

The Effect of Principals' Instructional Leadership Roles on Students' Academic Achievement As Perceived By Teachers: The Case of Secondary Schools in Sidama Zone

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ABSTRACT: The quality of school principals can have a significant effect on students' academic achievement. The purpose of this study was to assess the effect of principals' leadership roles in students' academic achievement. *The descriptive Survey design was employed. For this study from 14 secondary schools, 256 teachers and grade 10 students' Ethiopian General Secondary Education Certificate Examination (EGSECE) Grade Point Average (GPA) were taken. Questionnaire, interview and document analysis were used as data gathering instrument. The study findings indicated that principals' role in defining the mission and promoting positive school climates were not adequately done in Sidama Zone secondary schools. However, it was found that principals' leadership role of managing instructional program was perceived by teachers as effective and implemented at higher level. It was also found that there was a significant and positive relationship between principal's instructional leadership role implementations and students' achievement. On top of that it was reported that managing instructional program as a role of instructional leaders is the major predictor on students' academic achievement and followed by promoting positive school climate role and defining school mission and goal.*

Key words: Principals' effectiveness, secondary schools, leadership roles, academic achievement

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I. INTRODUCTION

The concept of instructional leadership emerged during the 2nd half of the 20th century as an important management tool to improve school effectiveness in terms of teaching and learning; and it continues to become the dominant paradigm for school leaders after researchers noticed that effective schools usually had principals who maintained a high focus on curriculum and instruction (Lashway, 2004). Instructional leadership is a leadership model that focuses on the core responsibility of a school, namely teaching and learning by defining the school vision, mission and goals, managing the instructional program, and promoting the school climate (Hoy & Miskel, 2008). According to Nkobi, (2008) instructional leadership seeks to improve the teachers' quality of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards school work as well as their personal life. It could also be defined as the identification, acquisition, allocation, coordination, and use of social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning been realized effectively and efficiently (Spillane, Halverson, and Diamond, 2004).

That is why Cotton, (2003) vividly indicate that there is a strong association between instructional leadership and students' academic achievement. Likewise, Abeya (2017) and Kipyegon, (2015) indicate that there was a significant positive relationship between instructional leadership roles and student achievement. From the above explanation one can easily infer that students taught in schools where instructional leadership model of school management style is exercised are more likely to perform better in their academic work. In support of this, Huber (2002) also asserts that the quality of education in schools depends on the nature of leadership provided by the school principal, his/her ability to control, direct and guide teachers and students (Huber, 2002).

A study by Njuguna, (2005) on the instructional leadership established that frequency of teachers' supervision of classroom activities, involvement in tuition, revision, pupils' homework, testing and team building contribute towards students' academic performance. School leadership comprises not only formal authority but also expert knowledge of instruction, teaching, management, and safety within schools.

Supervising teaching staff and managing schools require knowledge, application, and the development of methods in instructional leadership to enhance commitment, morale, and motivation.

II. LITERATURE REVIEW

Instructional Leadership Model

A model of instructional leadership embodies an empirical paradigm that considers how the leader and group's interface results in organizational outcomes. However prevailing conceptualization or models of instructional leadership proposed by (Hallinger & Murphy, 1985) are the models that have been used most frequently in empirical investigations and due to the contribution they may have for understanding instructional leadership and its direct and indirect influence on student achievement. Hallinger and Murphy, (1985) developed their model of instructional management from examining the instructional leadership behaviors of the school effectiveness literature. They conceptualize instructional leadership as a three-dimensional concept and others several constituent elements. These three main dimensions are:

Defining the School Mission and Goal

This dimension refers to the principal's role in determining the areas in which the school will focus its resources during a given school year. This highlights the critical role that principals play in sustaining a school-wide focus on learning in the face of competing priorities (Hallinger 2003). An important dimension of the principal's role as instructional leader is to define and communicate a mission or purpose for the school. Defining a school mission involves communicating this vision to the staff and students in such a way that a sense of shared purpose exists, linking the various activities that take place in classrooms throughout the school.

