers, pupils, administrators, and parents, communication assessment should be a channel of communication that is essential to get in touch when need to discuss their children's education.

Additionally, Abera stated that regular evaluations of what is being learned, how progress is measured, and the type of instruction being given are frequently made by parents and pupils. Continuous evaluation can be a useful tool for evaluating a single program and providing evidence of its ongoing effectiveness. The program can be given direction by regular evaluation, and changes can be made to improve pupil accomplishment and instructional effectiveness. Pupils are more motivated to perform to the best of their abilities when regular evaluations show progress when there has been improvement, they feel good about their learning environment, and evaluations that are documented can offer evidence of growth.

Continuous assessment, according to Varghese, George and George (2018), is a systematic and logical process of compiling grades or marks over time and combining them into a final grade. Regular evaluation is referred to as teacher

grading, running records and curriculum-based evaluation were both terms that were intermittently used.

Pupils benefit from regular evolution in many different ways. According to Ebhomien, Christie and Diahi, (2012), continuous evaluation entails the application of a wide range of evaluation methods with the aim of directing and enhancing pupils learning and accomplishment. From this study, it can be concluded that continuous evaluation aids pupils in realizing their full academic potential.

Rao (2012) asserts that the following issues prevent instructors from implementing regular evaluations in classroom teaching. The following list includes them: a) large class size; b) lack of commitment; c) a busy schedule; d) a wide range of course content; e) instructors' attitudes toward regular evaluation; f) a lack of good practice to serve as a benchmark; g) a lack of clear regular evaluation guidelines; and h) a high rate of absenteeism among pupils. A lack of adequate educational and learning resources, and bias among teachers based on sex, race, and character.

Similarly, a lot of instructors require additional training in the use of regular evaluation. They require exposure to fundamental statistical concepts in the real world to carry out regular evaluations appropriately. This will make it easier for them to manage the calculations and tasks involved in the regular evaluation record-keeping component. According to Olufemi, Mji and Mukhola (2011), large classes' sizes are one of the issues preventing effective teaching and the use of regular evaluation in primary schools in Nigeria.

The teacher needs to think about how to evaluate his or her pupils while teaching and learning sessions. This implies that in order to implement regular evaluations,

teachers must take into account the necessary prerequisites. Continuous evaluation, as mentioned in the study's background, is distinct from continuous testing. The primary factors to be taken into account when applying regular evaluation, according to Terefe (2012), are the inclusion of evaluation questions, practice, and documentation, the method of keeping records in the pupils' portfolios, using a variety of valuation techniques to properly measure the pupils' performances, and the pupil's direct involvement in his or her own valuation.

Regular evaluation, which uses a variety of valuation tools to gauge pupils' performance, is a decisive part of curriculum practice (Yahya & Yamin, 2014). By directly relating valuation to curriculum and instruction, we can get the useful data we need to guide our practice as teachers. In light of this, educators strongly advising that integrating regular evaluation and curriculum into a continuous cycle of curriculum planning, implementation, and evaluation as long as the curriculum is concerned (Ashenafi, 2017). As a result, in the modern educational environment, regular evaluation is acknowledged as an essential component of classroom instruction, and curriculum and a crucial tool to guarantee the quality of education.

The efforts being made to raise educational standards, however, have made much less progress than was anticipated. Some researchers asserted that Ethiopia's quality of education is substandard because pupils there fail to meet the benchmarks and there is a huge gap between recommended regular evaluation strategies and actual regular evaluation practices in the classroom. For instance, Mosisa (2020) claimed that traditional valuation approaches continue to be the most common. Instead of using the conventional method for evaluating pupils' achievements, regular evaluation offers a methodology for evaluating pupils' performance and enhancing

their success in instruction. Compared to conventional one-time exams, continuous valuation is thought to be more valid, more reliable, and more inspiring for instructors and pupils (Agonafer & Tadesse, 2015).

According to Awofala and Babajide (2013), assert that continuous evaluation does not solely rely on formal testing. The goal of regular valuation is to raise student achievement, which entails more than just administering tests. The researchers further argued that numerous educators had treated badly the regular evaluation tools, which had increased the amount of continuous testing rather than regular evaluation for learning.

Moreover, A more comprehensive explanation of regular evaluation is provided by Awofala and Babajide, the view regular evaluation as an assessment strategy in that educators employs a variety of evaluation tools, including tests, projects, portfolios, assignments, interviews, checklists, rating scales, and inventories. These tools are used to evaluate various learning components, including not only cognitive thinking processes but also attitudes, intentions, beliefs, behaviors, and personality traits of learners in classroom learning (cognitive, affective, and psychomotor domains).

Today, the traditional teacher-centered methods of teaching have given way to constructivist learner-centered methods, which actively involve the students in the teaching and learning process. When the instructors adopt a learner-centered approach, pupils can participate actively in their education rather than just receiving the information passively (Girma, 2010). One of the learner-centered strategies is regular evaluation, which enables pupils to actively participate in learning activities and reap the greatest possible benefits.

High-quality teaching must include effective regular valuation concepts and practices, which should give pupils the necessary direction for their progress in the instruction. According to Tesfaye (2017), regular evaluation ensures the quality of education by assisting pupils in reaching the required level of learning and reducing noticeable educational gaps across the curriculum components.

A study conducted in Nigeria in the use of regular evaluation of science teachers' assessment in secondary schools found that instructors are not technically trained as a result of their inability to design and administer tests, large class sizes, lack of motivation, facilities for keeping records, and the influence of parents and school heads, which are some of the factors that lead to teachers' ineffectiveness in use of regular evaluation (Faremi, 2014).

A study conducted in Ethiopia on the evaluation of implementation; the Mettu University case, showed that perceived assessment by instructors is providing a series of paper and pencil tests, and the study reported that most instructors were not even aware of the implementation of the assessment due to the lack of adequate teachers training, lack of resources and control system in the organization (Walde & Getinet, 2014).

2.5.3 Teaching Resources

Teaching resources refer to the materials and physical means a teacher might practice to implement in instructional teaching and to ease students' achievement of instructional objectives in teaching and learning. This may comprise outmoded resources such as chalkboards, handouts, charts, slides, overheads, real objects, and videotapes of films, as well as newer resources such as computers, digital versatile

discs, compact disc read-only memory, internet, and interactive video conferencing (Robinson, Fischer, Wiley & Hilton, 2014).

According to Courts & Tucker (2012), educational materials are frequently created to provide real-world examples and experiences in order to meet curricular goals. Within the educational context, teaching resources are regarded as extreme green facilitators. In the classroom, they might not be taking the place of teachers. However, the use of teaching resources demands a creative approach from the teacher, who wants to continuously be on the lookout for fresh concepts, and strategies to make the sessions offered unique to have significant results. Additionally, Opare, Manu, Ackah and Akrosumah (2018) outlined instructional resources as a variety of items that appeal to the five senses and improve instruction.

Recently, in modern education pupils have shown little interest in learning and remembering what they have been taught in a certain subject (Joseph, 2015). This might be due to the teaching strategies the teacher employed during the instructional process in the classroom. As a result, instructors are urged to incorporate images, brief videos, and social media tools into their lessons to improve learning activities and keep students from becoming bored during lectures. These assist pupils in forming an accurate mental image of a specific situation for certain concepts to be taught. In addition, the variety of teaching approaches used by instructors today offers opportunities for teachers to grow and develop professionally. A teaching method is a useful tool for organizing learning and combining the efforts of the instructor and the pupils. To use and combine these teaching approaches, it is decisive that instructors are innovative and professionally prepared, and advanced.

In the teaching and learning process of the twenty-first century, teachers are excellent constructivists of knowledge and skill facilitators (Stathopoulou, Siamagka & Christodoulides, 2019). Teachers use teaching resources to improve lessons in the classroom, grab pupils' attention, and inspire them to perform well. These teaching resources are tools that make it easier for the teacher to conduct the teaching-learning process, such as computers, DVD players, instructional materials, books, chalkboards, and pictures. They can also be physical objects, such as specimens, maps, and globes. Much of these teaching resources depend on the teacher's inventiveness. Using teaching resources can speed up the instruction by making it more entertaining and less time-consuming for the learners. The application of teaching resources empowers pupils to use their hearing or seeing abilities and actively perform something better while learning.

According to Oni (2014), asserts that instructors use teaching resources as a strategic tool for planning and delivering instruction. This is true because teaching resources can help to clarify ideas that an educator would be unable to do without a teaching resource. As a result, the pupils' academic accomplishment is improved because they can learn more comfortably.

Teaching resources used in teaching and learning are tools and aids used in educational settings to enhance instruction (Machaba, 2013). They are resources that are applied throughout instructional activities, which include all of the teaching resources that instructors use to carry out their lesson plans and ensure that their pupils understand the learning objectives. To make learning more communicating, motivating, and stimulating, teaching resources to assist a learner in concretizing an educational experience.

Teaching resources are decisive for the self-discovery of both teachers and learners because they improve learner-centered teaching procedures through learner involvement (Nielsen & Hoban, 2015). Academic success is promoted by the use of teaching resources. According to Ashiono, Mwoma, and Murungi (2018), the utilization of teaching resources in lesson delivery increased pupils' engagement in learning, which led to higher academic retention. According to Sephania, Too and Kipng'etich (2017), teaching resources benefit instructors to be more effective in their work, meet the needs of all types of pupils, and improve lesson plans, which have a positive effect on pupils' academic development and school accomplishments.

Utilizing the teaching resources increased pupils' eagerness to participate in class activities. The use of teaching resources encouraged pupils to approach classroom activities positively, to create favorable learning atmospheres, and to involve pupils in classroom activities. Additionally, it encouraged their desire to learn more and helped pupils develop a sense of curiosity to acquire knowledge, attitude, and skills. When you give someone a fish for an individual, she/he will eat it for a day however, when someone is taught to fish, however, he will continue to do so for the rest of his life (Saad & Sankaran, 2020).

Inadequate teaching resources limit primary school pupils' and teachers' ability to learn in Africa. According to Jojo (2019), a lack of essential teaching resources in South Africa was linked to pupils performing poorly on mathematics examinations. Quality of education is enhanced by the availability of teaching resources. According to Ashiono (2018), the major issues that contribute to the poor

accomplishment of pupils in many Tanzanian schools are the lack of adequate books, references, and other academic teaching resources.

Students from government learning institutions in Kenya perform less well academically than pupils from private primary schools due to their unfavorable learning environment, which is characterized by a lack of teaching resources and staff (Ongaki & Musa, 2014).

Pupils' personality traits, social roles, and academic abilities are developed with the help of teaching and learning resources. Teaching resources can also be customized for career-building events that emphasize accountability or understanding how to rank tasks in the workplace. For instance, it includes the growth of independent living skills such as interpersonal, leisure, transportation, classroom behavior, and self-determination skills such as goal setting, decision-making, problem-solving, and self-advocacy (Nasir, Rehman & Cheema, 2020).

The study by Kaye, Mboga and Mukhwana (2018) reveled that there is a significant and incredibly strong link between the use of teaching resources and the academic accomplishment of the pupils. Kaye looked at how better performance could be achieved in schools that had access to sufficient resources as opposed to those that had less. This backed up the findings of a study by Okongo, Ngao, Rop and Wesonga (2015) that schools run by private performed well because there were sufficient and readily available teaching resources.

According to Adalikwu and Iorkpilgh (2013), the quantity and quality of teaching resources have an impact on pupils' academic accomplishment. The study found that learning centers with adequate teaching resources, such as textbooks, have a higher

chance of producing successful exam results than schools with inadequate teaching and learning resources. As a result, the poor accomplishment of pupils can be attributed to a lack of teaching resources for training and learning.

When it comes to achieving educational goals and classroom objectives, educational resources are central. By reducing the impact of socioeconomic factors on academic achievement, educational resources are decisive in ensuring that all students have equal access to opportunities to perform well. As a result, the level of achieving educational goals and objectives is directly correlated with the availability of and use of teaching resources (Ajoke, 2017).

According to Abisuga, Oshodi, and Babatunde (2015), teaching resources are the means by which information is conveyed to pupils in order to appeal to their senses of touch, sight, hearing, and feeling so as to bring desired behavioral changes. No teaching resource outlet has an absolute influence on its own in teaching; instead, they serve as more or less effective delivery systems for education.

According to Chinooneka and Mupa (2015), who carried out research in Zimbabwe, teachers’ failure to incorporate a variety of teaching resources into the teaching and learning process led to pupils' inability to master the fundamentals of reading and writing. When used properly, teaching resources can enhance the conceptualization and understanding ability of pupils, helping them understand concepts better than they would normally after hearing about them verbally.

A study on the application of teaching resources in teaching English to young learners in Indonesia revealed that an elementary school teacher’s mechanism of using instructional media needs improvement. The educators did the preparation and

utilization of teaching resources but still in a scanty way. Although there was a lack of teaching resources availability and some issue that diverted the teachers in teaching, the teacher could boost the preparations and the utilization of less time (Tanti, 2015).

Research on the use of instructional media for efficient teaching and learning in Kenya shows that the component of instructional media is very important to the process of teaching and learning, and the use of instructional media enhances learning. Most teachers, however, have long used traditional teaching approaches which do not include teaching resources (Erastus & Eric, 2014).

A study carried out in Ethiopia on the preparation and use of teaching materials by primary school teachers in the Wolayta region showed that teachers lack the necessary knowledge and skills due to training inadequacy in the use of instructional media. Besides, the cooperative work among the teaching staff and the community participation in the school's preparation of instructional media was observed below expectations (Abraham, 2009).

2.6 Ethiopia's Secondary School Education

Ethiopia's secondary school Education is provided by the Ministry of Education which is responsible for developing legislation, and efficiency, setting national standards, and tracking and reviewing the Education sector development program (ESDP). It is the responsibility of the Ministry of Education to oversee and operate secondary schools at the state, regional and local levels bodies.

Ethiopia's secondary school education consists of two consecutive phases. The first phase has two years of levels which is grade 9 and 10, and the second phase has also

two years of level called the preparatory school which is grade 11 and 12. Ethiopia's Secondary School is funded by both government and Sate.

2.7 Head Teachers' Technical Skills and Teachers' Effectiveness

School principals' technical skills, as specific heads' managerial behaviors, are concerned with the capacity for dealing with things in school surroundings. Harling (2008) defined technical administrative managerial skills as the capacity to use knowledge, methods, and techniques to perform particular tasks in the school. The technicalities connected with writing a lesson plan, developing a study unit, furnishing a learning resource center, procuring laboratory equipment, formulating a meeting agenda, programming a cycle of clinical supervision, and filling out an annual report might be examples of the technical administrative managerial skills of school heads.

Similarly, Al Darmaki (2012) describes it as the capability to use the technologies, methods, specialized knowledge, and systems in the field of study to perform efficiently a given job in an organization. Besides, Kamble (2015) technical skills help the school principal to use different machines and tools. Thus, the school principals required the skills for effective management in general and for ensuring teachers' effectiveness in particular to achieve sett objectives.

The study conducted in Tanzania by Kamete (2014) on the influence of the heads' administrative managerial skills on effective school management; a case of a public secondary school in Mbeya Tanzania discovered there was no significant association between the technical management skills of heads and teachers' effectiveness in line with classroom management.

The research study conducted in Nigeria in Anambra State showed that heads did not hold the technical managerial skills for the effective management of secondary schools, and it reported that there was a significant variation between the mean rating of the heads' managerial skills and teachers' instructional effectiveness in the use of regular evaluation in secondary school (Okoye, 2018).

An educational research study on the association of school heads technical skills and instructors' pedagogical performance in public primary schools in Kakamega east district revealed that school heads' technical skills have a significant association with the achievement of teachers' pedagogical knowledge in government primary schools, which in turn increases pupils' performance in academic achievement ($r=0.542$; $p <0.05$). This indicates that the advanced technical skills of the heads at schools make the highest performing educators in pedagogical skills in public primary schools Kakamega east district (Mulamula, 2013).

2.7.1 Head Techers' Leadership and Instructional Effectiveness

Schools as an agency are structured to achieve defined instructional objectives. Effective school principals who collaborate with all teachers in a collaborative culture will enhance the actualization of those objectives (Dufour, Eaker & Karhanek, 2010). In this situation, the workplace requires teachers to be successful in teaching and pupil to learn comfortably, so the heads of the school can look for ways to achieve this in the school.

According to Grissom, Loeb and Master (2013), heads are effective managers of instruction. Building a safer learning environment for teachers to enable them to create an efficient and safe atmosphere for students learning. This is achieved by helping teachers improve instruction, control the discipline of the pupils, use

appropriate media in instruction, use acceptable student assessment, and keep schools safe and nonviolent. One of the duties of the school principal is to build a safe climate for teachers and a conducive atmosphere for students learning (Wallace Foundation, 2011). This helps teachers to feel comfortable and successful in their duty and responsibility, and students to concentrate on studying.

Principals often implement methods to help teachers to be successful in the instructional phases of classroom instruction. For example, encouraging the smooth operation of classroom instruction systems, setting objectives, tracking lesson plans, allocating resources, periodically assessing teachers and checking the behavior of pupils, and conforming visibility in the school environment: walking about the school and classes, observer how things are going on, interact with students and staff members, supervise the classes room teaching (Mphale & Mhlauli, 2014). Such noble activities diagnose difficulties, obtain facts, monitor the behavior of students, and maintain the effectiveness of instructors in teaching. These are the duties of the principal, and they must achieve to guarantee the success of their performance (Blankstein, Houston & Cole, 2010). Such principal performances give teachers a sense of effectiveness and help them carry out their duties with limited annoyance.

In comparison, Lokke and Sorensen (2020) described concerns such as low visibility, office focus, and lack of delegation that impede school heads from making their teachers focus, and lack of delegation that impede school heads from making their teachers' instructional effectiveness and their schools efficient. Similarly, Strong (2018) suggested that ineffective heads still have a blueprinted notion that they hold hidden from their teachers as heads; they maintain only their position. So, they chose to sit behind their desks at the office. In this situation, the school`s

teachers are not comfortable with what they are experiencing. As a result, teachers have faced the burden of obstacles that adversely impact instructional effectiveness.

Daily oversight of the learning environment, gathering pertinent data, and feedback sharing with instructors are all responsibilities of the school principals as long as leadership is concerned. Teachers who have gotten feedback on their educational strategy are happier with their careers as teachers (John, 2011). In addition, the knowledge gathered in the classroom is utilized to implement corrective actions that let instructors do their duties without any hindrances.

Unproductive heads remain enclosed by repetitive tasks and works of paper that make them neglect their core objectives (Garedew, 2015). These overload teachers with extra work like letting teachers disturb and drop confidence. This condition supplementary creates disregard and distrust between the teachers and the school principals. Therefore, social conflict is thriving which encourages disinterest at work for both the school principals and the school teachers. Some unsuccessful principals don`t give feedback to classroom teachers about their instructional process effectiveness. The reason for this may be a lack of professional expertise to support teachers in their instructional process. Ineffective principals often dislike certain teachers who normally visit frequently their workplaces. As a consequence, there has been a void in alienation that fosters no possibility of exchanging knowledge and cooperation. Such a scenario results in the ineffectiveness school instructional process.

2.7.2 Head Teachers' Leadership in Resource Allocation and Instructional Success

Resources are essential concerns for the successful delivery of instructional teaching at the parallel and upright levels of the education system. The provision of resources facilitates an effective instructional process and the principals are responsible for adequately controlling and allocating school funding, physical facilities and human energies to the school priorities at each level of the education system. The type and method of instruction instructors' use, the type of teaching resources, student achievement, the learning environment, and the way students learn in the classroom are affected by the proper allocation and management of school resources. This relies on the capacity of heads to deliver and manage resources needed to ensure an effective teaching process, and teachers viewed the provision of resources at school to require the principal`s management skills. This arrangement encourages teachers to teach effectively and, at the same time, enhances their inspiration to work hard in their daily operations in the school (Good, 2008; Belle, 2007).

Despite the fact that educational resources are necessary for the effectiveness of instruction, they are not accessible (Abdu-Raheem, 2014). Thus, some study results have however suggested that many secondary schools are running the instructional process with a shortage of funding. For example, inadequacy, inconsistency, and discrepancies in educational resources are obstacles for teachers to function reliably and actively (Ofuani, 2014). Besides, Adetoro (2008) notes that a large number of instructors and pupils enrolled in school do not fit the resources available, especially in government schools, and school facilities are not extended to cope with increased enrolment (John, 2011). The unavailability, lack of use, pause, and resource

shortages impede the instructional effectiveness of teachers. This leads teachers to dislike the job and look out for other opportunities that give them pleasure and energy. This happens because, without much initiative, the principals do not do what they were meant to do or stay quiet without any effort and contribute to magnifying the school principal`s management vulnerabilities.

Studies conducted by Okobia (2011) in public and private secondary schools showed that public schools are better matched with resources than private secondary schools. The concern is that teachers are not successful in their teaching process because they are not trained to use the school resources available. In addition, school heads show incompetence to track what is going wrong in the classrooms (Victor, 2017). It is all that eradicates teachers` love for teaching and the quality of education in the school to appoint such managers as school principals. At this point, the head teachers are the root cause of the difficulties, in which heads are not wisely managing teachers` instructional effectiveness in the classroom.

Heads should keep teachers` instructional effectiveness to ensure school objectives by helping them to obtain resources or by cultivating ground for the resources required for teaching. According to results from some surveys, the assistance of heads to teachers in obtaining the required resources is one of the reasons for high student achievement in school (Gamage, Adams & McCormack, 2009). Therefore, heads should also help and supply teachers with resources that are necessary for the effectiveness of instruction (Alguchaab, 2011).

Head teachers are required to prepare the plan carefully to procure the required resources for the instructional effectiveness of teachers and afterward, frequent monitoring of their appropriate delivery and optimal usage of resources should be

checked (Agabi, 2010). It is vital then, to efficiently use school money on the most appropriate and basic items for teaching. It is corrupt and immoral to take the school's resources away from the main objective. According to Kiragu (2015), low-performing schools use large sums of school money for other purposes rather than spending as planned for obtaining teaching resources that teachers need to make instructional effectiveness.

Principals in their work should be open mind and transformational (Nyakundi, 2012). Transparent conversations on school issues foster a sense of accountability for both school heads and school teachers. Discussions of school problems, for example, help the heads of the school and instructors share and work with what they have. From this point of view, the technical skills of the principal are supremely critical in making resources accessible and adequately used to improve the instructional effectiveness of teachers, whereas technically poor principals are unable to offer or use the resources available for teachers` instructional effectiveness.

2.8 Head Teachers' Human Relation Ability and Teachers' Instructional Effectiveness

Adama (2018) distinguished that a skill asked of all school principals today is working smoothly and effectively with people individually and in a group to realize common organizational goals in the school. In addition, Tokel (2008) demonstrated that group school management should be applied to the needs of both the individual and the group as a whole. Cooperative consideration of the existing needs and group discussions of research findings in the field of instruction should serve as the basis for any school's management program.