Consequently, two functions, Frames the School Goals and Communicates the School Goals, comprise the dimension. These functions concern the principal's role in working with staff to ensure that the school has a clear mission and that the mission is focused on academic progress of its students (Robinson et al, 2008). Frames the School Goals is instructionally effective when schools generally have a clearly defined mission or set of goals in terms of student achievement. The goals should incorporate data on past/current student performance and include staff responsibilities. This function refers to a principal's role in determining the areas on which the school staff will focus their attention and resources during a given school year. Instructionally effective schools often have clearly defined goals that focus on student achievement.

Clear goals and high expectations commonly shared among the school community are one of the characteristics of an effective school. Schools need to focus on those tasks they deem most important. This allows the school to direct its resources and shape its functioning towards the realization of those goals (Paulos, 2017).

Manages the Instructional Program

It focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership functions: Supervises and evaluates the instruction, Coordinates the curriculum, monitors student progress. This dimension focuses on the role of the principal in "managing the technical core" of the school (Hallinger 2003); coordination and control of the academic program of the school is a key leadership responsibility of the principal, even when day-to-day tasks are delegated extensively to others. It also requires the principal and other leaders to be engaged in stimulating, supervising and monitoring teaching and learning in the school.

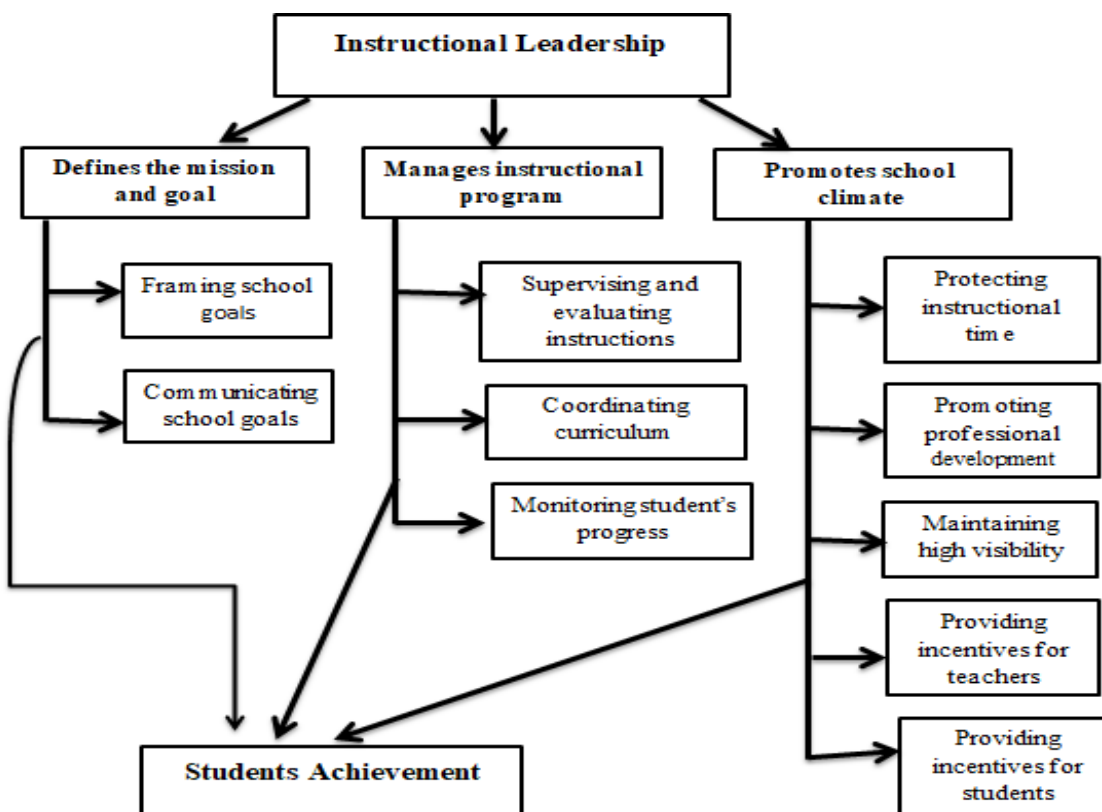
Supervising and evaluating instruction is a function which a central task of the principal to ensure that the goals of the school are being translated into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction and providing instructional support to teachers and monitoring classroom instruction through formal and informal classroom visits both by the principal and others engaged in instructional support (Robinson et al., 2008).