Callahan and Sadeghi (2015) further underscored that the common goal for both teachers and school principals is to achieve instructional effectiveness in the school in particular and to achieve the common organizational goal in general. For example, when principals and teachers supportively interact to identify and implement changes that will positively influence student educational achievement. Besides, Bite (2012) discusses the ability to work with, understand, and motivate other people as an individual or a group of individuals in the organization. Similarly, Zewde (2017) described human skills as the capacity to work with other members and understand oneself, work with others, and motivate others to achieve organizational goals. The skill also embraces creating self-awareness, handling anxiety, coaching, counseling, encouraging, handling disputes, and empowering employees to exert the maximum effort to achieve the common set goals of the organization.

A research study conducted in Iran on the association between the heads' human relation management skills and teachers' instructional effectiveness in classroom management in Karaj 4th district primary schools revealed that there was a significant association between heads' human relation management skills and teachers' instructional effectiveness in classroom management which is (r=0.75) to the significance level of 0.01 is significant. Therefore, there is a direct and positive relationship between human relation skills and teachers' instructional effectiveness in classroom management (Adeyemo, 2014).

Similarly, the study on the relationship between heads' human relation management skills and teachers' effectiveness in the utilization of teaching resources revealed that there was a correlation coefficient between principals' human relation skills and

teachers' instructional effectiveness in the utilization of teaching resources (r=0.73) concerning the significance level of 0.01 is significant. Therefore, there is a direct and positive association between human relation skills and teachers' instructional effectiveness in the utilization of teaching resources (Mohammadi & Fatemipour, 2017).

The study findings on the effect of heads' human relation abilities and teachers' efficiency in classroom management in public primary schools in Kakamega east district, in Kenya, discovered that there was a significant positive association between heads' human relation abilities and teachers' instructional efficiency in the classroom management ($r=0.618$; $p<0.05$). This infers that school heads with good human relations are in better positions to manage challenging issues in schools and as a result boost the time taken on academics enlightening teachers' instructional efficacy in classroom management (Mulamula, 2013).

2.8.1 Head Teachers' Communication and Teachers' Instructional Effectiveness

Kamble et al. (2020) describes the organizational skills of the heads as being able to efficiently communicate the message to subordinates. Communication skills for effective school management are an important factor for the school heads. The heads wanted to communicate the information, orders, aim, goal, mission, and vision of his/her school to the subordinates. The ability to communicate requires verbal and non-verbal skills (Sezgin & Er, 2016). The principal of the school must be able to communicate with the staff about the plans, strategies, and policies. Likewise, as a school principal, the issues posed by the staff in the institution must be listened to

and solved as soon as possible. Hence, the principal must promote a free flow of information within the institution.

In any area of the school setting, school heads are managers in which good communication is required with all that involves and deals with the school. The principals of the school spent lots of hours communicating about their core roles (Luthans, 2011; Lunenburg, 2010). Since communication is not about taking, they communicate with teachers to relay information by writing, listening, and using non-verbal signals to transmit the information. The teachers often receive and respond at the same time. This chain of communication suits both parties` ambitions. Therefore, it is prudent to engage trained principals to tackle communication impediments, and to do so is a cost-effective approach (Wallace Foundation, 2011).

The communication capacity of the head is a key to the productive transfer and receiver of information in the institution. Some investigators say that school head teachers spent more than 70% of their time by chatting, submitting, and receiving messages (Luthans, 2011; Lunenburg, 2010). The calculated amount of time spent is not the most significant thing. However, the influence of the message on the instructional effectiveness of the teachers or the anticipated outcome is also very central in how heads communicate information, listen, make decisions, and facilitate the dialogue as well.

Some surveys carried out in public high schools suggested that principals have frequently struggled to communicate skillfully. For example, more issues and other inefficiencies are caused by communication without respect; incapacity or delay in communicating information to workers leads to measurable errors (Alam & Farid, 2011). Furthermore, lack of respect and gratitude, use of a dictatorial style, emphasis

on negativity, loss of attitude control, and full of disappointment and discouragement are the triggers for principals not to communicate skillfully. This inability to adequately communicate the information decreases principals` self-confidence and failure which adds to the instructional infectiveness of teachers. In this respect, teachers feel disappointed and dissatisfied with the communication skills of the school principal. In this situation, it adversely impacts learners, destroys the center of trust, and lowers teachers` instructional effectiveness in the school.

Communication skill is the guiding force for meeting school objectives and the instructional effectiveness of teachers in teaching. Therefore, heads are responsible for keeping their communication as effective as best, in that everyone feels accepted by the school workplace environment. This kind of workplace atmosphere is specifically related to the primary modes of principal communication (Harahap & Rusdinal, 2017). Therefore, the communication provided by principals as a sandwich creates a sense of trust and esteem which contributes to the instructional effectiveness of teachers in teaching.

2.8.2 **Principals' Interpersonal Relationship and** Teachers' Instructional Effectiveness

The partnership between heads and instructors is central to the success or failure of the instructional effectiveness of teachers in school. Consequently, without instructors' encouragement and engagement, principals of every school have never and would never attain management efficiently and effectively. Hence, building and sustaining successful interpersonal relationships with teachers is the basic means of achieving the objectives of the school. The partnership is the center of the living

environment and the life of schools as an entity from this viewpoint of interpersonal relationships (Yariv, 2009).

Both heads and instructors will not achieve anything they wish to succeed. As a consequence, for different purposes, they need assistance and support from each other for the achievement of what they desire. Thus, they have to live in a friendly environment (Gillies, 2012). Teachers seek peace, social security, and good relationship and function together without confrontation or disorder in the setting (Sias, 2009). Furthermore, a strong working partnership encourages any school operation to take place smoothly and successfully to meet the objectives of the school. Thus, principals should stop a great deal of focus on assignments and authority structure, rather than fostering strong encouragement for teachers to build good interpersonal relationships. This means that tasks managed by individuals should then come before tasks to create positive associations.

Strong interpersonal relationships are formed by including teachers in the activities and management of the school; facilitating multidimensional dialogue, and open discussion; honoring and integrating the viewpoints of teachers; and being equal to teachers in all matters in the school (Szeto & Cheng, 2018). This management capacity encourages mutual partnerships in which heads and teachers coordinate their energies to take joint action and, in turn, manage instructors to work enthusiastically to be successful in their instructional teaching (Levin & Fullan, 2008). In addition, mutual partnerships are developed by managing teachers by being role models, displaying relational values, encouraging and improving teachers' behaviors, treating teachers with respect and keeping the atmosphere in the workplace healthy, clean, and conducive, and offering sufficient and quality

assistance (Pearce, Cross, Monks, Waters & Falconer, 2011). The value of such an intimate partnership encourages feelings of belonging and increases engagement between principals and teachers to optimize efforts toward instructional effectiveness.

As opposed to that, certain heads are absent the capacity to manage instructional teaching in the school. According to the studies conducted by Heffernan (2018), some of the variables are lack of consideration, acceptance, confidence, unfair judgment, less encouragement, uncaring, and unenthusiastic interpersonal relationship that principals' lack the capacity to manage teachers` instructional effectiveness. From these perspectives, strong partnership facilitates engagement-maintained school management and subsequently in turn-maintained teacher instructional effectiveness. However, the formation of unenthusiastic interpersonal relationships between principals and teachers facilitates loneliness, nurtures mistrust that wears out devotion and contributes to the turnover of teachers, and, ultimately, paralyzes the main activities of teachers.

2.9 Principals' Conceptual Skills and Teachers' instructional Effectiveness

Several experts in the field of management agree that school principals' conceptual managerial skills are part and parcel of professional skills that should be possessed by school principals to be successful in school management. According to Guglielmino and Carroll (1979), conceptual managerial skill is the capacity to deal with ideas by top-level managers in the school organization. Guglielmino identified such conceptual managerial skills as pertaining to the school heads' capacity to perceive the school, the district, and the educational program as a whole in the same source. The actual mapping of the interrelationship between the elements of the

system, the educational institute as an instructional system, and the human institute as a functional human system is one of these competencies.

According to Ermasova, Nguyen, Clark and Ermasov (2018), conceptual management skills for school principals refer to the capability to see the organization as an entire. That is, comprehending how the several actions of the organization are dependent and how changes in one element affect all the others in the organization. Similarly, Banerjee (2015) stated that school administrators as managers must have conceptual management skills in order to conceptualize the technical and human components of work in order to comprehend people; job needs, and work environments.

According to Vishwanath (2012), the school principals' conceptual managerial skill is the capacity to imagine the system organization as an entire. It includes the analytical, creative, and initiative skills of the school principals to provide a friendly atmosphere for instruction and to solve problems, to offer instructions and ideas, to encourage teacher professional development, to enhance community school partnerships, to assess teacher effectiveness, and to the all-round development of citizens for social, political, economic, moral, cultural, and technical growth.

Similarly, Kamble (2011) outlines school heads' conceptual managerial skills as the capacity to realize the complexities of the total schools' management, the ability to think abstractly, analyze work situations, and the creative and innovative ability to access the environment while Latif (2002) describes the school principals' conceptual managerial skills like understanding of how the different elements of the school are related to each other and the school as an entire. They help the principal to detect the causes of the problem and not the symptoms. In the school setting, it

helps heads of the school to resolve problems for the benefit of the entire system. Also, they help to fix goals for the system and to plan for every circumstance. Top-level managers value heads' conceptual talents since they spend more time on management responsibilities such as planning, organizing, staffing, leading, managing, and problem-solving.

The research study by Mulamula (2013) on the effect of heads, conceptual managerial skills on teachers effectiveness in pedagogical knowledge in public primary schools in Kakamega east district discovered that there was a significant positive association between school heads' conceptual managerial skills on teachers' instructional effectiveness ($r=0.793$; $p=P<0.05$). This implies that the higher the school heads the conceptual skills of the higher teachers' instructional effectiveness.

In contrast, the study by Mohammadi and Fatemipour (2017) conducted in Iran to establish the association between heads' conceptual managerial skills and teachers' effectiveness in classroom management in Karaj 4th district primary schools discovered that there was no significant association between the head's conceptual skills and teachers' effectiveness in classroom management with 99% confidence at $a=0.01$ and $df=298$.

2.9.1 **Heads' Problem-Solving Skills and** Teachers' Instructional Effectiveness

There may be problems at any moment that hinder school operations. The presence of such cases in the working environment affects motivation, productivity, or teachers` instructional effectiveness (Chandrasehar, 2011). Searching for answers to such problems demands sorting out and analyzing the root cause of the complications. Therefore, good heads carefully sort and consider the impediments or foresee the problems that may arise and impact instructional effectiveness.

According to Verschaffel (2011), the system of problem detection involves fair assessment and close analysis of the school environment.

The school atmosphere becomes safe or unsafe for teachers to work successfully and students to learn and accomplish the optimal objectives of the school, based on the effectiveness of principals to pay attention to problems. Thus, the conceptual skills of the principal make the school climate one that encourages the instructional effectiveness of teachers in teaching (Milanowski, Longwell-Grice, Safford, Jones, Schomisch, & Odden, 2009). Therefore, the conceptual skills of the school principal can have a positive or negative association with the instructional effectiveness of teachers in the school.

Principals should illustrate active engagement in the world`s environmental testing in order to get and know the school`s problems and challenges that impede daily operations in the school. Because information is power, one can obtain information through making personal observations and listening to or reading organized information. It is also by teachers' consultation, students, parents, and inviting other individuals on feeding school issues. The value of collecting information is to consider the source of the problem or the progress that the school is making against its objectives and to think out of the box. In addition to this, head teachers should encourage all partners to engage in achieving the instructional effectiveness of teachers and analyze the problems that obstruct the effectiveness of teachers in teaching in the school (Ada, 2018).

School principals should also have strategies for monitoring and evaluating school performances such as annual plans, academic timetables, policies, directions, and principles. This is the first step toward the targets being accomplished. Monitor and

follow-up strategy is important for their effectiveness and to what degree they were successful and inefficient from the start of the school year to the end.

Building a shared partnership with parents and helping principals are essential to solve students` problems easily. When student problems are addressed, teachers successfully and effectively fulfill their assignments and obligations in the school (Kopkowski, 2008)

2.9.2 **Heads Sharing Burdens skills and** Teachers' Instructional Effectiveness

The essence of a school is to fulfill the general purposes for which the school operates. Its effectiveness thus happens as all stakeholders united as a whole by carrying out their roles and obligations. This happens when the instructional effectiveness of teachers is well-maintained (Awtsena, 2019).

There are several types of research that appear to trust in the principal as the only entity that is represented in the school in all aspects of management (Hackman& Johnson, 2000). As a manager, principals play outstanding positions and are responsible for meeting objectives in the school. School performance, however, not be accomplished by working alone. Therefore, Schmidt-Davis and Bottom (2011) observed that when school heads and teachers interact sportively, school achievement hits its destination. In this situation, school practices such as teaching methods, school management, and administration are largely based on teachers` and school heads` efforts. However, it is very light to conclude that the common goals of the school rest on the engagement and cooperation of teachers and heads of the school. In addition to these devotions and efforts, in order to reduce the burden of teachers and heads, school achievement needs resources and the involvement of other stakeholders like parents.

Parents are the link between home and school, and the success of kids' learning greatly depends on their daily participation (Garedw, 2015). Therefore, the primary responsibility of school heads is to persuade parents to fund school activities. The creation of such an environment by the school heads inspires parents to reconsider their positions in order to share the responsibility and make choices for their youngsters' greatest achievement. Hence, the instructional effectiveness of teachers can be preserved and improved to assist the success of students in learning.

The head’s persuasive statement and the adoption of an open-door policy that extends more invitations to parents strengthen the link between the school and parents. According to Jackson and Marriott (2012), clearly expressed interaction on the school's plans, current circumstances, and anticipated problems foster ownership, shared interest, understanding of policies among all parties, consistency of communication, and collaboration between the home and school. This encourages parents to visit and experience concert difficulties faced by teachers and students and, thus, take steps to address the difficulties. Instructional effectiveness of teachers encourages parents to increase their regular engagement in the school, create a sense of cooperation, make school evaluations, engage with school higher officials, strive to solve problems, develop shared concerns and respect each other (Srivastava & Bhatia, 2013).

From this viewpoint, the sense of belonging to the common goals consistently evokes ambition and guarantees teacher instructional effectiveness in the school. Thus, the discipline of learners such as aggressive, wild behavior, and disruptions becomes non-existent in the school (Cohen & Geier, 2010). Such an environment

makes teachers inspired, satisfied, and willing to bring more effort into the teaching process to be successful.

Usually, parents want all the things virtuous for their school children. However, they do not actively participate in their kids' education (Garedew, 2015). The causes for parents` non-engagement may be the evidence of parents' inexperience or belief in time consumption to participate in the school or due to heads` weak parental relationships that contribute to conflict and prosecution of the parties. In addition, Berkovich (2018) the principal activities are the variables that restrict parents` motivation to establish successful interpersonal relationships in the school. From these points of view, bad partnerships emerged due to the failure of school principals in not encouraging parents to engage which lead to the unsuccessful of school objectives, then afterward accompanied by confrontation and prosecution.

Poor parent-principal communication, especially with teachers, leads to poor parent-school connections. Such conditions adversely contaminate the school environment. All the pressures rely on teachers and make them low performing in instructional effectiveness. Other reasons such as the absence of parental help, extreme bullying of students, the nonexistence of respect from society, improper care, and the absence of support from administrators lead teachers to low instructional effectiveness (Edgerton & Desimone, 2019.).

Since the principal of the school should not spend time developing a professional association with parents, it leads to differences in ideology, accusing of one another, suspicion, and disrespect. In addition, Upright, Long, and La Salle (2020) state that teachers in the school are treated as children. These acts and attitudes cause teachers to lose dedication to take a certain action and thus, lead to low teacher instructional

effectiveness. Teachers then advance to negative reactions to certain activities and activities, which in turn contributes to accelerated school turnover (Wahlstrom, Seashore, Leithwood & Anderson, 2010). Therefore, this adversely impacts the interaction between school culture and school society and, lastly, the instructional effectiveness of teachers in the school.

2.10. Summary and Gap Identification

The following gaps, which the current study aims to fill, were identified after reviewing pertinent literature in accordance with the purpose. The literature has been reviewed to determine the association between school heads' management skills (conceptual, technical, and human relationship) and teachers' instructional effectiveness in line with classroom management, continuous assessment implementation; and the use of instructional media was limited and was not specific on each principal's managerial skills. However, some empirical studies have been reviewed to establish the association between school heads' management skills and teachers' effectiveness in Africa, Asia, and Europe. However, there were no empirical studies reviewed to establish heads' conceptual, technical, and human relation ability to teachers' effectiveness in Ethiopian public secondary schools generally, and Central Gondar Zone specifically.

The majority of worldwide research gathered information from teachers, students, educational experts, and heads using mailed surveys. The present study will collect data from heads, vice principals, and teachers by using live administered questionnaires. This will help to clarify any ambiguity for the respondents concerning the questionnaires while they are filling it.

A review of the literature shows that it is little or no study conducted to establish the association between school heads' conceptual, technical, and human relation skills and teachers' instructional effectiveness nationally, regionally, and locally in Ethiopia.

The majority of research has focused on issues related to students' access and equality to education, teachers' instructional strategies, school leadership problems, ongoing professional development concerns, and school improvement program obstacles. This will call for more studies on the area, particularly at the regional and local levels.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The research methods and design are both covered in this chapter. Its subheadings are as follows: research design, the study locale, study variables, intended population, sample size, and sampling methods, data gathering tools, validity and reliability, data gathering procedure, logistical, and ethical consideration, human relations and legal issues, and methods of analysis.

3.2 Research Design

For this study, the explanatory correlation research design was deemed to be the most appropriate since it allowed the researcher to ascertain if and how strongly a link existed between two or more measurable variables. Thus, in the central Gondar zone, a secondary school, in Ethiopia, the researcher employed to establish the link between school heads' administrative managerial skills (human relation, conceptual, and technical) and teachers' instructional effectiveness in line with classroom management, use of student assessment and use of teaching resources (Curtis, Comiskey & Dempsey, 2016).

3.2.1 Variables

Independent Variable

School principals' administrative managerial skills: This Variable is the prime interest of the researcher to conduct this study. It refers to, conceptual, human relation, and technical managerial skills.

Dependent Variable

Teachers' instructional effectiveness: This is also the second primary interest of the variable in the study, which refers to educational resources, classroom management, and continuous assessment.

Intervening Variable

The variable that connects the independent and dependent variable and intervenes and likely to affect the findings of the study and which represented by school principals' and teachers' biodata i.e., gender, experience, and field of study.

3.2.2 Research Methodology

To collect information from the instructors, and school heads, the researcher only employed quantitative approaches. Hunter and Leahey (2008) claim that the goal of the quantitative approach in research is to create and use theories and premises about the phenomena being researched.

According to Choy (2014), the quantitative approach enables the researcher to come up with a convincing conclusion and to collect information directly from the population. Furthermore, he stated that the quantitative method helps to use basic statistical methods and to extrapolate generalizations about the total population from the analysis of representative samples.

3.3 Location of the Study

The investigation was conducted at all public secondary schools in the Central Gondar region. This region has the name of the city of Gondar, which served as Ethiopia's capital until the middle of the 19th century and was frequently used to refer to the Begimider province or North Gondar in the 20th century. Farming is the

principal source of income, and according to the 2018 census, the total population were 300,000.

Annual reports (2010) indicated that the achievement of students in the Central Gondar Zone public secondary school, Ethiopia, were decreasing from year to year and getting worse. Therefore, the researcher believed that it is impossible to improve the achievement of the students without paying much attention to the administrative managerial skills of the school heads and the instructional effectiveness of the teachers. Thus, the study emphasized on the administrative management skills of heads as a way to mitigate the problems of the instructional effectiveness of teachers in achieving school goals to the maximum level.

The other practical reason that the researcher selects this region to conduct the study; there has been an increased complaint from students and parents about the management of the principal in public secondary schools due to poor results from the students. For example, only 38 percent of students passed the Ethiopian public General Secondary Education Certificate Examination, 10th grade (EGSECE) in 2018, which was the country's smallest (Abebe, 2013).

3.4 Population

A total of 1500 teachers, 50 heads, and 50 vice heads were the study subjects in this project. According to the regional draft guidelines, there is only one allocated head and vice heads in the Central Gondar Zones in 50 public secondary schools and 1500 teachers. The research was including 1,600 subjects across the entire school.

Table 3.1: Target Population of the Study

No	Study Subjects	Number
1	Heads	50
2	Vice heads	50
3	Teachers	1,500
Total		1600

3.5 Sampling Techniques and Sample Size Determination

3.5.1 Sampling Techniques

Initially, a list of the names of teachers, school heads, and vice-heads was obtained from the Central Gondar Zone Education office, which included 1500 teachers, 50 school heads, and 50 vice-heads. The census technique was used to choose heads and vice-heads as a sample since they are particularly beneficial in giving information on the subject to be investigated and their number is limited; hence, gathering data requires less time and funds.

In determining samples for proportions of the population for a research study for a large population, Singh et al. (2014) used a formula to yield a representative sample for populations of the given population. The population of teachers were homogenous and were sampled using a simple random technique, such that each participant is left in the subjects and had the same chance of being picked for the sample. Hence, the population is a bit large and unmanageable so the researcher employed a scientific determination formula i.e., the Cochran formula to limit the sample size of teachers.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where n_0 the sample size

Z= Is the normal curve's abscissa, which cuts off a region at the tails (1- equals the acceptable confidence level, for example). 95%)

E= Is the accuracy level selected

P= is the anticipated proportion of an attribute in the population q, which is 1-p. As a result, there was a huge population in this study, and the researcher did not know the fluctuation in the proportion of people who used the practice; assume p=0.5 as a result (maximum variability). Furthermore, the researcher wants 95% confidence and 5% accuracy. The formula was used to calculate the sample size;

$$n_0 = \frac{Z^2 pq}{e^2}$$

$$n_0 = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2}$$

= 348 Teachers were the sample size

When the subjects are finite and the sample represents a significant (e.g., 5%) part of the population, the finite population correction factor formula can be used to slightly lower the sample size. This is due to the fact that a particular sample size delivers proportionally more information for a small population than it does for a big population. Using the finite population correction factor formula, the sample size (n_0) may be modified:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where n = The modified sample size

n_0 = The initial required sample size

N = Size of the population

Hence, the research's population is 1500 teachers, which is finite and therefore, can be reduced using the finite population correction factor formula:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

$$n = \frac{384}{1+\frac{(384-1)}{1500}} =$$

$\frac{384}{1.25}$=**307** teachers

3.5.2 Sample Size Determination

The ultimate sample size for the study was 407, which included 50 school heads, 50 vice heads, and 307 teachers.

Table 3.2: Sample Size

No	Personnel	Total Subjects	Sample Size	Sampling Techniques
1	Heads	50	50	Census sampling
2	Vice heads	50	50	Census sampling
3	Teachers	1500	307	Simple random sampling
	Total		407	

3.6 Research Instruments

The tools used to acquire the data for the current investigation are described in this section. To gather information from teachers' vice-heads and heads, the study used closed-ended instruments. According to (Leddy-Owen, 2016), the closed-ended survey was the main tool used to gather information for the correlation research project.

The surveys were written as a list of questions, to which the respondents were to reply and then record their answers. The surveys comprised closed-ended questions with Likert scales. The goal of closed-ended inquiries is to elicit quantitative data from respondents. This made quantitative data gathering and analysis easier for the researcher than qualitative data (Kumar, 2014).

In order to support the aforementioned notion, a tool may need to be more organized, closed-ended, and numerical when the sample size is higher and less structured and more open when the sample size is less and less (Cohen, Manion & Morrison, 2007). In a similar vein, a closed-ended questionnaire for data collection is suitable to quickly reach a sample of instructors and ensure anonymity. Additionally, it is easy to use, familiar, and affordable for capturing more comprehensive and reliable data with unbiased results (Orodho, 2009).

The instruments were written in English language because it was assumed that all of the secondary school heads and instructors in the sample would be able to speak, read, listen, and comprehend the concepts of the questions. So that the researcher provided assistance when there was any doubt regarding the questions to be filled.

3.6.1 Teachers Questionnaire on Head Teachers' Management Skills

The teachers' questionnaire on principals' managerial skills (TQPMS) has two-man sections. Section one emphasized the biodata information of teachers and section two focused on perceived heads' managerial skills. For this study, closed-ended questionnaires were prepared after an intensive review of related literature in the area of the researcher's study variables. Twenty- four closed-ended items were prepared for school teachers based on the study variables to examine their own school principal managerial skills (human relation, conceptual and technical).

3.6.2 Principal Questionnaire on Teachers' Instructional Effectiveness

Principal questionnaires on teachers' instructional effectiveness (PQTIE) comprised two core selections; the initial segment was confined to biodata data that asked about the gender, field of study, and experience of principals. The subsequent section consisted of teachers' instructional effectiveness indicators. Therefore, twenty-four closed-ended items were prepared for school heads and vice heads based on the study variables i.e., teachers' instructional effectiveness aspect indicators (application educational materials, classroom management, and continuous valuation implementation).

3.7 Pilot Testing

To identify the design and instrumentation flaws, a pilot test was done (cooper & Schindler, 2014). This makes it possible for the researcher to evaluate the precision of the study tool. According to Creswell (2014), a pilot study helps the establishment of content validity and enhances the research instrument's precision to meet the intended outcome. Closed-ended surveys for instructors, vice-heads, and heads underwent pilot testing. Pilot testing helped the researcher identify any shortcomings and challenges that participants could encounter when answering the question.

Pilot testing for this study took place in a public secondary school in the west Gondar, which is not included in the sample, which was previously included under North Gondar together with central Gondar. Participants were urged to provide feedback on the questions in order to make them better, and the items were adjusted as a result of the feedback.

3.7.1 Validity of the Research Instrument

According to Creswell (2014), validity refers to an instrument's suitability for gauging the thing it was designed to assess. To gauge how much the instrument will contribute to the study's goal, content validity was assessed for this study. The researcher employed an expert-judgment and language experts approach to confirm the instruments' content and face validity respectively. Therefore, before distributing the instruments for the data-gathering procedure, the judgments and views of two specialists from the University of Gondar in the same and across the department were necessary and their comments and ideas were taken into consideration.

3.7.2 Instrument Reliability

Mugenda (2008) asserts that the consistency with which a device yields the same results across a number of subsequent time trials is a good indicator of its dependability. As a result, Cronbach's alpha test results were used to verify the instrument's dependability or internal consistency. According to (Pace et.al, 2012), Cronbach's alpha test is more than 0.8 is considered good, more than 0.7 is considered acceptable, less than 0.6 is seen as doubtful, and more than 0.5 is considered bad. Fortunately, the Cronbach alpha test result showed between 0.7-0.9 and was used for the study.

3.8 Principal Questionnaire on Teachers' Instructional Effectiveness Pilot Study

Table 3.3: Teachers Instructional Effectiveness Pilot Study

No	Types of Variables	No of Items	N	Cronbach's Alpha	Mean	Variance	Std. Deviation
1	Instructional Media	13	30	0.909	32.47	53.84	7.34
2	Classroom Management	12	30	0.860	35.07	29.01	5.39
3	Continuous Assessment	12	30	0.715	34.80	18.79	4.33
Total Teachers' Effectiveness		37	30	0.920	102.33	202.99	14.25

3.8.1 Teachers' Effectiveness in the Use of Instructional Media Pilot Study Report

In this study, a pilot test was conducted in public secondary schools in the West Gondar Zone, Ethiopia which is not part of the sample. In Table 3.3 the case processing summary, one of the indicators, the researcher used to measure teachers' instructional effectiveness is teachers' use of instructional media teaching resources in the instruction. As a result, the researcher in order to assess teachers' use of teaching resources, the researcher used 13 items that 30 principals filled out to collect data on their effectiveness.

Cronbach's alpha was a decisive tool for evaluating internal consistency and reliability in the reliability statistics in Table 3.13. All of the research's items were found to be internally consistent and reliable for evaluating teachers' instructional

effectiveness in the use of teaching resources, according to the study's reliability measure, which had a very high result of =0.909 in the study.

According to the scale statistics in Table 3.3, the study's mean was 32.4667, with variance and standard deviation of 53.844 and 7.33783, respectively, for teachers' instructional effectiveness in the use of teaching resources. Even though a survey's reliability is confirmed by its exceptional Cronbach's alpha score (=0.909), the researcher cannot assert that the same survey is valid. The researcher is certain of is that the items measure the same fundamental construct.

3.8.2 Teachers' Effectiveness in Classroom Management Pilot Study Report

In Table 3.3 the case processing summary, the other indicator the researcher used to measure teachers' instructional effectiveness is teachers' classroom management in the instruction. As a result, the researcher used 13 items that heads fill out to assess teachers' instructional effectiveness in terms of classroom management.

Cronbach's Alpha is the most crucial tool for determining internal consistency and reliability in the reliability statistics in Table 3.3. All items in the research were found to be internally consistent and reliable for evaluating teachers' instructional effectiveness in classroom management. As a result, the reliability measure result for the study was good: =.860.

The study's mean was 35.0667 according to the scale statistics in Table 3.3, with a variance and standard deviation of 29.099 and 5.39434, respectively, for teachers' instructional effectiveness in classroom management. As a result, the questionnaire is recognized as trustworthy because it has a high Cronbach's alpha score (=.860),

and the researcher cannot assert that the same questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher.

3.8.3 Teachers' Effectiveness in the Use of Regular Evaluation Pilot Study Report

In Table 3.3 the case processing summary, the last indicator the researcher used to measure teachers' instructional effectiveness is teachers' use of regular evaluation in the instruction. As a result, the researcher used 12 items that head teachers fill out to assess teachers' instructional effectiveness in the use of regular evaluation.

Cronbach's Alpha is the most central tool for determining internal consistency and reliability in the reliability statistics shown in Table 3.3. All of the research's items were found to be internally consistent and reliable for evaluating teachers' implementation of regular evaluation, according to the study's reliability measure, which yielded an acceptable result of =.715 in the study.

According to the scale statistic in Table 3.3, the study's mean was 34.8000, with variance and standard deviation of 18.786 and 4.33431, respectively, for teachers' instructional effectiveness in the use of regular evaluation. As a result, the questionnaire is recognized as reliable by having a high Cronbach's alpha score (=.715), and the researcher cannot assert that the same questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher.

3.8.4 Total Teachers Effectiveness (Use of Teaching Resources, Classroom Management, and Use of Regular Evaluation) Pilot Study Report

In Table 3.3 the case processing summary, the indicator the researcher used to measure teachers' instructional effectiveness is teachers' continuous assessment implementation, use of teaching resources, classroom management, and use of regular evaluation in the teaching-learning process. Therefore, the researcher used 12 items that measure teachers' instructional effectiveness in continuous assessment implementation, 13 items that measure instructors' instructional effectiveness in the use of instructional media, and 12 items that measure teachers' instructional effectiveness in classroom management. Totally, to measure teachers' instructional effectiveness the researcher used 37 items from three indicators.

Cronbach's Alpha is the most central tool for evaluating internal consistency and reliability in reliability statistics. As a result, the study's reliability score was excellent and at a very high level, coming in at =.920, and it was determined that all of the research's items were valid and reliable for gauging teachers' instructional effectiveness.

According to the scale statistics in Table 3.3, the study's mean was 102.3333, with a variance and standard deviation of 202.989 and 14.24740, respectively, for teachers' instructional effectiveness. As a result, the questionnaire is recognized as trustworthy after receiving a high Cronbach's alpha score (.920), and the researcher cannot assert that the same questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher.

3.9 Teacher Questionnaire on Principal Administrative Managerial Skills Pilot Study Report

Table 3.4: School Principals Managerial Skills Pilot Study Report

No	Types of Variables	No of Items	N	Cronbach's Alpha	Mean	Variance	Std. Deviation
1	Conceptual Skills	12	30	0.712	35.6333	18.171	4.26278
2	Human Relation Skills	13	30	0.821	39.5333	26.809	5.17776
3	Technical Skills	12	30	0.858	32.8333	29.523	5.43351
Total Managerial Skills		37	30	0.907	108.0000	163.034	12.76850

3.9.1 School Heads Conceptual Skills Pilot Study Report

In this study, a pilot test was conducted in public secondary schools in the West Gondar Zone, Ethiopia, which is not part of the sample. In Table 3.4, the case processing summary, the researcher used 12 items to assess the conceptual skills of school heads, which were completed by 30 teachers from various public secondary schools in the West Gondar Zone.

Cronbach's Alpha is the most decisive tool for evaluating internal consistency and reliability in the reliability statistics in Table 3.4. As a result, the reliability measure's result in the study was acceptable: =.712, and it was determined that all of the research's items were internally consistent and reliable to evaluate school heads' conceptual skills.

According to the scale statistics in Table 3.4, the study's mean was 35.6333, with variance and standard deviation, respectively, of 18.171 and 4.26278 school

heads' conceptual skills. As a result, the questionnaire is believed to be trustworthy with Cronbach's alpha score (α =.712), and the researcher is unable to assert that the same questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher.

3.9.2 School Heads Administrative Human Relation Skills Pilot Study Report

Thirteen items completed by 30 tutors in various secondary schools were used by the researcher to assess the human relations skills of the school heads and are shown in Table 3.4, in the case of processing summary.

Cronbach's Alpha is the most critical tool for evaluating internal consistency and reliability in the reliability statistics in Table 3.4. Therefore, with the positive reliability measure result of α =.821 in the study, it was determined that all of the research items were valid and reliable for evaluating the interpersonal skills of school heads.

According to the scale statistics in Table 3.4, the mean of the study was 39.5333, and the variance and standard deviation were 26.809 and 5.17776, respectively, for the school head's human relation skills. As a result, the questionnaire is recognized as reliable by having a high Cronbach's alpha score (α=.821), and the researcher cannot assert that the same questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher

3.9.3 School Heads Administrative Technical Skills Pilot Study Report

The researcher used 12 items to assess school heads' technical skills, which were filled out by 30 instructors in various secondary schools, as shown in Table 3.4, in the case of processing summary.

Cronbach's Alpha is the most central tool for evaluating internal consistency and reliability as shown in the reliability statistics in Table 3.4. Therefore, it was largely decided that all of the research's items were internally consistent and reliable to assess school heads' technical skills because the reliability measure's result was good: α=.858 in the study.

The study's mean was 32.8333, with variance and standard deviation of 29.523 and 5.43351 school principal technical skills, respectively, as shown in the scale statistics in Table 3.4. As a result, the questionnaire is recognized as reliable by having a high Cronbach's alpha score (α =.858), and the researcher cannot assert that the same questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher.

3.9.4 Total School Heads Administrative Managerial Skills (Conceptual, Human Relation, and Technical) Pilot Study Report

In Table 3.4 the case processing summary, the researcher used 12 items to measure school principal conceptual skills, 13 items to measure human relation skills, and 12 items to measure school principal technical skills. Totally, to measure school principal managerial skills the researcher used 37 items from the three skills.

Cronbach's Alpha is the most central tool for evaluating internal consistency and reliability as shown in the reliability statistics in Table 3.4. Therefore, it was largely decided that all of the research's items were internally consistent and reliable to evaluate school heads administrative managerial abilities because the reliability measure's result was excellent and very high level: α =.907 in the study.

The study's mean was 108.0000, with a variance and standard deviation of 163.034 and 12.76850, respectively, according to the scale statistics as shown in Table 3.4, the instructional effectiveness of instructors. Therefore, the high level of reliability demonstrated by the questionnaire Cronbach's alpha score (α =.907), the researcher cannot assert that the questionnaire is valid. Just the fact that the items measure the same underlying construct is known to the researcher.

3.10 Procedure for Gathering Data

Before gathering data, the researcher obtained approval from Kenyatta University's School of Education, the Department of Education Management, Policy and Curriculum Studies, and the Central Gondar Zone Education Office. This is a prerequisite for conducting the research. After obtaining the permit and letter of authority, the researcher goes to the Central Gondar Zone Education Office, then to instructors, heads, and vice-heads during the semester meeting to gather data. The researcher explained the significance and intent of the study to the participants and also asked for their free assent to participate. Finally, the participants' privacy was maintained.

The researcher distributed all of the surveys to the participants personally. My coworkers from the University of Gondar, where I am presently employed, helped me gather the data from teachers, heads, and vice-heads.

3.11 Method of Data Analysis

Before being coded and subjected to further analysis, the data collected by the questionnaires were first cleaned and edited. Then the emphasis was placed on how to organize the data once it was collected, as well as how to use the right procedures for analysis based on the kinds of questions that needed to be addressed. The data

were then presented in frequency tables. Closed-ended survey responses were counted, calculated, and entered into SPSS version 20. The quantitative data was assessed using frequency and percentage, and the results are shown in a frequency table. The product-moment correlation coefficient of Pearson was therefore used for each variable in this study to determine the relationship between school heads' administrative management skills (conceptual, human relations, and technical) and teachers' effectiveness (use of teaching material, classroom management, and continuous valuation implementation).

Statistics were used to examine each hypothesis. In statistics, the researcher has to make decisions about the hypothesis. Choosing between accepting and rejecting the null hypothesis is one of the decisions. The significance levels are generated for each test in hypothesis testing. The researcher accepts the null hypothesis if the significance level of the test is greater than the specified significance level and rejects it if the significance level is less than the predetermined threshold. For instance, if the correlation coefficient's significance value exceeds the predefined threshold of significance, we can accept the null hypothesis and conclude that there was no relationship between the variables.

Finally, to analyze the significant difference across gender, experience, and field of study of school heads and teachers' independent one-sample T-test and ANOVA were used for analysis.

Table 3.5: Summary of the method of data analysis

Objectives	Nature of data	Statistical technique	Presentation
To determine the association between school heads` conceptual managerial skills and educators` effectiveness	Quantitative	Frequency, percentage and Pearson product-moment correlation coefficient	Frequency Table
To establish the association between heads` human relation managerial skills and instructors` effectiveness	Quantitative	Frequency, percentage and Pearson product-moment correlation coefficient	Frequency Table
To ascertain the association between heads` technical skills and instructors' effectiveness	Quantitative	Frequency, percentage and Pearson product-moment correlation coefficient	Frequency Table
To see the significant difference across gender, experience, and stream of study both in the case of school heads and teachers	Quantitative	Independent one-sample T-test and ANOVA	Frequency Table

3.12 Logistical, Ethical Considerations, and Human Relation Legal Issues

3.12.1 Logistical Considerations

To ensure that the data-gathering procedure was finished on time, the researcher carefully planned the workload's timeline, transportation concerns, and the research costs required for the project. To carry out the study effectively, letters of authorization from the Graduate School of Kenyatta University and the central Gondar Zone Education office were obtained. Prior to gathering the real data, the researcher producing the research tools was forced to proofread the language barrier and examined the questions for clarity, the copies' neatness, the pages' suitability for coding, and the data's suitability for analysis.

The researcher further evaluated the validity and reliability of the instrument in public secondary schools in the West Gondar Zone and made the required adjustments to the instruments as a result. The instruments were then reproduced in sufficient numbers to accommodate each study participant. Finally, the data gathering was placed during the Central Gondar Zone's semester meeting of the heads, vice heads, and teachers.

3.12.2 Ethical Considerations, Human Relations, and Legal Issues

The purpose of the research code of ethics is to support the interests and goals of the researcher while also respecting and upholding the rights of others. As a result, the researcher performed the survey with consideration for the participants' dignity and welfare. The entire technique and goal of the investigation were fully described to the participants, and they were also told of the significance of the informants' involvement in this study. Additionally, the identities of the heads, vice-heads, and teachers were kept private and anonymous. All participants were advised not to enter their names on the questionnaire in order to allay their fears over the research outcomes (Akaranga & Makau, 2016).

Finally, the study was carried out with the participants' informed agreement. By requesting that participants not put their names on the questionnaire, anonymity was also honored. The researcher provided the instruments to each participant only after obtaining their consent. In order to avoid plagiarism, sources were lastly recognized and acknowledged in the reference list.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The study was set to examine the association between school heads' administrative managerial skills and teachers' instructional effectiveness in public secondary schools in the central Gondar zone, Ethiopia. For the practicability of the study, the data were gathered mainly from school heads, vice heads and teachers. As a consequence, this chapter simply offers the findings and discussion of the results based on the topic area based on the study's objectives and research questions. This chapter clearly provides the participants' response rates, biodata, analysis of the theme areas, interpretation of the findings, and discussions on the results.

The objectives that served as the foundation for the results and discussions were as follows:

(i) Determining the association between school heads` conceptual managerial skills and teachers` effectiveness.

(ii) Establishing the association between heads` human relation managerial skills and teachers` effectiveness.

(iii) Ascertaining the association between heads` technical skills and teachers' effectiveness.

4.2 General and Demographic Information

The tools used for data gathering were questionnaires for school heads, vice heads and teachers. The survey was administered to 307 school teachers and 100 school principals /heads and vice heads/. However, from the 307 school teachers, only 285 (92.8%) questionnaires were completed and returned and the other 15 (7.2%)

instruments were incomplete and not returned. Whereas the school principal questionnaires from 100 questionnaires 83 (83%) were completed and returned timely and the remaining 17 questionnaires (17%) were not completed and returned on time.

Generally, the return response rate attained in this study were (92.8%) and (83%) from school teachers and school principals respectively, and was acceptable for data analysis as it was above suggested the minimum return rate of 70 percent (Lewis & Thornhill, 2007).

4.3 The Respondents' Demographic Information

The study required establishing the respondents' demographic information. The respondents' information data include gender, teaching experience, the field of study, and principal experience for each respondent.

4.3.1 Gender of the Participants' (Heads and Teachers)

The study required to establish the respondents' gender and the findings are displayed in Table 4.1.

Table 4.1: Gender of the participants'

Teachers'			Principals'		
Gender	**N**	**Percent**	**Gender**	**N**	**Percent**
Male	198	69.5%	Male	65	78.3%
Female	87	30.5%	Female	18	21.7%
Total	285	100%	Total	83	100%

Regarding gender distribution, the result was displayed by both males and females in public central Gondar secondary schools, in Ethiopia, regarding topics pertaining to

school heads' administrative managerial skills and teachers' effectiveness. From school principals' males constituted 65 (78.3) and the remaining 18 (21.7%) females. From school teachers' males constituted 198 (69.5%) whereas females constituted 87(30.5%). The large proportion of men in both situations may be properly explained by the fact that there aren't many female participants' in the schools as compared to the male participants. However, given such representation, it seems reasonable that a healthy number of females are in the research.

4.3.2 Years of Headship and Teachers Teaching Experience

The participants' were asked to show the number of years they had been in head positions and instructors' teaching experience on the other hand. The answers are shown in Table 4.1.

Table 4.2: Year of Principalship and Teaching Experience

Experience		Instructors		Heads	
	Category	**N**	**Percentage**	**N**	**Percentage**
Teachers Teaching and Principals' experience in Years Respectively	1-5 years	19	6.7%	16	19.3%
	6-10 years	52	18.2%	19	22.9%
	11-15 years	92	32.3%	19	22.9%
	16-20 years	66	23.2%	16	19.3%
	21-25 years	24	8.4%	8	9.6%
	>25 years	32	11.2%	5	6.0%
	Total	285	100%	83	100%

Regarding instructors' teaching experience, 92 (32.3%) of the 285 teachers were found 11-15 years of teaching experience. In addition to this 66 (23.2%) and 52

(18.2%) of teachers have 11-15 and 6-10 years of teaching experience respectively. This implies that most teachers can carry out their everyday tasks without any hardship.

Approximately 69 (81.1%) school heads have more than five years of principalship experience, as illustrated in Table 4.2. This suggests that heads of schools have higher administrative managerial skills to run their institutions successfully. Their prior exposure to the field and work experience may have been crucial for enhancing new methods of operation that enabled them to shine as possible school leaders. In such a setting, they could be able to develop management skills including the technical skills for improved supervision, interpersonal skills for smooth interactions with others, and conceptual skills for meeting academic objectives. This idea is supported by Jones, Mutohar and Trisnantari (2020) that heads demand technical skills that enable them to do instruction in a good manner human relation skills that enable do things with other individuals, and conceptual skills that give the capacity to achieve the common goals of the organizations.

4.3.3 Participants Field of Study

Table 4.3: Participants' Field of Study (Teachers)

	Teachers	
Field of study	**N**	**Percentage**
Natural sciences	149	52.3%
Social studies	136	47.7%
Total	285	100%

Table 4.3, stream of study is an important variable to see the significant difference in the study and to describe from which stream of teachers are practicing in a better way their instructional effectiveness. Therefore, almost equal number of instructors are from the two fields of study 149 (52.3%) teachers are from natural science (Chemistry, Biology, physics, and mathematics) and 136 (47.7%) teachers are from social science studies (Geography, Amharic, English, History, and Civics).