Promote positive school climate

It includes several functions such as developing professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning. This dimension is broader in scope and intent than the second dimension and overlaps with dimensions incorporated into transformational leadership frameworks (Hallinger, 2003). Providing incentives for learning is possible to create a school learning climate in which academic achievement is highly valued by students. Shaping a climate of success involves providing multiple, visible opportunities for students to be rewarded and recognized for their academic achievement and improvement. The rewards need not be fancy or expensive, but students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole (Tschannen-Moran & et al, 2006).

Conceptual Framework

The conceptual framework in this study is based on the effect of instructional leadership on student's achievement. The independent variable is instructional leadership roles and dependent variable is students' achievement. The conceptual framework in this study was mainly focusing on the instructional leadership model.



(Source: Models of instructional leadership (Hallinger and Murphy 1985)

Figure 1, Conceptual frame work

The above figure illustrate that the relationship among two variables (instructional leadership and students achievement) are integrated each other through different instructional leadership constituent elements which used by researcher as factors and functions of school principals as instructional leader. The reason that initiates the researchers to conduct this study wasto see instructional leaders' role in improving students' academic achievement in Sidama zone. As different report released from Sidama Zone Education Department students' performance was declining from time to time in National Examination. For example according to the annual abstract of Sidama Zone Education Department (2017/18) the three years result indicated consecutive decline in EGSECE GPA. In the year 2014/15 up to 2016/17 the total number of students sit for exam was 9328, 9850 and 15081 respectively. Out of these students who scored above 2.80 out of 4 was 1972, 2072 and 1760 respectively. This data reveal that students' academic achievement was not satisfactory. Even though a number of factors attributed for this result, this study try to see the effect of principals' roles implementation on students' academic achievement.

The following research questions guide the study: To what extent did the school principal implement instructional leadership in secondary schools of SidamaZone? Is there relationship between principal's instructional leadership role and student's achievement in secondary schools of Sidama Zone?Which leadership roles have major effect on students' academic achievement in secondary schools of Sidama Zone?

III. METHODS AND MATERIALS

The study employed a descriptive survey research design was used. Quantitative and qualitative research methodwere also used in this study. Teachers in secondary schools of Sidama Zone/District constitute the population of the study. Mugenda and Mugenda (2003) stated that a researcher can sample 10-30% from the target population. Based on this 20% from the total secondary schools (77) were taken as a sample size. From the 14 secondary schools, 256 teachers and grade 10 students' Ethiopian General Secondary EducationCertificate Examination (EGSECE) Grade Point Average (GPA) were taken as the source of data for

the study. Self developed questionnaire, interview and archival document review was used to gather data. Pilot study was conducted to check the validity and reliability of the instrument. The reliability of the quantitative instrument was found .718 which is considered as high reliability (Nunnally, 1978). For the items in the questionnaire the arithmetic means and standard deviation were calculated as measures of descriptive statistics and Pearson correlation and multiple regressions were used as measures of inferential statistics. For all statistical tests the level of significance was set at $p < 0.05$.

IV. RESULTS AND DISCUSSION

Demographic information of the respondents

To establish the characteristics of the respondents in the study their demographic profiles were sought and are presented in the table below

Table 1 Demographic Information about Teachers respondents

| Items | | Teachers | |
|-----------------------|-------------------|-----------|---------|
| | | Frequency | Percent |
| 1. Sex | Male | 174 | 68% |
| | Female | 82 | 32% |
| | Total | 256 | 100% |
| 2. Work Experiences | Less than 5 years | 94 | 36.7% |
| | 6-10 years | 102 | 39.8% |
| | 11-15 years | 36 | 14.4% |
| | 16-20 years | 13 | 5.1% |
| | Above 21 years | 11 | 4.3% |
| | Total | 256 | 100% |
| 3. Educational status | Diploma | 24 | 9.4% |
| | Degree | 169 | 66.0% |
| | Masters | 63 | 24.6% |
| | Total | 256 | 100% |

As the Table depicts 68% of the teachers were male and 32% were female. The majority of the teachers 39.8% have 6-10 service years of experiences and 24.6% of the teachers were with master degree and 66.01% of the teachers have bachelor degree. This shows that teachers' qualification in Sidama Zone meet the standard set by MoE (2013) for general secondary schools.