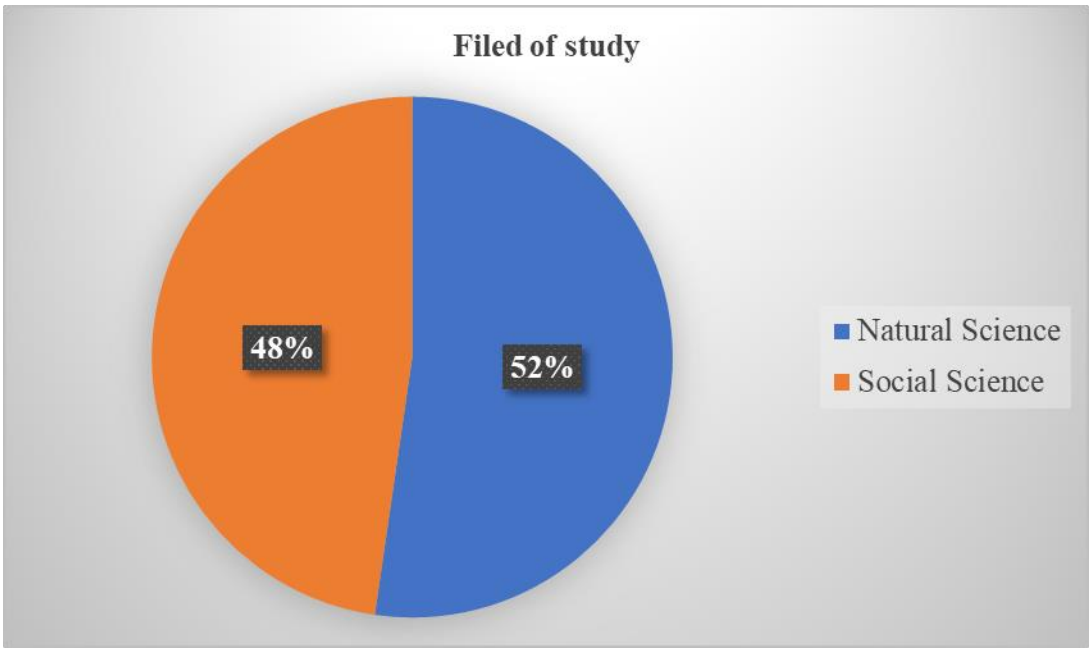

Figure 4.1: Teachers' field of study

Figure 4.1 field of study is an important variable to see the significant difference in the study and to describe from which stream of teachers are practicing in a better way their instructional effectiveness. Therefore, almost equal numbers of teachers are from the two streams 149 (52.3%) teachers are from natural science (Chemistry, Biology, physics, and mathematics) and 136 (47.7%) teachers are from social science studies (Geography, Amharic, English, History, and Civics).

Table 4.4: Principals' stream of Study

	Principals	
Stream of study	**N**	**Percentage**
School Management and Leadership	66	79.5%
Other Disciplines	17	20.5%
Total	83	100%

As depicted in Table 4.4, the majority of the heads 66 (79.5%) have done a course in school management and leadership. This shows that the school heads who participated in the study have managerial and leadership skills to lead the schools effectively and efficiently as compared to those who are from other disciplines and areas of study. However, there are 17 (20.5%) school principals who are not from school management or school leadership profession but rather from other disciplines, social (Chemistry, Biology, physics, and mathematics) and natural sciences (Geography, Amharic, English, History, and Civics). This shows that there are school principals who lead schools with no school management or school leadership expertise.

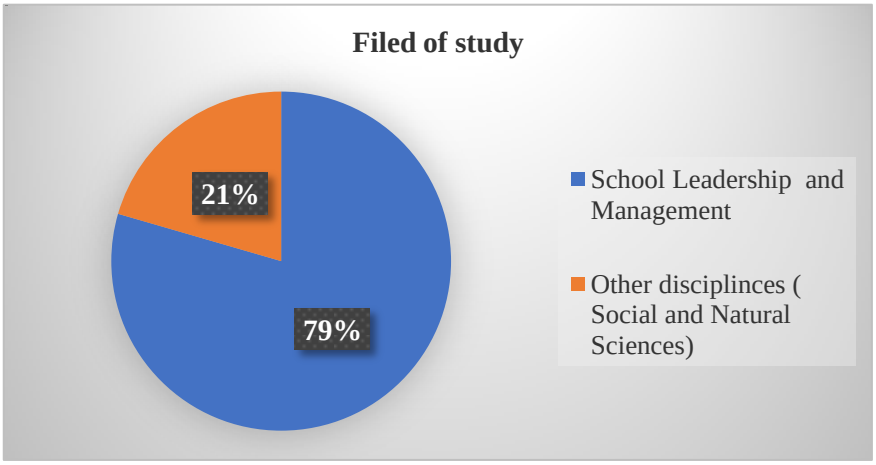

Figure 4.2: Principals' areas of Study

As shown in figure 4.2, the majority of the school principals 66 (79.5%) have done a course in school management and leadership. This shows that the school head teachers who participated in the study have managerial and leadership skills to lead the schools effectively and efficiently as compared to those who are from other disciplines. However, there are 17 (20.5%) school principals who are not from school management or school leadership profession but rather from other disciplines, natural (Chemistry, Biology, physics, and mathematics) and social sciences (Geography, Amharic, English, History, and Civics). This shows that there are school principals who lead schools with no school management or school leadership expertise in the Central Gondar zone, in Ethiopia.

4.4 School Principals` Conceptual Skills

The first objective of the study was planned to examine school heads` conceptual effectiveness and teachers` effectiveness, in Ethiopia. To discourse, this question information was gained from school instructors and 83 heads with the help of closed-ended questionnaires. Their replies, which were rated on a Likert scale of 1 to

4, were Strongly Agree (SA) =4, Agree (A)=3, Disagree (D)=2, and Strongly Disagree (SD)=1. The replies in the columns labeled "strongly agree" and "agree" were added together during interpretation, but the responses in the columns labeled "strongly disagree" and "disagree" were considered together.

4.4.1 Teachers' Response to School Principals` Conceptual Skills

The study intends to examine the school principal's conceptual skills and the teachers' response rate was displayed in Table 4.5

Table 4.5: Teachers' Response to Principal Conceptual Skills (N=285)

My head	SA%	A%	D%	SD%
1. Shares a strategic vision	23.5	57.5	11.2	7.7
2. Communicates the school mission	30.9	43.9	17.2	8.1
3. Creates opportunities to discuss the strategic plans	27	42.8	21.8	8.4
4. Creates an opportunity for teachers to involve in setting school objectives	23.9	50.9	17.5	7.7
5. Allows teachers to participate in decision making	26.3	38.2	28.1	7.4
6. Allocates duties and responsibilities for teachers	35.8	46.3	13.7	4.2
7. Presents the annual reports	35.8	42.8	17.9	3.5
8. Has the capacity to engage in the strategic plan	31.2	42.8		3.2

As specified in Table 4.5, 231 (81%) of the 285 teachers stated that the heads share a strategic vision with stakeholders. This implies that the majority of school principals had a sense of sharing the strategic vision with stakeholders so that the stakeholders will have a sense of belonging and ownership of the school and this leads to them

investing and working closely with staff in the school. It would also indicate that when school principals and different stakeholders work together leads them toward school success. The results agreed with the discoveries of Jackson, et al. (2011) declared that school success heavily relies on when the school principal works together with different stakeholders in a harmonious way.

In teachers' responses in Table 4.5, 213 (74.8%) teachers' responses disclosed that school principals communicate the school mission to stakeholders. Thus, school heads are expected to share the school mission with important individuals who have some effect on the institution and stake for the upcoming. This showed that heads had a view of the mission as providing a vehicle for presenting an organization's purpose and values to stakeholders. The study results agreed with the findings of Hameiri and Jones (2016 who discovered that the majority of heads are capable of explaining the mission to the community.

As shown in Table 4.5, 199 (69.8%) teachers' response revealed that the majority of school principal creates opportunities to discuss the strategic plans with teachers at beginning of each school year. This indicates that the strategic plan was seen by the school's heads as a tool for motivating staff members and other stakeholders to work toward common objectives. This fosters a sense of belonging and motivates teachers to succeed in their everyday work at the school. This study's results support the contention made by Peerce et al. (2017) that school heads devote more time to strategic planning and problem-solving than to other tasks. By doing so, they may address problems for the good of the school, set goals, and prepare for any eventualities that may come.

The results further showed that in Table 4.5, 213 (74.8%) teachers' responses indicated that the school principal creates an opportunity for teachers to get involved in setting school objectives. This implies that school principals are participatory where teachers are involved in the daily operations of the school as it would inspire them to be devoted and enthusiastic in carrying out educational programs, policies, and goals for the institution's success. The research finding agrees with the research of Ngotngamwong (2012) that school managers had a sense of participation in different school activities to make teachers retain, and maintain confidence, dedication, trust, group spirit, and teacher effectiveness. On the other hand, 72 (25.2%) teachers' responses indicated that school principals didn't create an opportunity for teachers to be involved in setting school objectives. This means that there are school principals who are practicing none participatory leadership where teachers are not involved in implementing school plans, policies, and objectives.

In terms of decision-making, 184 (64.2%) out of the 285 teachers who responded to Table 4.5 reported that the majority of school heads included teachers in the process. This demonstrates the school head's understanding that involving educators in various decision-making processes at the school will likely result in better instruction, higher-quality products and services, lower absenteeism and turnover rates, improved problem-solving skills, and lower administrative costs. Generally speaking, the majority of school heads held the opinion that including teachers in the decision-making process may lead to improved educational effectiveness. However, a prior study by Gemechu (2014) found that teachers were involved in the majority of concerns in student disciplinary cases and that their participation in secondary school decision-making was poor.

As indicated in Table 4.5, 234 (85.1%) teachers reported that the majority of the school principal allocates duties and responsibilities to teachers in the school. This entails that the school principals had a sense of getting the job done and make use of the resources at hand so that allocating the duties and responsibilities for teachers in the school reduces workload, tensions, and pressures, distracts teachers' responsibility to the occupation, as well as teachers' instructional effectiveness. This finding is addressed by the previous study results of Awtsena (2019) that school principals' failure to allocate responsibilities for the staff leads to tensions, and pressure affects commitment and reduces the quality of instruction in the school.

With regard to presenting the annual reports to stakeholders, the majority of school principals presented the annual reports to stakeholders based on the responses indicated in Table 4.5, 224 (78.6%) from the 285 teachers. This indicates that the school heads saw the annual reports' value in informing the community about the goals, objectives, accomplishments, use of funds, and monetary efficiency of the school. Additionally, the principal through yearly reports the stakeholder makes choices about the school as an appropriate atmosphere for their children's education and discharges public accountability. This study finding agreed with the previous study finding of Superville (2017) that school instructional effectiveness depends on school principals' skills to interact with stakeholders.

As stated in Table 4.5, 211 (74%) of the 285 teachers described that the heads have the capacity to engage in strategic short and long-term planning. This entails that school principals had a sense of a strategic plan is a road map to lead the school from where it is today to where it would like to be after three, five, or ten years and realizes that can help the school to clarify future directions, to establish priorities, to

diversify services and to deal with the dynamics of the situation in the world. However, the previous study's finding contradicts the finding of Alberchts and Balducci (2013) that the extent of principal engagement in tactical planning experienced in secondary schools in the Machakos district more than half the schools lacked tactical plans.

4.4.2 Teachers' Response to Heads' Human Relation Skills

The next objective of the study was planned to examine school heads` human relation skills and teachers` effectiveness in the Central Gondar Zone, public secondary schools, in Ethiopia. To discourse, this question information was gained from 285 school instructors and 83 school heads with the help of closed-ended questionnaires. Their replies, which were rated on a Likert scale of 1 to 4, were Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, and Strongly Disagree (SD)=1. In the process of interpretation, the replies in the disagree and strongly disagree columns were considered as one group while the replies in the agree and highly agree columns were added together. The teachers' response rate was shown in Table 4.6 of the study, which intends to examine the human relations skills of heads.

Table 4.6: Teachers' Responses on Heads Human Relation Skills (N=285)

My head	SA%	A%	D%	SD%
Uses easy, clear, and simple languages	47.7	39.3	9.1	3.9
Listens to teachers' ideas	30.9	46.0	17.9	5.3
Manages emotions	26.7	44.9	20.7	7.7
Treats teachers properly	21.1	50.2	21.8	7.0
Praises and appreciates teachers	25.6	42.8	24.2	7.4
Fair and impartial	31.9	37.2	21.8	9.1
Considers teachers' opinions and views	22.5	49.5	24.2	3.9
Arranges induction to welcome and socialize teachers	24.2	41.4	22.1	12.3

As indicated in Table 4.6, 284 (87%) of the majority of school teachers described that school principal uses easy, clear, and simple language to communicate with teachers. This implies that the school heads had the skills to effectively communicate to foster between heads and teachers as a crucial element for the successful completion of teaching in the school. The research finding agrees with the previous research finding of Muamedi and Ariffin (2017) that the school heads' communication is morally sound and integrates clear and simple languages. This study's findings, however, are in direct opposition to a prior study by Arelsting (2008), which found that ineffective communication among heads results in errors that have an adverse impact on teachers' ability to impart knowledge.

The results also revealed that in Table 4.6, 219 (76.9%) school principals listen to teachers' ideas. This involves school principals having the intellect of supportive and genuinely concerned about the feelings of the school teachers during the

communication processes through emphatic listening. The finding of this research agrees with the findings of the previous research of Longweni and Kroon (2018) that school principals listen to their school teachers' ideas attentively and this would create a strong relationship and supportive workplace climate that would help instructors maintain their effectiveness as teachers in the classroom.

As shown in Table 4.6, 204 (71.6) that the respondents indicated that the school principal manage his or her emotions while he or she is communicating with teachers**.** This entails the school principal having the capability of managing and controlling emotions while he/she is communicating with teachers, and patiently keep listening till the speaker finishes. This capability of cooling down before pinpointing responses heavily would create peace instead of conflict in the workplace environment among the parties. This research discovery is supported by the previous research of Luthans (2011) that the practice revealed that school principals had the capability of managing their emotions while communicating with teachers and further such ground leads to effectiveness in the workplace. On the other hand, 81 (28.5) of teachers' responses indicate that school principals did not manage his/her emotions while she /he was communicating with teachers. This implies that there are school principals who don't have the capability in creating peace instead of conflict in the workplace environment.

Further, as shown in Table 4.6, 203 (71.3%) of the respondents answered that most school heads regarded teachers as experts and treated them with respect and dignity at work. This suggests that the school heads believed that leadership is a social effect of the activities of the group of people to accomplish common educational goals. They also may have had a feeling of encouraging teachers to reach their goals. As a

result, the success of the school may depend on how sensitively school heads handle, recognize and attempt to address the requirements of the school teachers. Accordingly, school teachers easily accomplish their academic objectives, making it feasible for them to coexist in a harmonious social environment (Nelson, Hegtvedt, Haardörfer & Hayward, 2019).

On the basis of the results in Table 4.6, 195 teachers (68.4%) say that school heads appreciate and value their contributions to the classroom. This demonstrates that the majority of school heads understood the value of praising and honoring teachers for their work. Additionally, concentrating on the main objective, sincere expressions of gratitude for individual accomplishments, and regular acknowledgment are crucial elements in helping teachers be effective and efficient to meet the school's goals. The results of this study concur with those of a prior study by Amoatema and Kyeremeh (2016), which showed that many heads were increasingly using rewards to be effective and efficient in achieving high performance and productivity. Heads understand the psychology of prizing employees for their good work and apply the principles of employee appreciation. Contrarily, 90 (31.6%) of teachers' responses indicated that school principals did not praise and appreciate teachers' performance. This suggests that school heads did not foster an atmosphere of cordial, helpful relationships while concentrating on the actual reward, and sincere statements of gratitude for individual accomplishments.

As shown in Table 4.6, 191 (69.1%) teachers' responses indicated that principals were fair and unbiased to every teacher in the school. This implies that school heads treated teachers fairly and without bias, which fosters a climate of respect, consideration, and enthusiasm for putting up the necessary effort to meet the

institution's objectives. Heads also recognize that there is no such thing as better or inferior people and their managerial ability and personalities encourage teachers to give their all to the school's objectives. Furthermore, school heads are aware that treating employees fairly is a powerful tool for preventing staff members from planning to leave their institutions. This supports the findings of a prior study by Awtsena (2019) which found that school heads should treat teachers fairly and impartially in order to maintain their commitment to the profession, happiness at work, and productivity.

Similarly, heads should carefully consider any potential effects on employee morale and performance of such character employees based on the previous study by Hassan (2013) found that biasing and partial treatment of employees had a significant negative impact on personnel performance in government schools. However, 94 (30.9%) of the instructors responded that they felt the school heads treated them unfairly and were prejudiced. This suggests that there were heads of schools who did not treat teachers fairly and without favoritism, and this fosters a climate of motivation to put a lot of effort to meet the goals of the institution.

As indicated in Table 4.6, 205 (72%) teachers' response revealed that the majority of school principal considers teachers' opinions and views in their decision-making. This entails that school principals had the sense of considering teachers' views and opinions in decision-making to enhance students' performance and achieve the predetermined goals. In turn, the participation of teachers in decision-making would permit feelings of belonging and a good phase of achieving instructional objectives. In line with this, this finding agrees with the previous study by Mailool (2020) that

the participation of teachers has a significant contribution to improving the quality of principals' decisions, it is expected that secondary school teachers have the rights and duties to provide ideas and opinions that are constructive as the manifestation of a sense of responsibility to decisions taken to improve school achievement and the art of educational management is should consider the paradigm of participatory decision making that needs to be developed continuously. Contrarily, 80 (28%) of teachers' responses indicated that heads did not consider teachers' opinions and views in the decision-making. This implies that there were school heads who had a view of considering teachers' views and opinions in decision-making is useless to achieving the predetermined goals of the school.

Similar to this, school heads that involve their workers in decision-making will have productive employees, know their existence, improve social cohesion, and lower stress and attrition. This, however, conflicts with a prior study by Mohamed (2011) found that school heads are more likely to overlook chances to include input from others in decision-making when they feel in control and are giving up authority.

As shown in Table 4.6, 187 (65.6%) teachers' responses indicated that school principals arrange induction to welcome and socialize the newly employed teachers. This indicated that school principals had the sense of induction that plays a critical role in creating the atmosphere for beginning teachers' success in their profession. This research's findings support those of a recent study by McGeehan (2019), which found that induction time and a supportive environment for teacher growth in the school system are crucial requirements and major factors in their success as new teachers. On the other hand, 98 (34.4%) teachers' responses indicated that school principals did not arrange induction to welcome and socialize the newly employed

teachers. This implies that they were school principals that had a sense of induction that did not play a key function in creating the atmosphere for beginning teachers' success in their profession.

Moreover, principals realize that the academic success of students relies on the effectiveness of their teachers in relation to teachers' induction programs and the training program for new teachers is a critical factor connected to their desire and willingness to remain or leave the profession. Besides, the principals consider newly employed teachers can be a bad time for anxiety because new teachers are faced with so many problems in the task assigned because they are in an unfamiliar setting with unfamiliar task procedures and unfamiliar people unless arranging induction to welcome and socialize. This finding also agrees with the prior study by Nishimoto (2018) that induction empowers newly employed teachers to overcome the anxiety of a new workplace environment and instantly adjust and outshine the duty and responsibility.

4.4.3 Teachers' Responses on Principals' Technical Skills

The third objective of the study was intended to examine the association between heads` technical skills and teachers' instructional effectiveness. Through the use of closed-ended questionnaires, data for this discussion was collected from 83 school principals and 285 secondary school teachers. Their replies, which were rated on a Likert scale of 1 to 4, were Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, and Strongly Disagree (SD)=1. While the replies under the columns disagree and strongly disagree were considered separately during interpretation, the responses under the columns agree and highly agree were added together.

Table 4.7: Teachers' Response to School Heads Technical Skills (N=285)

My head	SA%	A%	D%	SD%
Assists teachers in lesson plan preparation	31.9	40.0	21.1	7.0
Participates to manage students' discipline	33.0	48.1	14.4	4.6
Has the capacity to advise on methods of teaching	22.8	39.3	30.5	7.4
Ensures the availability of teaching resources	22.8	51.2	20.0	6.0
Has the capacity to assist teachers to use appropriate teaching materials	21.1	46.0	26.0	7.0
Has the ability to visit, observe classroom teaching and give feedback	27	42.1	23.5	7.4
Has the ability to assist teachers when they face challenges	20.7	46.7	26	6.7
Has the ability to make corrections to lesson plan	21.4	39.3	28.4	10.9

As it is revealed in Table 4.7 206 (71.9%) of teachers said that heads in the school help them prepare lesson plans for the subjects they teach. This showed that school heads understood that a lesson plan should include all of the following crucial components: teaching objectives, activities, assessment procedures, and teaching methods. A lesson plan is simply a schedule that instructs teachers on what to do with a particular group of students at a particular time. As a result, heads made sure that assisting teachers in lesson preparation prior to their instructional teaching would increase their confidence and efficacy. The finding goes with the prior study by Muhammed and Sabeen (2011) empowering confidence and delivering

professional help for teachers ahead of instructional teaching enables them to resolve when they face problems in teaching. Contrarily, 79 (28.1%) teachers' responses indicated that school principals did not assist teachers in lesson plan preparation. This means that there were school heads who had not had the idea that a plan is a timetable that informs teachers what to do at a particular time and the lesson plan is should contain very important elements; teaching objectives, activity, assessment procedures, and methods of teaching for the given subject matter.

As indicated in Table 4.7, 231 (81.1%) teachers' responses showed that the heads are energetically participating in handling pupils' discipline in the school. This shows that school principals are involved to support teachers in managing and controlling student discipline. The results of this finding agree with the previous study findings of Mphale and Mhlauli (2014) that school heads who back educators to perform their duty and responsibility would result in effective instructional teaching in the school. On the other hand, 54 (18.9%) teachers' responses indicated that they were school principals who did not actively participate in managing students' discipline. This implies that school principals are not involved to support teachers in managing and controlling student discipline in the school.

Additionally, school principals should be instrumental in inspiring students to respect rules and regulations. Additionally, the head of the school should clarify the purpose behind the rules and regulations so that pupils understand breaking them will result in consequences. However, because school heads and students may have divergent views, creating a set of regulations that regulate student discipline is challenging (Ann, 2018).

As stated in Table 4.7, 177 (62.1%) teachers' responses revealed that the school principal has the capacity to advice on methods of teaching for a particular lesson topic. This indicated that school principals were proactive in helping teachers in selecting the appropriate teaching methods for the particular subject and had a view of the general principles of the method and practice of teaching, and management strategies of classroom instruction. Moreover, school principals provided leadership on the choice of instructional methods largely depending on numerous reasons such as the educational philosophy of the teacher, the demographic of the classroom, subject matter, instructional media used, and the mission of the school. The findings agree with the prior study by Ampofo, Onyango and Ogola (2019) that school principals were active participants helping teachers in select appropriate instructional methods so that they can ensure academic excellence through quality education.

As stipulated in Table 4.7, 211 (74%) teachers' responses designated that the school heads ensure the availability of teaching resources. This entails that school heads facilitate successfully the instruction. So that the school heads had the mandate to ensure the availability and proper management of instructional resources that would facilitate the performance of teachers in instructional effectiveness. The results of this study are consistent with a previous study by Alguchaab (2011), which found that good school heads support teachers by providing them with instructional tools, which in turn motivates them to complete the tasks and meet goals.

The result also indicated that school heads in Table 4.7, 191(67.1%) teachers' responses that the majority of the school heads have the capacity to assist teachers to use appropriate teaching resources. This involves teachers having the sense of the

availability of instructional resource prospects that would be used to encourage teachers to be effective in teaching. Thus, the study discovered that the majority of the school heads are capable of scaffolding the teacher in the provision of instructional resources, which highlights that the school principals have adequate technical skills in instructional teaching. Similarly, Gamage, Adams and McCormack (2009) emphasize that effective school heads support teachers by making instructional resources accessible to increase teachers' comfort levels, performance, and dedication to the field, as well as to increase student anemic achievement.

As stated in Table 4.7, 197 (69.1%) teachers reported that the school principal has the skills to visit, observe classroom teaching and give feedback to teachers. This involves the school principal having an idea of the school principal has a great role in relation to classroom teaching supervision and observing and analyzing his or her teachers' classroom practice and giving immediate reactions based on the observation to the classroom teacher. Therefore, this is a situation where the head is working with instructors and learners and the principal is an eyewitness to observe systematically the classroom teaching-learning process. The results of this study are consistent with those of the earlier study by Marzano (2011), which found that school heads oversee and monitor educators and scaffold instructors by giving them immediate reactions to their instructional practices. This helps educators become effective and efficient in their work and more easily achieve their goals.

Similarly, the results of the study agree with the prior study by Ekpoh and Eze (2015) that the higher the principals' use of the supervisory technique of classroom visitation, the higher teachers in instructional effectiveness in terms of instructional

teaching ability, student assessment, classroom discipline, communication effectiveness, and use of teaching resource in teaching-learning processes.

As indicated in Table 4.7, 192 (67.4%) of teachers declared that the school principal has the capacity to assist teachers when there is a difficulty with the scheme of work. This infers that the school principals had an idea of what challenges teachers are facing and what kind of solutions were taken to overcome the challenges. As the impacts of the problem on teachers would have a negative result on instructional effectiveness in particular and school success in general. This study finding goes with the previous study findings of Kimoto et al. (2011) that when heads get rid of teachers' challenges, will be happy, give respect to heads and strive hard for the attainment of the objectives.

On the other hand, Agyei (2011) reported when teacher challenges remained unsolved by the principals in the school, would result in high turnover, less commitment to the profession, less dedication, and less morale which leads to poor instructional effectiveness.

As shown in Table 4.7, 173 (60.7%) teachers' responses revealed that the school principal has the capacity to make corrections to lesson plans before being used by teachers for actual teaching. This entails that the school principals had the idea of supervising teachers' activity before the classroom teaching and helping teachers to develop confidence and readiness while carryout the actual teaching in the classroom. The finding agrees with the prior study by Muhamed (2011) that building self-confidence and readiness before the actual teaching and learning process enables teachers to overcome certain problems that occur in the classroom and well prepared them to make effective instructional teaching. On the other hand, 112

(39.3%) of teachers' responses indicated that they were school principals who had no capacity to make corrections on lesson plans before being used by teachers for actual teaching. This implies that school principals lacked the capacity to supervise teachers' activities before instruction and help educators to develop confidence and readiness while carryout actual teaching.

4.5 Principals' Response on Teachers' Continuous Assessment Implementation

To discourse, this question, information was gained from school principals with the help of closed-ended questionnaires. A Likert scale of 1 to 4 was used to rate their replies, with Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, and Strongly Disagree (SD)=1. Throughout interpretation, the answers under the column strongly agree and agree were calculated together while the answers under the column disagree and strongly disagree were added together. The study intends to examine teachers' instructional effectiveness in continuous assessment implementation and the principals' response rate was presented in Table 4.8.

Table 4.8: Heads' Responses on Teachers' Continuous Assessment Implementation (N=83)

School teachers'	SA%	A%	D%	SD%
Apply continuous assessment	24.1	62.7	8.4	4.8
Use different assessment techniques	31.3	53	12	3.6
Employ formal and informal assessment	22.9	50.6	21.7	4.8
Apply strategies to assess students` progress	28.9	37.3	32.5	1.2
Provide the achieved result as feedback	26.5	45.8	21.7	6
Design follow-up activities	26.5	49.4	22.9	1.2
Use continuous assessment	36.1	47.0	14.5	2.4
Use question-and-answer sessions	30.1	55.4	14.5	-

As stipulated in Table 4.8, 69 (83.1%) of the 83 principals reported that the school teachers apply continuous assessment in their plan in the instructional process. This implies that the majority of school teachers had a sense of cascading assessment plans and implementing them in the instructional process to improve student academic achievement, evaluate students' learning progress, update teaching techniques, and encourage and rate students' accomplishments. The result agreed with the prior study by Arega, Getinet and Abebe (2014) stated that school teachers develop a regular assessment plan at the start of the academic year and believed that a powerful tool for improving student learning outcomes, educational quality, and maintaining academic excellence.

As stated in Table 4.8, 74 (84.3%) heads reported that most school teachers use different valuation methods to assess students regularly. This implies that teachers will employ a variety of methods to evaluate each student's academic performance over time, in realistic situations, and in a diversity of situations. As a result, students who may not perform well in some activities have the chance to show their knowledge and skills in other forms of valuation techniques. These various valuations also elicit data on students' capacity to apply what they have learned in new contexts. The result of the study supported by the prior study by Jimaa (2011) that school teachers use different assessment techniques to assess students' academic performance as a means of helping students to learn, a way of reporting students' progress, a means of achieving learning objectives, meeting the needs of different types of learners in instruction and a means of making decisions about instruction.

As indicated in Table, 4.8, 61 (73.5%) principals revealed that school teachers employ formal and informal assessment techniques to measure students` academic

performance. This entails that school teachers had a view on the assessment that can quantify what and how well the pupils have learned, determine the student's level of ability or knowledge of the subject matter, track students' development, and be easily incorporated into regular classroom activities in the classroom instruction. This result of the study agrees with the idea forwarded by Anderson, Butler, Palmiter and Arcaira (2016) that teachers use formal and informal assessment techniques to stimulate and measure engagement in the learning activity by the students and can measure mastery of learning in the instructional process.

As shown in Table 4.8, 55 (66.2%) school principals reported that school teachers use different strategies to assess pupils' advancement in daily activities. This involves school teachers had a view of using different strategies to measure student academic progress like quizzes and exams, projects, tests, oral questions, picture demonstrations of library or laboratory investigation, and portfolios (gatherings of work) and this creates different opportunities to measure different learning objectives that are not possible to measure in one and a good opportunity for the learners to meet their needs is different strategies to measure their academic progress. The finding agrees with the prior study by Tesfaye (2017) that school teachers collect information to understand the progress of the students learning using a variety of strategies like a checklist, formal tests, observations, the home taken assignments, self-assessment, creative writing, and portfolios.

As shown in Table 4.8, 68 (72.3%) school principals revealed that school teachers provide the achieved result as feedback to evaluate their instructional process effectiveness. This implies that instructors in schools had a clear understanding of how to use assessment for learning as a tool for investigating what their students

know and can do as well as any misunderstandings or gaps they may have. As a result, the investigation's findings serve as the foundation for figuring out what instructors should do next to advance pupils' learning. The study's findings are in line with a previous study by Abejehu (2016), which found that educators should create valuation tasks that provide a window into what pupils already know and are capable of doing. Teachers should then use the knowledge gained from this process to design worksheets, questions, or other strategies that is probable to offer them information that will be supportive of their preparation and instruction. Marking or grading is not to compare or rank students' performance but rather to grasp each pupil's strengths and weaknesses and give them feedback that will help to learn and to teach more effectively.

As stated in Table 4.8, 63 (75.9 %) school principals reported that school teachers plan follow-up activities to monitor student academic progress. This implies that teachers understood how important it was to keep an eye on pupils' progress and how important it was to distinguish effective teachers and schools from those that weren't. The results of this study are consistent with the claims made by Vaccaro and Sabella (2018) that teachers should track pupils' progress in order to inform the level of instruction and provide feedback to students on their academic progress. When teachers design student follow-up activities, they typically mean the following: asking questions to pupils during class discussions to make sure they understand the material being covered, moving around the classroom during classwork and talking with individual pupils about their work, assigning, gathering, and modifying homework, recording grades, presenting regular reviews with students to make sure they comprehend the material being covered.

As can be seen in Table 4.8, 69 (83.1%) heads stated that most teachers frequently evaluate pupils' progress to increase their achievement. This implies that teachers came up with the idea to broaden their understanding of valuation include not only measuring learning outcomes at the end of a particular period to determine who was promoted or detained but also, more importantly, to improve pupils' performance. However, many teachers have viewed valuation as a way to measure learning attainments. The findings of this study are in line with those of an earlier study by Asamoah, Shahrill and Abdul (2022) which showed that teachers use intended valuations to support lessons they are teaching pupils and are an effective way to close the achievement gap between pupils' existing performance and the expected learning outcomes to be achieved.

As indicated in Table 4.8, 71 (85.5%) school principals revealed that school teachers use question-and-answer sessions during the instructional process. This demonstrates that most teachers in educational institutions understood the value of effective questioning and answering, which is used to gauge pupils' comprehension levels and spot any potential problems in the way instruction is provided. The findings of this study are consistent with the claim made by Van de Pol, Volman, and Beishuizen (2011) that questions and answers can be used to stimulate students, get them to listen intently, analyze their thoughts, and think critically, start discussions, review material, and create a learning environment that encourages pupils' thinking. It is not surprising that asking and responding to questions has long been regarded as a trustworthy sign of teachers’ caliber.

4.6 Heads' Responses on Teachers' Effectiveness in Classroom Management

Information was gathered from school heads using closed-ended questionnaires to answer this question. Their answers were graded on a Likert scale of 1 to 4, with Strongly Agree (SA) equaling 4, Agree (A) equaling 3, Disagree (D) equaling 2, and Strongly Disagree (SD) equaling 1. In the interpretation process, the answers in the disagree and strongly disagree columns were calculated as one group whereas the answers in the agree and strongly agree columns were added together. The study intends to examine teachers' instructional effectiveness in classroom management and the heads' response rate was displayed in Table 4.9.

Table 4.9: Heads Responses on Teachers' Effectiveness in Classroom Management (N=83)

School teachers'	SA%	A%	D%	SD%
Have the ability to improve classroom management	25.3	53	18.1	3.6
Have the capacity to inspire students' interest	22.9	51.8	24.1	1.2
Have the ability to manage the class	18.1	61.4	19.3	1.2
Apply the good practice of classroom management	26.5	48.2	24.1	1.2
Have the ability to resolve conflicts	16.9	62.7	20.5	-
Have the capacity to handle student misbehavior	25.3	53	18.1	3.6
Have the ability to use an interactive approach	26.5	55.4	14.5	3.6
Have the capacity to intervene when students talk inappropriately	21.7	54.2	24.1	-

As indicated in Table 4.9, 65 (78.3) school principals disclosed that the majority of school teachers have the ability to improve classroom management using active

learning methods of teaching in the classroom. This implies that the classroom is a palace where pupils and educators interact most frequently and incorporating active learning techniques into the instruction is one of the best ways to improve classroom management. The findings of this study are consistent with those of a previous study by Hagenauer (2015), which discovered that instructors should be approachable toward students and use appropriate teaching strategies and participatory lessons on a regular basis to improve classroom management.

As stated in Table 4.9, 62 (74.7%) school principals unveiled that the majority of school teachers have the capacity to inspire students' interest by using the good practice of classroom management. This implies that instructors who were successful at motivating students to learn did so by creating a supportive learning environment in the classroom, emphasizing proactive rather than reactive strategies, and creating rules and guidelines for keeping pupils engaged in lessons and working on assignments. The results of this study confirm those of an earlier study by Omahony (2014), which found that teachers can boost students' interest in the lessons by providing guidance, directing them to counselors, moving students' seats, ordering disruptive students to stand during class, emphasizing the value of cooperation and involving students in various activities.

As stated in Table 4.9, 66 (79.5%) school principals reported that school teachers have the ability to manage the class well so as to learn the students excitedly. This entails instructors able to evaluate the various basics and phases of a lesson, select and provide appropriate material, and diminish causes of disruption in the classroom. Furthermore, teachers understand that good classroom management can help pupils to reduce their stress levels and learn excitedly without fear, and can also

build up students' self-management and learning skills in the classroom. However, the findings of this study contradict with the previous study by Akpomi and Amesi (2013) which showed that many school instructors lack classroom management skills, and as a result, educators today teach while students are not paying attention to the lessons.

As indicated in Table 4.9, 62 (74.7%) school principals reported the majority of school teachers to apply the good practice of classroom management in order to motivate students in learning. This implies that school teachers believed that well-organized classroom management boosts pupils' motivation and interest and making easier to achieve relevant lesson objectives. This study's findings agree with previous studies by Hung and Fan (2014) that classroom management is directly correlated with student learning motivation so teachers must create a learning environment that drives interest and motivation to the learner to gain knowledge.

As specified in Table 4.9, 66 (79.6%) school principals revealed that the majority of school teachers have the ability to resolve conflicts among students to ensure teaching effectiveness. This implies that school teachers are capable of resolving conflicts in the class: they have strategies to deal with conflicts, work on being knowledgeable about sources of conflict, and try to bring change the situation. Furthermore, educators strive to develop positive relationships with students by being accountable and responsible for their duties, involving pupils in decision-making, understanding individual differences, and ensuring the school environment is safe for learning. The findings of this study support Barmao's (2012) contention that educators strive to be accountable and embrace transparency in the decision-making process, participate in conflict resolution, use legitimate decisions and share

information to reduce the permanency of conflicts, and limit unorganized communication channels that lead to conflicts.

As depicted in Table 4.9, 65 (78.3%) school principals indicated that the majority of school teachers have the capacity to handle student misbehavior during class. This comprises the school teacher's ability to manage student misbehavior during class by increasing students' cooperation and engagement in the activity, keeping an appropriate learning environment, managing classroom space, time and activities, and establishing clear rules and procedures to coordinate classroom activities. The findings of this study, however, contradict with the previous study by Gable, Hester, Hester, Hendrickson and Sze (2005) that the major factors can challenge educators to handle student behavior. For example, the ability to manage a variety of student groups, the inability to take interventions, the capacity fosters positive social interactions, and the capacity to identify the causes of misbehavior.

As indicated in Table 4.9, 68 (81.9%) school principals revealed that the majority of school teachers have the ability to use a teaching approach that encourages interaction among students. This entails that school teachers had an idea that interactive teaching promotes critical and reflective thinking, and develops knowledge and skills that enable students to achieve learning objectives. The results of this study concur with those of a prior study by Krahenbuhl (2016) that interactive teaching will help students learn content, advance skills, and maintain discipline. In order to maintain a conducive teaching environment, educators must encourage and motivate students to fully engage in learning.

As stated in Table 4.9, 63 (75.9%) school principals revealed that the majority of school teachers have the capacity to intervene when students talk inappropriately

during class. This implies that educators in schools must have the understanding that classroom management in the twenty-first century necessitates proactive discipline measures that propose preventing conflicts and problem behaviors of pupils rather than punishing misbehaviors as they occur in teaching and learning. This finding of the study supports the earlier study by Erdem and Kocyigit (2019) which found that teachers intervene when students talk disrespectful manner in the classroom by verbally warming, ignoring, enforcing sanctions, turning to violence, changing the environment of the class, and leaving the room.

4.7 Heads' Responses on Teachers' Effectiveness in the Use of Teaching Resources

Information was collected from school heads using closed-ended questionnaires in order to discuss this question. Their answers were scored on a Likert scale from 1 to 4, with Strongly Agree (SA) being equal to 4, Agree (A) being equal to 3, Disagree (D) being equal to 2, and Strongly Disagree (SD) being equal to 1. Throughout interpretation, the answers under the column strongly agree and agree were calculated together while the answers under columns disagree and strongly disagree were treated together. The study intends to examine teachers' instructional effectiveness in classroom management and the heads' response rate was displayed in Table 4.10.

Table 4.10: Principals' Responses on Teachers' Effectiveness in the Use of Instructional Media (N=83)

School teachers'	SA%	A%	D%	SD%
Use a variety of teaching resources	16.9	4.9	31.3	6
Apply technological innovations as a teaching resource	18.1	27.7	45.8	8.4
Use the internet as a resource to get knowledge	16.9	45.8	26.5	10.8
Use instructional materials to make instruction real and permanent	12	45.8	34.9	7.2
Employ instructional materials that make the lesson more interesting	22.9	42.2	32.5	2.4
Apply instructional materials that create a faster understanding	13.3	51.8	33.7	1.2
Use instructional materials that promote retention	14.5	49.4	31.3	4.8
Use instructional materials that can create meaningful communication	18.1	54.2	25.3	2.4

As indicated in Table 4.10, 52 (62.7 %) school principals reported that school teachers use a variety of teaching resources to enhance the instructional process in the class. This suggests that educators in schools are aware of the significant opportunities that using a variety of teaching resources presents for students to explore ideas and knowledge, find solutions to issues, and closely coordinate and integrate the subject matter. The results of this study concur with those of a previous study by Busljeta (2013) that without representations of visual and audio-visual materials on a daily basis, it is difficult to imagine today's education took place. As a result, utilizing a variety of teaching resources involves more than just enhancing the instructional process; it also promotes active learning, the acquisition of new

knowledge and skills, as well as the adoption of positive values and attitudes in the lives of pupils.

As stated in Table 4.10, 45 (54.2%) school principals reported that the majority of school teachers are not applying technological innovations as a teaching resource for teaching and learning in the class. This entails that school instructors are not capable of applying and integrating new technology effectively as a teaching resource because of pedagogical beliefs, lack of innovativeness, lack of access to good infrastructure, traditional school culture, and teacher's workload. This study's findings support those of a previous study by Buabeng (2012), which found that teachers do not use technological innovations as teaching resources due to a lack of expertise, lack of confidence, a lack of pedagogical training, limited access to infrastructure, the rigid structure of traditional curricula.

As shown in Table 4.10, 52 (62.7%) school heads reported that the majority of teachers use the internet as a source of information to improve the effectiveness of instruction. This implies that teachers knew the Internet was the most useful source of information, an integral part of our daily lives, and a key tool for improving the quality of instruction. The Internet is a very effective information system as a resource to acquire knowledge because it facilitates the transfer of information between various points. Teachers and academicians of all ages and occupations who conduct scientific research and prepare projects to favor using the Internet as a source of information because it is the simplest, fastest, and most affordable way to get access to pertinent data. The results of this study concur with those of a previous study by Yasar and Veronesi (2015) that instructors' use internet as a source of knowledge in the classroom has given quick access to a variety of resources and

pertinent information for instructional effectiveness. Furthermore, the widespread use of the internet as a source of knowledge resulted in extra advantages because these resources can now be used at any time and place.

As stipulated in Table 4.10, 58 (57.8%) school principals indicated school teachers use instructional materials that make the instruction real and permanent. This implies that teachers had a sense of different teaching strategies in mind that educators could use in the classroom to make a concept more concrete during the instruction. Additionally, instructional resources should not serve as a substitute for learning; rather, they should support it. Finally, when using a variety of teaching sources to illustrate a single idea in a classroom setting in a different way, it is important to take into account the individual differences among the pupils to understand the concept being taught. The results of this study are consistent with a previous study by Amadioha (2009), which found that teachers use instructional resources more to make learning real and lifelong than to decorate the classroom or display items at national shows.

As stated in Table 4.10, 54 (65.1%) school principals revealed that the majority of school teachers apply instructional materials that make the lesson more interesting. This entails that school teachers had the knowledge of using teaching materials has an indispensable part in the instruction, which makes learning and teaching more interesting, practical, realistic, and appealing to the sense organs of students and makes the lesson more interesting than unusual. Additionally, they allow for the active and effective participation of both educators and pupils in class, as well as the development of knowledge, attitude and skills, self-awareness, and self-actualization. The results of this study support the findings of a previous study by

Olayinka (2016), which found that school teachers use instructional resources as objects or devices to present their lessons to the pupils logically and sequentially, attract to the pupils' sense organs during the instruction, make the interaction more interesting in particular, and enhance the quality of instruction general.

As depicted in Table 4.10, 54 (65.1%) school principals revealed that the majority of school teachers apply instructional materials that create a faster understanding of the concept for the learners. This implies that teachers had the awareness that, in the past, it had been hard to imagine interactive classroom teaching and learning resources that is why classes became very monotonous and it was difficult for pupils to understand concepts quickly and without spending a lot of time. As a result, the resources used in teaching and learning are being designed to eliminate boring teaching and learning techniques. The results of this study support the findings of a previous study by Ampa (2015) that response-strengthening teaching and learning resources have given way to knowledge acquisition for knowledge construction and these allow pupils to grasp concepts quickly and simply. In this situation, instructors offer a setting where pupils can interact with the teaching and learning resources to build their knowledge, attitude, and skills.

As documented in Table 4.10, 53 (63.9%) school heads indicated that most of the school teachers use instructional resources that promote the retention ability of pupils in the instruction. This implies that teachers had the notion that teaching resources offered assistance to the educators in the presentation and transmission of educational content, retention of information, and accomplishment of educational objectives. The primary goals of the teaching-learning resources put into practice by teachers are to teach pupils academic concepts and to help them achieve their goals

and objectives. The study's findings are in line with those of a previous study by Setyowati (2018), which found that teaching-learning resources frequently inspire students, foster creativity, aid in information retention, draw on prior knowledge, and support the processes of interpreting, understanding, organizing the contents being taught. Additionally, the same source claims that teaching resources foster logical thinking, reasoning, and good communication as well as help students develop a variety of skills, values, and attitudes that enable them to effectively comprehend academic concepts.

As indicated in table 4.10, 60 (72.3%) school heads reported that most teachers use instructional resources that can create meaningful communication in the learning and teaching process. This entails that school teachers had an idea of the introduction of teaching-learning resources in educational institutions is considered one of the key issues that would enhance student learning, and produce meaningful communication between the teacher and pupils. The study's findings are in line with a prior study by Busljeta (2013), which found that the use of teaching-learning resources aids in fostering meaningful and effective communication between teachers and pupils as well as among students during the instructional process.

4.8 The Relationship between Heads' Managerial Skills and Teachers Instructional Effectiveness

Pearson product-moment correlation was used to establish whether there is a significant association between heads' managerial skills and teachers' instructional effectiveness in public secondary schools, in Ethiopia. This was used to ascertain the strength and direction of the association between heads' managerial skills and teachers' instructional effectiveness. Correlation is an effect size and so the

researcher can verbally define the strength of the correlation using the guide that Schober, Boer and Schwarte (2018) suggest interpreting the output of the Pearson correlation coefficient putting in mind the following arguments: Strength (strong, moderate, weak), direction (positive, negative), significance (significant, non-significant). Values rate from 0.7 to 1 for strong, 0.3 to 0.7 for moderate, and less than 0.3 for weak. Additionally, the p-value > 0.05 was considered insignificant whereas the p-0.05 was considered significant.

4.8.1 The Relationship between Heads' Conceptual Skills and Teachers' Classroom Management

Table 4.11: Analysis of the association between the conceptual skills of heads and the classroom management of teachers (N=368)

Variables	Correlations	Variables	
		Conceptual skills	Classroom management
Conceptual skills	Pearson Correlation	1	-.097
	Sig. (2-tailed)	-	.384
	N	285	83
Classroom management	Pearson Correlation	-.097	1
	Sig. (2-tailed)	.384	-
	N	83	83

** At the 0.05 level, the correlation is significant

As shown in Table 4.11, the association between heads' conceptual skills and teachers' classroom management was found to be -0.097. The Pearson correlation coefficient's value of -0.097 indicated that the association between teachers' classroom management and heads' conceptual skills was very weak and that the association's direction was negative. This indicates that a variable's association with another variable is significantly lowered by a variable's high score on either of the

other two variables. The study result indicated that there was no statistically significant association between the heads' conceptual skills and the teachers' classroom management because the p-value of 0.384 was higher than the level of significance of 0.05. In light of this, the Pearson product-moment correlation coefficient of the conceptual skills of heads and the classroom management of teachers was found to be weakly negative and non-significant, with a value of r (366) = -0.097, p.>0.05. This implies that secondary school principals' conceptual skills including engaging in the strategic plan, presenting the annual reports, communicating the school mission, sharing a strategic vision, involving teachers in setting school objectives and allocating duties and responsibilities for teachers did not influence teachers' effectiveness in classroom management including the ability to resolve conflicts, the capacity to handle student misbehavior, ability to use an interactive approach, the capacity to intervene when students talk inappropriately.

4.8.2 The Relationship between Heads' Conceptual Skills and Teachers' Regular Valuation

Table 4.12: Analysis of the association between the conceptual skills of heads and the use of continuous valuation by teachers (N=368)

Variables	Correlation	Variables	
		Conceptual skills	Regular valuation
Conceptual skills	Pearson Correlation	1	-.048
	Sig. (2-tailed)	-	.664
	N	285	83
Regular	Pearson Correlation	-.048	1
evaluation	Sig. (2-tailed)	.664	-
	N	83	83

** At the 0.05 level, the correlation is significant

As indicated in Table 4.12, the product-moment correlation coefficient of Pearson association between heads' conceptual skills and teachers' regular evaluation was found to be -.048. The product-moment correlation coefficient of Pearson value of -0.048 showed that the association between teachers' classroom management and heads' conceptual skills was found to be weak, with a negative direction of the association. This implies that the association between one variable and the other variable is significantly lowered by high scores for either variable and vice versa. The study found that there was no statistically significant relationship between teachers' use of regular evaluation and the conceptual skills of heads because the p-value of 0.664 was above the level of significance of 0.05. Therefore, the product-moment correlation coefficient of Pearson heads' conceptual skills and teachers' regular valuation was found to be weakly negative and a non-significant association which is r (366) = -048, p.>0.05. This implies that school heads' conceptual skills including communicating the school mission, sharing a strategic vision, involving teachers in setting school objectives and allocating duties and responsibilities for teachers did not influence teachers' ability to implement continuous assessment including using a variety of assessment techniques, providing the achieved result as feedback, design follow up activities, using regular assessment and using question and answer sessions.

4.8.3 The Relationship between Heads' Conceptual Skills and Teachers' Use of Teaching Resource

Table 4.13: Analysis of the association between teachers' use of teaching resources and the conceptual skills of the heads (N=368)

Variables	Correlations	Variables	
		Conceptual skills	Use of teaching resource
Conceptual skills	Pearson Correlation	1	.069
	Sig. (2-tailed)	-	.535
	N	285	83
Use of teaching resource	Pearson Correlation	.069	1
	Sig. (2-tailed)	.535	-
	N	83	83

** At the 0.05 level, the correlation is significant

The product-moment correlation coefficient of Pearson for the association between teachers' use of teaching resources and heads' conceptual skills was found to be 0.069, as shown in Table 4.13. The product-moment correlation coefficient of Pearson, which was found to be 0.069, indicated that there was a moderate association between teachers' use of teaching resources and the conceptual skills of heads and the association's direction being in a positive direction. This suggests that the high scores of the heads' conceptual skills are linked to the high scores of the educators' use of a variety of teaching resources: apply technological innovations and use the internet as a resource to get knowledge, and this leads them to instructional resources to make instruction real and permanent, make the lesson more interesting, create a faster understanding, promote retention and create

meaningful communication. The study found that there was no statistically significant association between the heads' conceptual skills and teachers' use of teaching resources because the p-value of 0.535 was above the level of significance of 0.05. As a result, the product-moment correlation coefficient of Pearson heads' conceptual skills and teachers' use of teaching resources was discovered to be moderately positive and to have a non-significant association, with values of r (366) = 0.069, p > 0.05. This means that school principals' conceptual skills including engaging in the strategic plan, presenting the annual reports, communicating the school mission, sharing a strategic vision, involving teachers in setting school objectives and allocating duties and responsibilities for teachers didn't influence school teachers in the use of instructional media including using a variety of teaching resources, using instructional materials to make instruction real and permanent, employing instructional resources that make the lesson more interesting, applying instructional materials that create faster understanding, using instructional materials that promote retention and using instructional materials that can create meaningful communication.

The results go against the claim made in a prior study by Giami and Obiechani (2019), who discovered a strong positive association between teachers' instructional effectiveness and heads' conceptual skills in public secondary schools in Rivers State, Nigeria. Additionally, in public secondary schools in Rivers State, Nigeria, there was a statistically significant association between teachers' instructional effectiveness and heads' conceptual skills, since the calculated probability value of 0.002 was lower than the critical probability value of 0.05. This implies that the

conceptual skills of the school heads had an impact on the instructional effectiveness of the teachers.

The study's results also ran counter to a claim made by Muraina (2014) who argued that when leadership places the right person in a position to act appropriately at the right time, it will support the effective administration of the school and ensure greater achievement of particular goals and objectives. Instructors are more devoted and effective when they work in their area of comparative advantage.

4.8.4 The Relationship between Heads' Conceptual Skills and Teachers' Instructional Effectiveness

The study's initial hypothesis was that "there is no significant association between heads' conceptual skills and teachers' instructional effectiveness.

Table 4.14: Analysis of the association between heads' conceptual skills and teachers' instructional effectiveness (N=368)

Variables	Correlations	Variables	
		Heads conceptual skills	Teachers' effectiveness
Heads conceptual skills	Pearson Correlation	1	-.019
	Sig. (2-tailed)	-	.866
	N	285	83
Instructors' effectiveness	Pearson Correlation	-.019	1
	Sig. (2-tailed)	.866	-
	N	83	83

** At the 0.05 level, the correlation is significant

The product-moment correlation coefficient of Pearson for the association between heads' conceptual skills and teachers' effectiveness of instruction was discovered to

be -.019 and this association is shown in Table 4.14. The product-moment correlation coefficient of Pearson value of -.019 showed that the association between teachers' instructional effectiveness and heads' conceptual skills was found to be weak, with a negative direction of the association. Additionally, because the study's p-value of.866 was higher than the significance level of 0.05, it was determined that there was no statistically significant association between teachers' instructional effectiveness in using regular evaluation, managing their classrooms, and using teaching resources and school heads' conceptual skills. The product-moment correlation coefficient of Pearson of the conceptual skills of heads and the efficacy of educators' lessons was therefore found to be weakly negative and non-significant, with a value of r (366) = -.019, p.>0.05. This suggests that the conceptual skills of school heads did not affect the effectiveness of teachers' lessons. Therefore, it was decided to keep the null hypothesis. However, the study found no evidence of a beneficial synergy between school heads and teachers in terms of the effectiveness of instruction, which ultimately leads to the achievement of school goals and objectives.

4.8.5 The Relationship between Heads' Human Relation Skills and Teachers' Classroom Management

Table 4.15: Analysis of the association between the heads' human relation skills and classroom management of teachers (N=368)

Variables		Variables	
		Human relation skills	**Classroom management**
Human relation skills	Pearson Correlation	1	-.138
	Sig. (2-tailed)		.214
	N	285	83
Classroom management	Pearson Correlation	-.138	1
	Sig. (2-tailed)	.214	
	N	83	83

** At the 0.05 level, the correlation is significant.

The product-moment correlation coefficient of Pearson for the association between teachers' classroom management and heads' interpersonal skills was found to be -.138, as shown in Table 4.15. The product-moment correlation coefficient of Pearson value of -.138 showed that the association between teachers' classroom management and heads' human relation skills was found to be weak, with a negative direction of the association. This suggests that the association between one variable and the other variable is significantly lowered by high scores for either variable and vice versa. The study found that there was no statistically significant association between the heads' human relation skills and teachers' classroom management due to the fact that the p-value of 0.214 was above the level of significance of 0.05. The Pearson product-moment correlation coefficient between teachers' classroom management and heads' human relation skills was therefore found to be weakly negative and non-significant, with a value of r (366) = -.138, p.>0.05. This means

that school principals' human relations skills including listens to teachers' ideas, managing emotions, treating teachers properly, praising and appreciating teachers, fair and impartial, considering teachers' opinions and views, and arranging induction to welcome and socializing teachers did not influence school teachers' capacity for classroom management including the ability to resolve conflicts, the capacity to handle student misbehavior, ability to use an interactive approach, the capacity to intervene when students talk inappropriately.

4.8.6 The Relationship between Heads' Human Relation Skills and Teachers' Regular Evaluation

Table 4.16: Analysis of the association between human relations skills of heads and teachers' use of regular evaluation (N=368)

Variables	Correlation	Variables	
		Human relation skills	Regular evaluation
Human relation skills	Pearson Correlation	1	-.072
	Sig. (2-tailed)	-	.520
	N	285	83
Regular evaluation	Pearson Correlation	-.072	1
	Sig. (2-tailed)	.520	-
	N	83	83

** At the 0.05 level, the correlation is considered significant

The product-moment correlation coefficient of Pearson of the association between heads' human relations skills and teachers' use of regular evaluation was found to be -.072, as shown in Table 4.16. The product-moment correlation coefficient of Pearson value of -.072 showed that the association between teachers' use of regular evaluation and heads' human relations skills was found to be weak, with a negative

direction of the association. This shows that the association between one variable and the other variable is significantly lowered by high scores for either variable and vice versa. Additionally, the p-value of 0.520 was higher than the threshold of significance of 0.05, and the study found no statistically significant link between the application of regular evaluation by teachers and the human relation skills of heads. The Pearson product-moment correlation coefficient between teachers' use of regular evaluation and heads' human relation skills was therefore found to be weakly negative and non-significant, with a value of r (366) = -.072, p.>0.05. This implies that public secondary school principals' human relations skills including listening to teachers' ideas, managing emotions, treating teachers properly, praising and appreciating teachers, fair and impartial, considering teachers' opinions and views, and arranging induction to welcome and socializing teachers did not influence teachers' effectiveness in continuous assessment including using a variety of assessment techniques, providing the achieved result as feedback, design follow up activities, using regular assessment and using question and answer sessions.

4.8.7 The Relationship between Heads' Human Relation Skills and Teachers' Use of Teaching Resources

Table 4.17: Analysis of the association between the human relation skills of heads and teachers' use of teaching resources (N=368)

Variables	Correlation	Variables	
		Human relation skills	Use of teaching resources
Human relation skillls	Pearson Correlation	1	.038
	Sig. (2-tailed)	-	.736
	N	285	83
Use of teaching resources	Pearson Correlation	.038	1
	Sig. (2-tailed)	.736	-
	N	83	83

** At the 0.05 level, the correlation is considered significant

The product-moment correlation coefficient of Pearson for the association between teachers' use of teaching resources and heads' human relation skills was found to be. 038., as shown in Table 4.17. The product-moment correlation coefficient of Pearson value of.038 showed that the association between teachers' use of teaching resources and heads' human relation skills was found to be moderate and positive in direction. This suggests that the high scores of teachers' use of teaching resources are related to the high scores of heads' human relation skills**.** Additionally, the study determined that there was no statistically significant association between the heads' human relation skills and teachers' use of a variety of teaching resources: applying technological innovations as teaching resources using the internet as a resource to get knowledge, using instructional materials to make instruction real and permanent,

employing teaching resources that make the lesson more interesting, apply teaching resources that create a faster understanding, use teaching resources that promote retention and use teaching resources that can create meaningful among the learners. The product-moment correlation coefficient of Pearson between teachers' use of teaching resources and heads' human relation skills was therefore found to be moderately positive and non-significant, with a value of r (366) =.038, p.>0.05. This implies that public secondary school principals' human relations skills including listening to teachers' ideas, managing emotions, treating teachers properly, praising and appreciating teachers, fair and impartial, considering teachers' opinions and views, and arranging induction to welcome and socializing teachers did not influence teachers' effectiveness in the use of instructional media including using a variety of teaching resources, using instructional materials to make instruction real and permanent, employing instructional materials that make the lesson more interesting, applying instructional materials that create faster understanding, using instructional materials that promote retention and using instructional materials that can create meaningful communication.

The results of the study were in direct opposition to those of Giami and Obiechani's (2019) study, which found a highly positive and statistically significant association between heads' human relation skills and teachers' instructional effectiveness in River State, Nigeria, and the calculated probability value of 0.001 is below the critical probability value of 0.05.

The results also contradict those of Paturusi (2017), who discovered that human relation skills, which are an essential and fundamental component of the management process of the daily administration of the school, enforce good

interpersonal associations among heads and instructors, promote effective teamwork among educators, and ensure educators' full support and commitment to the realization of goals and objectives.

4.8.8 The Relationship between Heads' Human Relation Skills and Teachers' Instructional Effectiveness

The study's second hypothesis was that there is no correlation between heads' human relation skills and teachers' instructional effectiveness. The results of the product-moment correlation coefficient of Pearson test, which was conducted to test this hypothesis are displayed in Table 4.18 (N=368).

Table 4.18: Analysis of Relationship between Heads' Human Relation Skills and Teachers' Instructional Effectiveness

Variables	Correlation	Variables	
		Human relation skills	**Teachers' instructional effectiveness**
Human relation skills	Pearson Correlation	1	-.054
	Sig. (2-tailed)	-	.625
	N	285	83
Teachers' instructional effectiveness	Pearson Correlation	-.054	1
	Sig. (2-tailed)	.625	-
	N	83	83

** At the 0.05 level, the correlation is significant

The product-moment correlation coefficient of Pearson for the association between heads' human skills and teachers' effectiveness of instruction was found to be -.054, as shown in Table 4.18. The product-moment correlation coefficient of Pearson value of -.054 showed that the association between teachers' instructional

effectiveness and heads' human relation skills was found to be weak, with a negative direction of the association. Moreover, the study indicated that there was no statistically significant relationship between the heads' human relation skills and teachers' effectiveness of instruction because the p-value of.625 was above the level of significance of 0.05. As a result, the Pearson product-moment correlation coefficient between the effectiveness of teachers' instruction and the heads' human relation skills was found to be weakly negative and non-significant, with a value of r (366) = -.054, p.>0.05. This suggests that the human relation skills of school heads did not affect the effectiveness of teachers' lessons. As a result, the null hypothesis was accepted and kept. This supports the notion that heads who involve teachers in the decision-making process and the daily management of the school have a greater positive impact on the institution. Teachers appreciate this strategy because it keeps them involved in the big picture and they become more efficient and productive.

4.8.9 The Relationship between Heads' Technical Skills and Teachers' Classroom Management

Table 4.19: Analysis of the association between the technical skills of heads and classroom management of teachers (N=368)

Variables	Correlation	Variables	
		Technical skills	Teachers' classroom management
Technical skills	Pearson Correlation	1	.160
	Sig. (2-tailed)	-	.149
	N	285	83
Instructors' classroom management	Pearson Correlation	.160	1
	Sig. (2-tailed)	.149	-
	N	83	83

** At the 0.05 level, the correlation is significant.

The product-moment correlation coefficient of Pearson for the association between heads' technical skills and classroom management of teachers was found to be .160 as shown in Table 4.19. The Pearson product-moment correlation coefficient value of.160 showed that the association between teachers' classroom management and heads' technical skills was weak, but that it was pointing in a positive direction. This suggests that high scores for teachers' classroom management are associated with high ratings for heads' technical skills. The study indicated that there was no statistically significant association between the heads' technical skills and the classroom management of teachers because the p-value of 0.149 was above the level of significance of 0.05. As a result, the product-moment correlation coefficient of

Pearson between teachers' classroom management and principals' technical skills was therefore found to be weakly positive and non-significant, with a value of r (366) =. 160, p.>0. 05.. This means that secondary school principals' technical skills including assisting teachers in lesson plan preparation, the capacity to advise on methods of teaching, ensuring the availability of teaching resources, the capacity to assist teachers to use appropriate teaching materials, and observing classroom teaching and give feedback did not influence teachers' effectiveness in classroom management including the ability to resolve conflicts, the capacity to handle student misbehavior, ability to use an interactive approach and the capacity to intervene when students talk inappropriately.

4.8.10 The Relationship between Heads' Technical Skills and Teachers' use of regular evaluation

Table 4.20: Analysis of the association between the technical skills of heads and teachers' use of regular evaluation (N=368)

Variables	Correlation	Variables	
		Technical skills	**Regular evaluation**
Technical skills	Pearson Correlation	1	.157
	Sig. (2-tailed)	-	.157
	N	285	83
Regular evaluation	Pearson Correlation	.157	1
	Sig. (2-tailed)	.157	-
	N	83	83

** At the 0.05 level, the correlation is significant

The product-moment correlation coefficient of Pearson for the association between heads' technical skills and teachers' use of regular evaluation was found to be.157, as shown in Table 4.21. The product-moment correlation coefficient of Pearson value of.157 showed that the association between instructors' use of regular evaluation and heads' technical skills was weak, but that the association was going in the positive direction. This indicates a correlation between the high scores of teachers' use of regular evaluation and the high scores of heads' technical skills. Moreover, the study indicated that there was no statistically significant association between the heads' technical skills and teachers' use of regular evaluation in the case of using various valuation methods, employment of formal and informal assessment types, application of best practices to evaluate pupils' progress, provision of the achieved result as feedback, design of follow-up activities, and use question and answer sessions because the p-value of 0.157 was above the level of significance of 0.05. As a result, the product-moment correlation coefficient of Pearson between teachers' use of regular evaluation and heads' technical skills was found to be non-significant, with a value of r (366) =.157 and a p-value of 0.05. This means that secondary school principals' technical skills including assisting teachers in lesson plan preparation, the capacity to advise on methods of teaching, ensuring the availability of teaching resources, the capacity to assist teachers to use appropriate teaching materials and observing classroom teaching and give feedback did not influence teachers' effectiveness in continuous assessment including using a variety of assessment techniques, providing the achieved result as feedback, design follow up activities, using regular assessment and using question and answer sessions.

4.8.11 The Relationship Between Heads' Technical Skills and Teachers' Use of Teaching Resources

Table 4.21: Analysis of the association between the technical skills of heads and teachers' use of teaching resources (N=368)

Variables	Correlation	Variables	
		Technical skills	Use of teaching resources
Technical skills	Pearson Correlation	1	.208
	Sig. (2-tailed)		.059
	N	285	83
Use of teaching resources	Pearson Correlation	.208	1
	Sig. (2-tailed)	.059	
	N	83	83

** At the 0.05 level, the correlation is significant

The product-moment correlation coefficient of Pearson the association between the technical skills of heads and teachers' use of teaching resources was found to be .208 as shown in Table 4.22. The product-moment correlation coefficient of Pearson value of.208 showed that the association between teachers' use of teaching resources and heads' technical skills was found to be weak, but that it was pointing in a positive direction. This implies that the high scores for instructors' use of teaching resources are linked to the high scores for heads' technical skills. Furthermore, the study indicated that there was no statistically significant association between the heads' technical skills and teachers' use of teaching resources because the p-value of.059 was above the level of significance of 0.05. The Pearson product-moment correlation coefficient between teachers' use of teaching resources and heads' technical skills was therefore found to be weakly positive and non-significant, with a value of r (366) =.208, p.>0.05.

The study's findings ran counter to Giami and Obiechani's (2019) earlier finding that there was a strong positive association and statistically significant between heads' technical skills and teachers' instructional effectiveness in public secondary schools in River State, Nigeria and that the calculated probability value of 0.007 is less than the critical probability value of 0.05.

The findings of the study also reversed the statement by Ayeni (2012) that heads as instructional leaders are in the vintage positions to supervise, monitor measure, evaluate and distribute current information on education issues and modern teaching techniques to teachers. This would undoubtedly encourage teachers to pursue research and ensure best practices in the delivery of the curriculum for the improvement of school objectives.

4.8.12 The Relationship Between Heads' Technical Skills and Instructional Effectiveness of Teachers

The study's third hypothesis was that there is no significant association between heads' technical skills and the instructional effectiveness of teachers'. A Pearson product-moment correlation coefficient test was conducted in order to test this hypothesis, and the results are displayed in Table 4.23 (N=368).

Table 4.22: Analysis of the significant difference in school teachers' instructional effectiveness between male and female respondents

Variables	Correlation	Variables	
		Technical skills	Teachers' instructional effectiveness
Technical skills	Pearson Correlation	1	.199
	Sig. (2-tailed)	-	.072
	N	285	83
Teachers' instructional effectiveness	Pearson Correlation	.199	1
	Sig. (2-tailed)	.072	
	N	83	83

** At the 0.05 level, the correlation is significant

The product-moment correlation coefficient of Pearson for the association between heads' technical skills and the instructional effectiveness of teachers was found to be .199 as shown in Table 4.22. The product-moment correlation coefficient of Pearson value of.199 showed that the association between teachers' instructional effectiveness and heads' technical skills was weak, but that it was pointing in a positive direction. Additionally, the study found that there was no statistically significant association between school heads' technical skills and 'the instructional effectiveness of teachers because the p-value of.072 was above the level of significance of 0.05. As a result, the Pearson product-moment correlation coefficient of the technical skills of heads and the effectiveness of teachers' instruction was found to be weakly positive and non-significant, with r (366) =.199, p.>0.05. As a result, the null hypothesis was accepted and kept.

4.8.13 The Relationship Between Overall Heads' Administrative Managerial Skills and Teachers' Overall Instructional Effectiveness

Table 4.23: Analysis of the association between teachers' overall instructional effectiveness and the overall administrative managerial skills of heads (N=368)

Variables	Correlation	Variables	
		Overall heads' managerial skills	**Overall teachers' instructional effectiveness**
Overall heads' managerial skills	Pearson Correlation	1	.062
	Sig. (2-tailed)	-	.579
	N	285	83
Overall teachers' instructional effectiveness	Pearson Correlation	.062	1
	Sig. (2-tailed)	.579	-
	N	83	83

** At the 0.05 level, the correlation is significant

The Pearson product-moment correlation coefficient of the relationship between heads' overall managerial skills and teachers' overall instructional effectiveness was found to be. 062, as shown in Table 4.23. The Pearson product-moment correlation coefficient value of.062 showed that the relationship between teachers' overall instructional effectiveness and heads' overall managerial skills were found to be weak, but that the association was found to be in a positive direction. This implies that high scores for teachers' overall instructional effectiveness are linked to high scores for heads' overall managerial skills. Furthermore, the study found that there was no statistically significant association between teachers' overall instructional

effectiveness and heads' overall managerial skills because the p-value of.579 was above the level of significance of 0.05. As a result, the Pearson product-moment correlation coefficient of overall heads' managerial skills and overall instructional effectiveness of instructors, which is r (366) =.062, p.>0.05, was found to be weakly positive and non-significant. This infers that the effectiveness of educators' instruction was not impacted by the managerial skills of heads.

4.8.14 The Significant Difference in School Principals' Managerial Skills Between Male and Female Respondents

Table 4.24: Analysis of the significant difference in school principals' managerial skills between male and female respondents

Variables	Gender	N	Mean	SD	Levene's Test for Equality of Variances	t-test for Equality of Means				
					t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Managerial	M	65	114.66	12.83	-.75	81	.457	-2.62	-9.58	4.34
skills	F	18	117.28	14.21	-.71	25.19	.487	-2.62	-10.25	5.02

** Significant difference at the 0.05 level

As stated in Table 4.24, an independent- samples t-test was conducted to compare the overall school principal managerial skills of male and female respondents. There was a none significant difference (t (-.75), (df), 81, p->0.05) in the scores of with mean for males (M=114.66, SD=12.83) was lower than a bit and females (M=117.28, SD=14.21). The magnitude of the differences in the means (the mean difference was -2.62 for male and female respondents) was non-significant. This result may be due to the unequal or unproportionable gender of respondents.

4.8.15 The Significant Difference in School Principals' Managerial Skills Between School Management or Leadership and Other Discipline Fields of Study

Table 4.25: Analysis of the significant difference in school principals' managerial abilities between school management or leadership and other discipline fields of study of respondents.

Variables	Field of study	N	Mean	SD	Levene's Test for Equality of Variances	t-test for Equality of Means				
					t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Managerial skills	Leadership/ management	66	115.41	13.40	.246	81	.807	.879	-6.25	8.00
	Other disciplines	17	114.52	12.20	.260	26.85	.797	.879	-6.07	7.83

** Significant difference at the 0.05 level

As indicated in Table 4.25, an independent- samples t-test was carried out to compare the school principal managerial skills between school management or leadership field of study and other disciplines. There was a none significant difference (t (.246), (df), 81, p->0.05) in the scores of with mean for school management or leadership (M=115.41, SD=13.40) was almost the same and from other disciplines (M=114.52, SD=12.20). The magnitude of the differences in the means (the mean difference was .879 for school management or leadership field of study and other discipline respondents) was non. This result may be due to the unequal or unproportionable number of respondents from the school management or leadership field of study (N= 66) and other disciplines (N=17) respectively.

4.8.16 The Significant Difference Among School Principals' Experience in Line with Managerial Skills

Table 4.26: Analysis of variance to see the significant difference among school principals' experience in terms of overall managerial skills

	Year of experience												F (2,83)	p-value
	1-5		6-10		11-15		16-20		21-25		>25			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Overall Managerial skills	110.81	13.99	113.68	13.88	119.10	9.10	116.00	15.16	116.63	14.45	115.80	12.13	.770	.574

** The mean difference is significant at the 0.05 level.

As illustrated in Table 4.26, a one-way analysis of variance was conducted to see the significant difference among school principals' experience in terms of overall managerial skills. The result indicated that there was no significant difference among school principals' experience in terms of overall managerial skills i.e., 1-5 years (M=110.81, SD=13.99), 6-10 years (M= 113.68, SD=13.88), 11-15 years (M=119.10, SD=9.10), 16-20 years (M= 116.00, SD=15.16), 21-25 years (M=116.63, SD=14.45) and above 25 years (M= 115.80, SD=12.13). The analysis of variance among school principals' experience in terms of overall managerial skills scores of the group indicated a non-significant difference $F(2,83) = .770$, $p > 0.05$.

Table 4.27: Tukey Post Hoc multiple comparisons to see the significant difference among school principals' experience in terms of overall managerial skills between groups

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5	6-10	-2.87171	4.47531	.987	-15.9518	10.2083
	11-15	-8.29276	4.47531	.439	-21.3728	4.7873
	16-20	-5.18750	4.66317	.875	-18.8166	8.4416
	21-25	-5.81250	5.71119	.911	-22.5047	10.8797
	>25	-4.98750	6.75757	.977	-24.7379	14.7629
6-10	1-5	2.87171	4.47531	.987	-10.2083	15.9518
	11-15	-5.42105	4.27922	.802	-17.9280	7.0859
	16-20	-2.31579	4.47531	.995	-15.3958	10.7643
	21-25	-2.94079	5.55887	.995	-19.1878	13.3062
	>25	-2.11579	6.62933	1.000	-21.4914	17.2598
11-15	1-5	8.29276	4.47531	.439	-4.7873	21.3728
	6-10	5.42105	4.27922	.802	-7.0859	17.9280
	16-20	3.10526	4.47531	.982	-9.9748	16.1853
	21-25	2.48026	5.55887	.998	-13.7667	18.7272
	>25	3.30526	6.62933	.996	-16.0704	22.6809
16-20	1-5	5.18750	4.66317	.875	-8.4416	18.8166
	6-10	2.31579	4.47531	.995	-10.7643	15.3958
	11-15	-3.10526	4.47531	.982	-16.1853	9.9748
	21-25	-.62500	5.71119	1.000	-17.3172	16.0672
	>25	.20000	6.75757	1.000	-19.5504	19.9504
21-25	1-5	5.81250	5.71119	.911	-10.8797	22.5047
	6-10	2.94079	5.55887	.995	-13.3062	19.1878
	11-15	-2.48026	5.55887	.998	-18.7272	13.7667
	16-20	.62500	5.71119	1.000	-16.0672	17.3172
	>25	.82500	7.51913	1.000	-21.1513	22.8013
>25	1-5	4.98750	6.75757	.977	-14.7629	24.7379
	6-10	2.11579	6.62933	1.000	-17.2598	21.4914
	11-15	-3.30526	6.62933	.996	-22.6809	16.0704
	16-20	-.20000	6.75757	1.000	-19.9504	19.5504
	21-25	-.82500	7.51913	1.000	-22.8013	21.1513

** The mean difference is significant at the 0.05 level.

As described in Table 4.27, Tukey Post Hoc multiple comparisons test indicated that there was no significant difference among school principals' experience in terms of overall managerial skill scores among the groups (p- > 0.05*).*

4.8.17 The Significant Difference in School Teachers' Instructional Effectiveness Between Male and Female Respondents

Table 4.28: Analysis of the significant difference in school teachers' instructional effectiveness between male and female respondents

Variables	Gender	N	Mean	SD	Levine's Test for Equality of Variances	t-test for Equality of Means				
					T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers' instructional effectiveness	M	198	104.89	17.04	-1.165	81	.247	-4.87	-13.19	3.44
	F	87	109.76	15.04	-1.240	38.78	.222	-4.87	-12.82	3.07

** The mean difference is significant at the 0.05 level.

As stated in Table 4.28, an independent- samples t-test was conducted to compare the overall school teachers' instructional effectiveness for male and female respondents. The result indicated that there was a none significant difference (t (-1.165), (df), 81, p->0.05) in the scores of with mean for males (M=104.89, SD=17.04) was lower than and females (M=109.76, SD=15.04). The magnitude of the differences in the means (the mean difference was -4.87 for male and female respondents) was non. This result may be due to the unequal or unproportionable gender of respondents.

4.8.18 The Significant Difference of School Teachers' Instructional Effectiveness Between Natural and Social Science Fields of Study

Table 4.29: Analysis of the significant difference in school teachers' instructional effectiveness between natural and social science fields of study respondents

Variables	Field of study	N	Mean	SD	Levene's Test for Equality of Variances	t-test for Equality of Means				
					t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Techers instructional effectiveness	Natural science	149	108.52	15.39	1.27	81	.205	4.64	-2.58	11.87
	Social science	136	103.88	17.54	1.28	80.73	.203	4.64	-2.55	11.83

** The mean difference is significant at the 0.05 level.

As illustrated in Table 4.29, an independent- samples t-test was carried out to compare the school teachers' instructional effectiveness between natural and social science fields of study. The result revealed that there was a none significant difference (t (1.27), (df), 81, p->0.05) in the scores of with mean for natural science (M=108.52, SD=15.39) was higher than and from social science (M=103.88, SD=17.54). The magnitude of the differences in the means (the mean difference was 4.64 for natural and social science fields of study of respondents) was non-significant. This result may be due to the unequal or unproportionable number of respondents from natural and social science fields of study (N= 149) and other disciplines (N=136) respectively.

4.8.19 The Significant Difference Among School Teachers' Experience in Line with Instructional Effectiveness

Table 4.30: Analysis of variance to see the significant difference among school teachers' experience in terms of overall instructional effectiveness

	Year of experience													
	1-5		6-10		11-15		16-20		21-25		>25		F (2,285)	p-value
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Overall Managerial skills	106.71	14.53	103.91	14.53	104.55	18.81	109.13	14.12	102.28	18.61	116.16	12.31	.708	.619

** The mean difference is significant at the 0.05 level.

As shown in Table 4.30, a one-way analysis of variance was conducted to see the significant difference among school teachers' experience in terms of overall instructional effectiveness. The result indicated that there was no significant difference among school teachers' experience in terms of overall instructional effectiveness. i.e., 1-5 years (M=106.71, SD=14.53), 6-10 years (M= 103.91, SD=14.53), 11-15 years (M=104.55, SD=18.81), 16-20 years (M= 109.13, SD=14.12), 21-25 years (M=102.28, SD=18.61) and above 25 years (M= 116.16, SD=12.31). The analysis of variance among school teachers'' experience in terms of overall instructional effectiveness scores of the group indicated a non-significant difference $F(2,285) = .708$, $p > 0.05$.

Table 4.31: Tukey Post Hoc multiple comparisons to see the significant difference among school teachers' experience in terms of instructional effectiveness between groups

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5	6-10	2.79762	7.96878	.999	-20.4928	26.0881
	11-15	2.15873	6.92131	1.000	-18.0703	22.3877
	16-20	-2.41905	7.66958	1.000	-24.8350	19.9969
	21-25	4.42857	8.95613	.996	-21.7476	30.6048
	>25	-9.45238	9.32184	.912	-36.6974	17.7927
6-10	1-5	-2.79762	7.96878	.999	-26.0881	20.4928
	11-15	-.63889	5.58513	1.000	-16.9626	15.6848
	16-20	-5.21667	6.48934	.966	-24.1831	13.7498
	21-25	1.63095	7.96878	1.000	-21.6595	24.9214
	>25	-12.25000	8.37770	.689	-36.7356	12.2356
11-15	1-5	-2.15873	6.92131	1.000	-22.3877	18.0703
	6-10	.63889	5.58513	1.000	-15.6848	16.9626
	16-20	-4.57778	5.14924	.948	-19.6275	10.4720
	21-25	2.26984	6.92131	.999	-17.9592	22.4989
	>25	-11.61111	7.38843	.620	-33.2054	9.9832
16-20	1-5	2.41905	7.66958	1.000	-19.9969	24.8350
	6-10	5.21667	6.48934	.966	-13.7498	24.1831
	11-15	4.57778	5.14924	.948	-10.4720	19.6275
	21-25	6.84762	7.66958	.947	-15.5683	29.2636
	>25	-7.03333	8.09362	.953	-30.6887	16.6220
21-25	1-5	-4.42857	8.95613	.996	-30.6048	21.7476
	6-10	-1.63095	7.96878	1.000	-24.9214	21.6595
	11-15	-2.26984	6.92131	.999	-22.4989	17.9592
	16-20	-6.84762	7.66958	.947	-29.2636	15.5683
	>25	-13.88095	9.32184	.672	-41.1260	13.3641
>25	1-5	9.45238	9.32184	.912	-17.7927	36.6974
	6-10	12.25000	8.37770	.689	-12.2356	36.7356
	11-15	11.61111	7.38843	.620	-9.9832	33.2054
	16-20	7.03333	8.09362	.953	-16.6220	30.6887
	21-25	13.88095	9.32184	.672	-13.3641	41.1260

** The mean difference is significant at the 0.05 level.

As described in Table 4.31, Tukey Post Hoc multiple comparisons test indicated that there was no significant difference in school teachers' experience in terms of instructional effectiveness scores among the groups (p- > 0.05*)*.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to determine the association between school heads' managerial skills and teachers' instructional effectiveness. The specific objectives of the study were: to determine the association between school heads' conceptual managerial skills and teachers' instructional effectiveness, to establish the association between heads' human relation managerial skills and teachers' instructional effectiveness, and to determine the association between heads' technical skills and teachers' instructional effectiveness in the central Gander zone public secondary school. The subjects of the study were three hundred seven teachers and one hundred school heads and Vice- heads. Closed-ended Likert scale questions were used to collect data from heads, vice-heads, and teachers in order to meet the study's objectives in the central Gander zone, public secondary school, Ethiopia.

Because school heads and vice heads are very valuable in obtaining data on the participants being studied and are few in number, gathering the data from them required less time and resources. As a result, Census techniques were used as the sampling methods. To ensure that every subject was included in the population and had an equal chance of being chosen for the sample, the population of teachers was selected using simple random sampling. The response rate attained in this study were (92.8%) and (83%) from school teachers and school principals respectively.

Descriptive and inferential statistics were used to analyze the quantitative data gathered for the study, which was guided by explanatory correlational research

design. As a result, this chapter provided a summary of the findings, conclusions, and recommendations. Finally, the chapter presents suggestions for further study for the Ministry of education, school heads, teachers, and researchers based on the study findings.

5.2 Summary

The summary of the research findings is presented in subheadings. The findings of the research study of the demographic information of school instructors and heads revealed that:

In the case of school principals and teachers, there is a high percentage of males in both cases is reasonably explained by the fact that in the schools, the researcher sampled females are few compared to males. Concerning teaching experience, 92 (32.3%) of the 285 teachers were found to have 11-15 Years of experience in teaching. This indicated that the majority of teachers can execute their daily operations with no difficulty. In the case of the field of study, unequal numbers of teachers are from the two streams 149 (52.3%) teachers are from natural science (Chemistry, Biology, physics, and mathematics) and 136 (47.7%) teachers are from social studies (Geography, Amharic, English, History, and Civics).

However, there were 17 (20.5%) school principals who were not from school management or school leadership but rather from other disciplines (social or natural Sciences streams). This entails that there was a significant number of school leaders, who lead the school with no school management or school leadership expertise in the central Gander zone, in the Ethiopian.

5.2.1 The Relationship between Heads' Conceptual Skills and Teachers' Instructional Effectiveness

The research study's findings showed that there was no statistically significant association between the heads' conceptual skills including engaging in strategic plans, presenting annual reports, communicating the school's mission, sharing a strategic vision, involving educators in setting goals and assigning duties, and responsibilities and teachers' instructional effectiveness including classroom management, use of teaching resources, and use of regular evaluation. The product-moment correlation coefficient of Pearson the association between teachers' instructional effectiveness and heads' conceptual skills was found to be weakly negative and non-significant, with a calculated p-value of 0.866 being higher than the threshold p-value of 0.05. This is maybe there were other factors that influences the dependent variable.

5.2.2 The Relationship between Heads' Human Relation Skills and Teachers' Instructional Effectiveness

The findings of the research finding discovered that there was no statistically significant association between the heads' human relation skills including listening to teachers' ideas, managing emotions, treating educators properly, praising and appreciating instructors, being fair and impartial, considering teachers' opinions and views and arranges induction to welcome and socialize teachers instructional effectiveness including classroom management, use of teaching resources and use of regular evaluation. The product movement correlation coefficient of Pearson the association between the heads' human relations skills and the effectiveness of teachers' instruction was found to be weakly negative and non-significant, with a

calculated p-value of 0.628 which is higher than the threshold p-value of 0.05. This is maybe there were other factors that influences the dependent variable.

5.2.3 The Relationship between Heads' Technical skills and Teachers Instructional Effectiveness

The study's findings showed that there was no statistically significant association between the heads' technical skills including assisting teachers in lesson plan preparation, the capacity to advise on methods of teaching, ensuring the availability of teaching resources, the capacity to assist teachers to use appropriate teaching resources and observing classroom teaching and give feedback and teachers' instructional effectiveness including classroom management, use of teaching resources and use of regular evaluation. The product-moment correlation coefficient of Pearson the association between heads' technical skills and teachers' instruction effectiveness was found to be weakly positive and non-significant because the calculated p-Value is 0.072 is higher than the threshold p-Value of 0.05. This is maybe there were other factors that influences the dependent variable.

5.3 Conclusions

The study draws the following conclusions about heads' administrative managerial skills based on its findings:

There was no statistically significant association between the heads' conceptual skills and teachers' instructional effectiveness. This means that conceptual skills of the head teachers did not influence teachers' instructional effectiveness.

There was no statistically significant association between the heads' human relation skills and teachers' instructional effectiveness. This means that human relation skills of the head teachers did not influence teachers' instructional effectiveness.

There was no statistically significant association between the heads' technical skills and teachers' instructional effectiveness. This means that the technical skills of principals did not influence teachers' instructional effectiveness.

Generally, the findings of the study, concluded that heads' administrative managerial skills, namely conceptual, human and technical have no significant relationship with teachers' instructional effectiveness. This means that heads' administrative managerial skills did not influence teachers' instructional effectiveness including use of teaching resources, classroom management, and use of continuous assessment.

5.4 Recommendations

The summary of the results and the study's conclusion led to the following recommendations:

Recommendation for the Ministry of Education

1. In order to provide school heads with an operational document on pertinent skills for managing teachers to facilitate their instructional effectiveness, the Ministry of Education develop policies that incorporate leadership and management skills.

2. In particular, since the school head were working outside of their areas of expertise without leadership training and expertise in order to increase teachers' instructional effectiveness, the Ministry of Education may formulate

a policy on appointment of heads as well as how to train and supervise those appointed head teachers.

3. The Ministry of Education should organize capacity building forms for heads to engage in and learn human relation, conceptual, and technical skills for working successfully with teachers.

Recommendations for School Heads

In order to develop their administrative management skills school heads may participate in seminars and workshops on management issues in education so that they can improve teachers' instructional effectiveness.

In order to make teachers effective, school heads may devote a lot of time and energy to supporting teachers in regular evaluation, classroom management, and the use of teaching resources.

Through dialogue, school heads may foster an environment that is supportive and enabling for teachers, thereby enhancing their competence and proficiency to help students meet their academic objectives.

In addition to their academic credentials, heads may enroll in school leadership and management training programs to gain depth knowledge of managerial skills to enhance school effectiveness.

Recommendations for Teachers

To improve the effectiveness of their instructional teaching and to effectively address the current educational challenges they face; teachers should regularly participate in pedagogical training.

Teachers should be engaged in continuous professional development in order to boost the capacity that enables them the use modern pedagogy.

Teachers should be engaged in preservice and in-service training in order to boost their pedagogical competence so that the instructional process can run in a structured and effective way

5.5 Recommendations for Further Research

This study was geographically limited similar studies should be carried out in other regions for further understanding of the issue.

The study was limited to classroom management, use of teaching resources and use of regular evaluation as an indicator of teachers' instructional effectiveness other researchers should carry out on other indicators such as methods of teaching and instructional time management etc.

The study was limited to the association between heads' administrative managerial skills and teachers 'instructional effectiveness; other researchers should carry out on the influence of heads' administrative managerial on teachers, instructional effectiveness.

This study was also limited to public secondary schools on the association between heads' administrative managerial skills and teachers' instructional effectiveness; similar studies should be carried out in primary and higher institutions.

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APPENDICES

Appendix A: Letter of Introduction

Habtamu Reta

P.O Box 196

Dear Respondents,

Re: Request to Participate in Research

I am Habtamu Reta a Ph.D. student at Kenyatta University, Department of Education Management, Policy and Curriculum Studies, Nairobi, Kenya. The Title of my thesis is head teachers' administrative managerial skills and teachers' instructional effectiveness in Central Gondar Zone public secondary schools, Ethiopia**.**

The main purpose of this letter is to request you to fill in the questionnaire attached. The information collected will be treated with the utmost confidentiality and will be used for academic purposes only.

Any question concerning your right as a participant in this research study please, feel free to contact the researcher (mobile number +251904948699) or Email-reta.habtamu@yahoo.com or habtamureta2018@gmail.com

Thank You

Habtamu Reta

Appendix B: Teachers Questionnaire on Principals Managerial Skills

The main purpose of this questionnaire is to solicit general information on head teachers 'administrative managerial skills in Central Gondar Zone public secondary schools. From this perspective, you have been randomly selected to participate in this study by completing the questionnaire. Your honest and genuine response to each question makes a difference in the success of this study. So, the researcher requests you to kindly respond to the questions by ticking **(√)** the appropriate responses in the boxes provided.

Note: Do not indicate your name or any form of identification anywhere on this questionnaire.

Part I: Respondents Background Information

1. **Gender:** Male [ ] Female [ ]

2. **Experience**: 1-5 [ ] 6-10 [ ] 11-15 [ ]
   16-20 [ ] 21-25 [ ] Above 25 [ ]

3. **Field of study:** Natural science [ ] social science [ ]

Part II: The following are perceived heads' conceptual, human relation and technical skills that enables him/her to enhance instructors' instructional effectiveness. Please read each statement in the table below carefully and then, mark `` ( ✓) `` under your preferred response number in the column provided below. Choose from the following rating scales your level of agreement or disagreement.

4=Strongly (SA), 3=Agree, (A)= 2= Disagree (D) and 1= Strongly Disagree (SD).

Managerial Skills

NO	My principal	Scales			
		SA	A	D	SD
1	Shares a strategic vision to stakeholders	4	3	2	1
2	Communicates the school mission to all stakeholders	4	3	2	1
3	Able to relate workplace dynamics to the environment	4	3	2	1
4	Able to interpret and implement government policies	4	3	2	1
5	Organizes a forum to discuss policy issues with teachers	4	3	2	1
6	Creates opportunities to discuss the strategic plans with teachers	4	3	2	1
7	Creates an opportunity for teachers to involve in setting school objectives	4	3	2	1
8	Allows teachers to participate in decision making that affects the school	4	3	2	1
9	Allocates teachers duties and responsibilities in the school	4	3	2	1
10	Presents the annual reports to stakeholders	4	3	2	1
11	Has the ability to set goals to be achieved in a term	4	3	2	1
12	Has the capacity to engage in strategic short and long-term planning	4	3	2	1
	My principal	**Scales**			
1	Uses easy, clear, and simple languages to communicate with teachers	4	3	2	1
2	Listens teachers' ideas	4	3	2	1
3	Manages emotions while he is communicating with teachers	4	3	2	1
4	Treats teachers properly	4	3	2	1
5	Praises and appreciate teachers' performance in the school	4	3	2	1
6	Involves teachers in the decision-making process	4	3	2	1
7	Is fair and impartial for every teacher in the school	4	3	2	1
8	Considers teachers' opinions and views in the	4	3	2	1

	decision-making				
9	Easily bonds with teachers	4	3	2	1
10	Builds performing teams	4	3	2	1
11	Is a good time manager	4	3	2	1
12	Has the capacity to understand the situation and solve teacher challenges	4	3	2	1
13	Arranges induction to welcome and socialize the newly employed teachers	4	3	2	1
	My principal	**Scales**			
1	Assists teachers in lesson plan preparation for a particular subject	4	3	2	1
2	Has the ability to manage students' discipline in the school	4	3	2	1
3	Has the capacity to advise on methods of teaching for a particular lesson topic	4	3	2	1
4	Ensures the availability of teaching resources in the school	4	3	2	1
5	Has the ability to check lesson notes and lesson plan of teachers	4	3	2	1
6	Has the capacity to assist teachers to use appropriate teaching materials	4	3	2	1
7	Has the ability to visit, observe classroom teaching and give feedback to teachers	4	3	2	1
8	Has the capacity to assist teachers to select appropriate evaluation techniques	4	3	2	1
9	Has the ability to monitor and evaluate teachers' performance to ensure effectiveness	4	3	2	1
10	Has the capacity to engage in structured observation to obtain relevant data for research purposes	4	3	2	1
11	Has the ability to assist teachers when there is a difficulty with the scheme of work	4	3	2	1
12	Has the ability to make corrections on lesson plans before used by teachers	4	3	2	1

Thank You Very Much!

Appendix C: Letter of Introduction

Habtamu Reta

P.O Box 196

Dear Respondents,

Re: Request to Participate in Research

I am Habtamu Reta a Ph.D. student at Kenyatta University, Department of Education Management, Policy and Curriculum Studies, Nairobi, Kenya. The Title of my thesis is head teachers' administrative managerial skills and teachers' instructional effectiveness in Central Gondar Zone public secondary schools, Ethiopia**.**

The main purpose of this letter is to request you to fill in the questionnaire attached. The information collected will be treated with the utmost confidentiality and will be used for academic purposes only.

Any question concerning your right as a participant in this research study please, feel free to contact the researcher (mobile number +251904948699) or Email-reta.habtamu@yahoo.com or habtamureta2018@gmail.com

Thank You

Habtamu Reta

Appendix D: Principals Questionnaire on Teachers Instructional Effectiveness

The main purpose of this questionnaire is to solicit general information on teachers' instructional effectiveness in Central Gondar Zone public secondary schools, Ethiopia. From this perspective, you have been given to participate in this study by completing the questionnaire. Your honest and genuine response to each question makes a difference in the success of this study. So, the researcher requests you to kindly respond to the questions by circle the appropriate responses in the boxes provided.

Note: Do not indicate your name or any form of identification anywhere on this questionnaire.

Part I: Respondents Background Information

1. **Gender:** Male [ ] Female [ ]

2. **Experience:** 1-5 [ ] 6-10 [ ] 11-15 [ ]
   16-20 [ ] 21-25 [ ] Above 25 [ ]

3. **Field of study:** School Management/leadership [ ]
   Other discipline [ ]

Part II: use of regular evaluation, classroom management, and the use of teaching resources are indicators of teachers' instructional effectiveness for this study. Please read each statement in the table below carefully and then, tick (√) under your preferred response number in the column provided below. Use the following rating scales for your level of agreement or disagreement carefully.

4=Strongly agree, 3=Agree, 2= Disagree and 1=Strongly disagree

Instructional Effectiveness

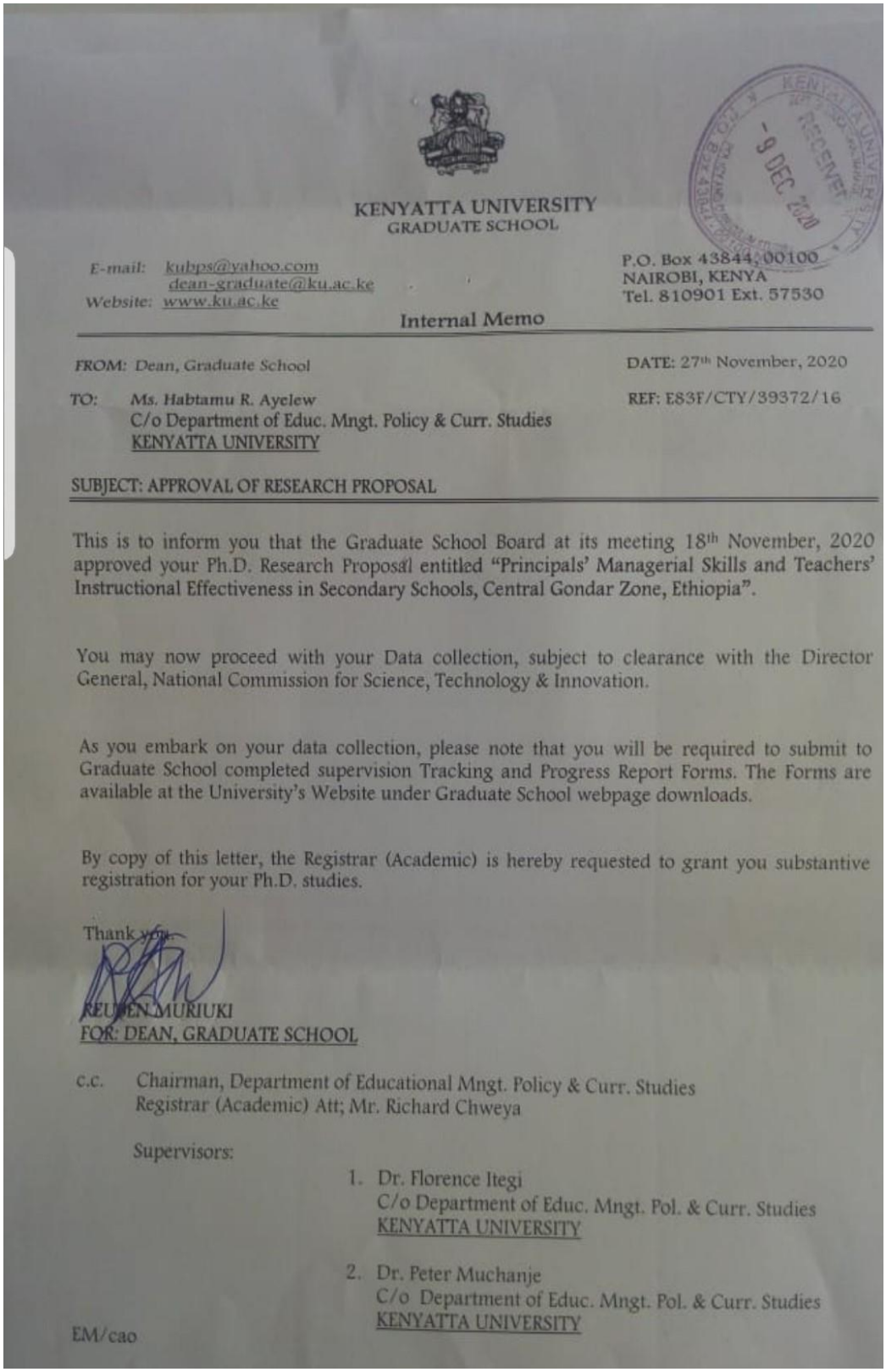
NO	School teachers'	Scales			
1	Apply continuous assessment in their plan in the instructional process	4	3	2	1
2	Use different assessment techniques to assess students regularly	4	3	2	1
3	Employ formal and informal assessment to measure students` performance	4	3	2	1
4	Apply strategies to assess students` progress in their day-to-day activities	4	3	2	1
5	Provide the achieved result as feedback to evaluate their instructional process effectiveness	4	3	2	1
6	Design follow up activities	4	3	2	1
7	Use continuous assessment for improving students' performance	4	3	2	1
8	Use question and answer sessions during the instructional process	4	3	2	1
9	Apply the basic skills of recording and documenting students' continuous assessment achievements	4	3	2	1
10	Have the ability to report the students' achievement to parents with appropriate details regularly	4	3	2	1
11	Have the ability to evaluate assessment items against the objectives of the syllabus				

12	Have the ability to assist students who have difficulties in understanding the main ideas of the lesson with respect to assessment				
	School teachers'	**Scales**			
1	have the ability to improve classroom management using the active learning method	4	3	2	1
2	Have the capacity to inspire students' interest by using the good practice of classroom management	4	3	2	1
3	Have the ability to manage the class well so as to learn the students excitedly	4	3	2	1
4	Apply the good practice of classroom management in order to motivate students in learning	4	3	2	1
5	Have the ability to resolve conflicts among students to ensure effectiveness	4	3	2	1
6	Have the capacity to handle student misbehavior	4	3	2	1
7	Have the ability to use a teaching approach that encourages interaction	4	3	2	1
8	Have the capacity to intervene when students talk inappropriately	4	3	2	1
9	Have the ability to make students active in the discussion	4	3	2	1
10	Have the ability to redirect students back to the topic when they get out of task	4	3	2	1
11	Have the ability to monitor the students' behavior	4	3	2	1
12	Have the capacity to set and enforce classroom rules and regulations	4	3	2	1
	School teachers'	**Scales**			
1	Use a variety of resources to enhance the instructional process	4	3	2	1
2	Apply technological innovations as a teaching resource	4	3	2	1
3	Use the internet as a resource to get knowledge for instructional effectiveness	4	3	2	1
4	Use teaching resources that make instruction real and	4	3	2	1

	permanent				
5	Employ teaching resources that make the lesson more interesting	4	3	2	1
6	Apply instructional materials that create a faster understanding of the concept for the learners	4	3	2	1
7	Use instructional materials that promote the retention capacity of students in learning	4	3	2	1
8	Use instructional materials that can create meaningful communication in learning	4	3	2	1
9	Use computer to facilitate the teaching and learning process	4	3	2	1
10	Apply real objects in the teaching and learning process	4	3	2	1
11	Use photographs in the teaching-learning process	4	3	2	1
12	Have the ability to consider different criteria in selecting teaching resources	4	3	2	1
13	Have the ability to produce teaching resources by using locally available resources	4	3	2	1

Thank You Very Much!

Appendix E: Approval of Research Proposal from Kenyatta University, Graduate school



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

- 9 DEC 2020

Internal Memo

FROM: Dean, Graduate School

DATE: 27th November, 2020

TO: Ms. Habtamu R. Ayelew
C/o Department of Educ. Mngt. Policy & Curr. Studies
KENYATTA UNIVERSITY

REF: E83F/CTY/39372/16

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting 18th November, 2020 approved your Ph.D. Research Proposal entitled "Principals' Managerial Skills and Teachers' Instructional Effectiveness in Secondary Schools, Central Gondar Zone, Ethiopia".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Mngt. Policy & Curr. Studies
Registrar (Academic) Att; Mr. Richard Chweya

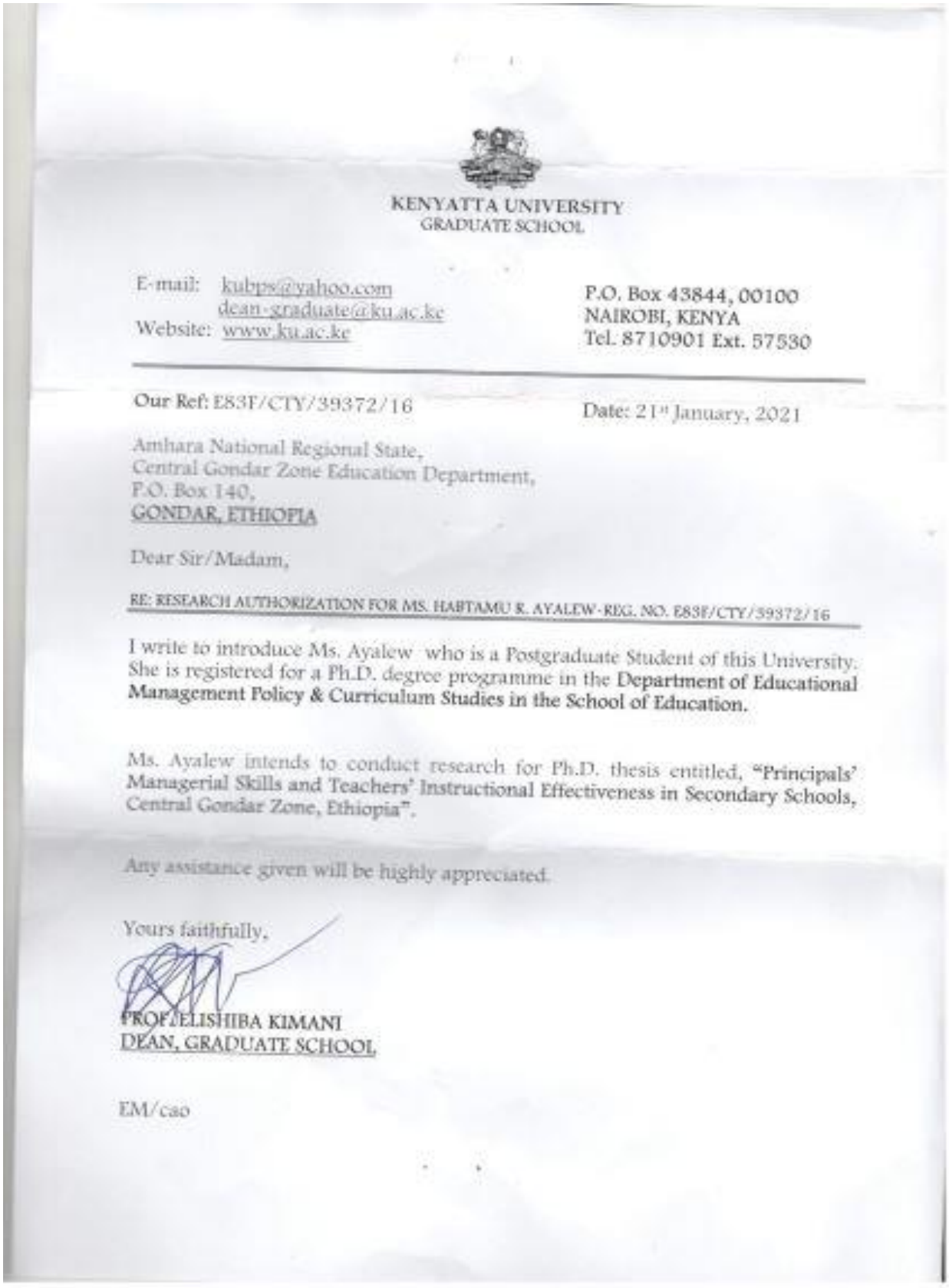
Supervisors:

1. Dr. Florence Itegi
C/o Department of Educ. Mngt. Pol. & Curr. Studies
KENYATTA UNIVERSITY

2. Dr. Peter Muchanje
C/o Department of Educ. Mngt. Pol. & Curr. Studies
KENYATTA UNIVERSITY

EM/cao

Appendix F: Authorization Letter from Kenyatta University



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E83F/CTY/39372/16

Date: 21st January, 2021

Amhara National Regional State,
Central Gondar Zone Education Department,
P.O. Box 140,
GONDAR, ETHIOPIA

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. HABTAMU B. AYALEW-REG. NO. E83F/CTY/39372/16

I write to introduce Ms. Ayalew who is a Postgraduate Student of this University. She is registered for a Ph.D. degree programme in the Department of Educational Management Policy & Curriculum Studies in the School of Education.

Ms. Ayalew intends to conduct research for Ph.D. thesis entitled, "Principals' Managerial Skills and Teachers' Instructional Effectiveness in Secondary Schools, Central Gondar Zone, Ethiopia".

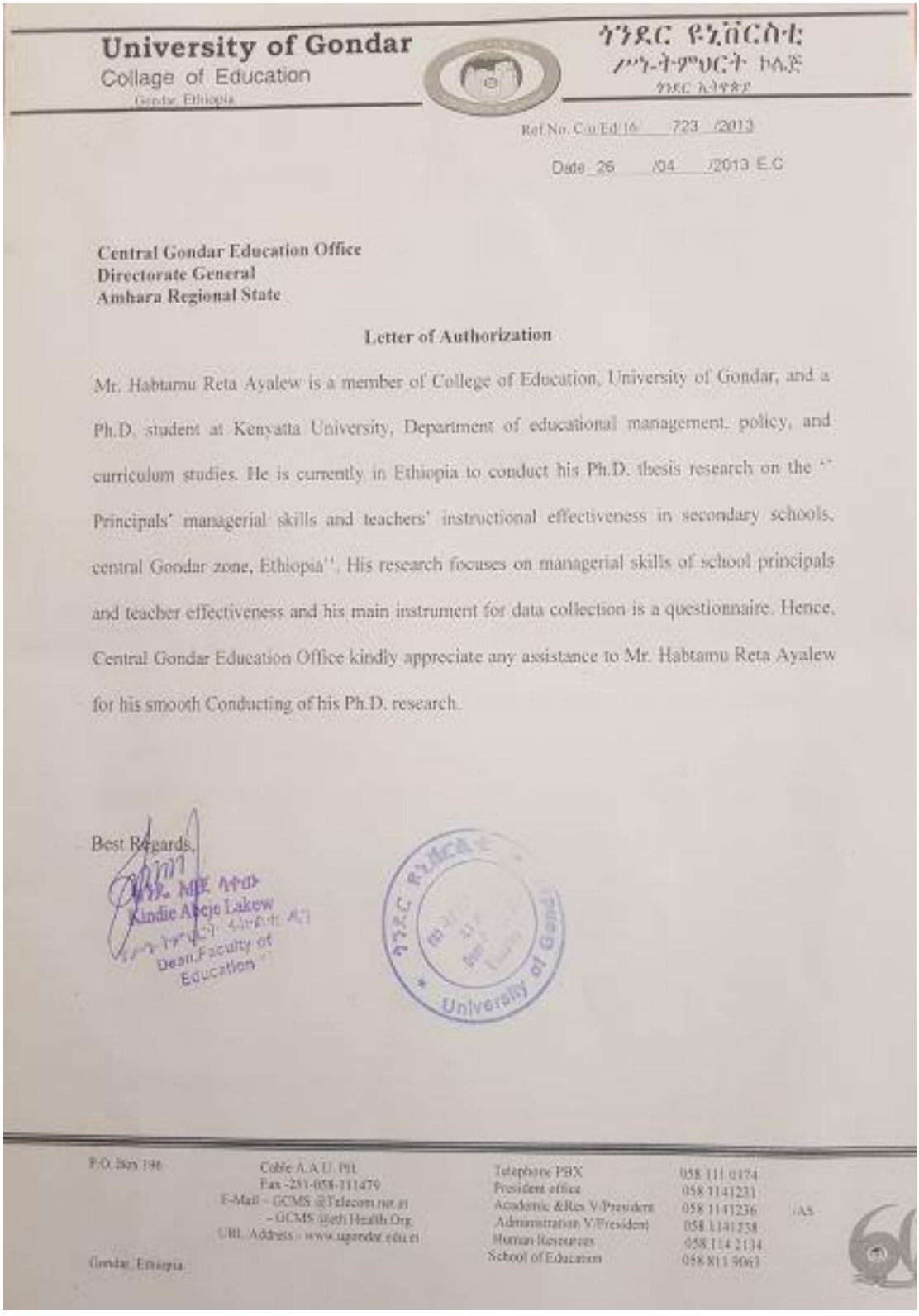
Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EM/cao

Appendix G: Supportive Letter from University of Gondar



University of Gondar
Collage of Education
Gondar, Ethiopia

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Ref No. C/o Ed/ 16/ 723 /2013

Date 26 /04 /2013 E.C

Central Gondar Education Office
Directorate General
Amhara Regional State

Letter of Authorization

Mr. Habtamu Reta Ayalew is a member of College of Education, University of Gondar, and a Ph.D. student at Kenyatta University, Department of educational management, policy, and curriculum studies. He is currently in Ethiopia to conduct his Ph.D. thesis research on the '' Principals' managerial skills and teachers' instructional effectiveness in secondary schools, central Gondar zone, Ethiopia''. His research focuses on managerial skills of school principals and teacher effectiveness and his main instrument for data collection is a questionnaire. Hence, Central Gondar Education Office kindly appreciate any assistance to Mr. Habtamu Reta Ayalew for his smooth Conducting of his Ph.D. research.

Best Regards,

Kindie Abeje Lakew
Dean, Faculty of Education

University of Gondar

P.O. Box 196
Gondar, Ethiopia

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President office 058 1141231
Academic &Res V/President 058 1141236
Administration V/President 058 1141238
Human Resources 058 114 2134
School of Education 058 811 9063

Appendix H: Authorization Letter from Central Gondar Zone Education Department

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central Gondar Zone Education Department

(0581) 11 — 41 — 09 140 FAX — 0581 11- 67- 29

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ቀን- 14/05/2013 ዓ.ም

Letter Of Authorization

To: Central Gondar Zone Secondary Schools
Gondar
Ethiopia

Ato Habtamu Reta Ayalewa member of the College of Education, University of Gondar, Ethiopia and he is a Ph.D. Ethiopian student at Kenyatta University, Nairobi, Kenya. Currently, he is in Ethiopia to conduct his thesis research on Principal managerial skills and teacher effectiveness in central Gondar Zone, secondary schools, Ethiopia. The Central Gondar Zone Education Department kindly requests your good office to support Ato Habtamu Reta may require for the smooth conduct of his research. Your cooperation in this regard is highly appreciated.

Best Regards,

Mesfin Erkabie

Ccc/ Ato Habtamu Reta