Descriptive Statistics on the three roles of instructional leaders was assessed using a questionnaire with set of 16 statements. The respondents were requested to establish the extent they agree or disagree with statements relating to the instructional leadership roles using a 5 point Likert scale. The mean scores of each items were calculated and range was categorized into five rating scale as follows: The mean value (1-1.80) shows very low; mean value between (1.81-2.60) shows the low; mean value between (2.61-3.40) said to be moderate; mean value between (3.41-4.20) said to be high and mean value is between (4.21-5) said to be very high (Sekaran & Bougie, 2013).

Descriptive statistics on teachers' perception on principals' role in defining mission and goals of the school

It was found that principals in high performing schools establish and articulate vision and goals, which are important constituents of instructional leadership activities (Hanna (2010). This section shows the level of principals' role accomplishment with respect to defining mission and goals of school as perceived by teachers.

Table 2. Role of defining mission and goal of school (N= 256)

| No | Items | Descriptive statistics | |
|----|--|------------------------|------|
| | | Mean | SD |
| | Clearly defined mission and set school objectives which focus on improvement of student achievement | 2.42 | 1.05 |
| | Work with staff to ensure the clarity of mission and goals | 2.34 | 0.96 |
| | School goal is incorporated past and current data of student performance. | 1.89 | 0.91 |
| | Communicating the school's most important goals to teachers, parents, students and other concern bodies. | 3.85 | 0.84 |

| | | | |
|--|--|-------------|-------------|
| | Discuss the school's goal with staff in the relation to instructional activities | 3.01 | 0.93 |
| | Aggregate | 2.53 | 0.94 |

Table 2 indicated that for the items 1, 2 and 3 the calculated mean values are 2.42, 2.34 and 1.89 respectively. The mean cut points fall between 1.81- 2.60. This is considered as low. This shows that the extent of principal's effort to work with staff, clarity of mission and school goals and incorporating past and current data when setting school goals were reported as low. The mean values of item 4 and 5 are 3.85 and 3.01 and reported as moderate and high respectively. According to the rule of thumb this shows that principals were actively communicate and discuss with staff about goals and objectives of the schools so that they can actively involved in the improvement of schools' instructional activities.

The aggregate mean value of the section was reported as 2.53 (SD= 0.94). This depicts that the performance of principals in Sidama district with respect to defining school missions and goals related roles was found low. The result implies that respondents show their disagreement on the role played by instructional leaders to contribute towards academic achievement. In support of this finding one of the interviewee participant teacher, from school 3 said

Principal as a school head has to clarify the goals and mission of the school frequently, but in our schools this was not done. Because of this most of the school communities don't know the goals of the school and as result they are not strive to fulfill it.

The other interviewed teacher from school 1 also said that

if the staff have common understanding about the mission and goals of the school's, they have common kind of learning to be achieved that can help the school and its efforts to improve students' academic achievement. But this was not done in my school.

Both the interview and questionnaire data indicated that the importance of communicating school vision and goals underscored by Hallinger & Murphy, (1985) that as operating without a clear mission is like beginning a journey without having a destination in mind. The principal's role in defining the mission involves framing school-wide goals and communicating these goals in a persistent fashion to the entire school community. This was not adequately done in Sidama Zone secondary schools.

Perceptions of teachers on principals' role in managing instructional program

A lot of emphasis is currently placed on the need for principals to be instructional leaders or leaders of learning; this is because this type of leadership has a stronger impact on student outcomes than other types of leadership. Kiptum (2018) pointed out that in order to improve learning and students' achievement; the focus should be on the development of qualified and experienced teachers with strong instructional leadership support from their respective school's principals. This section focused on assessing the response of teachers on the execution of principals' role related to managing instructional program

Table 3: Principals' role of managing instructional program (N= 256)

| No | Items | Descriptive statistics | |
|----|---|------------------------|-------------|
| | | Mean | SD |
| 1 | Ensuring the school's goals by translating into practice at the classroom level | 2.62 | 1.04 |
| 2 | Aligning teachers' classroom objectives with the school goal. | 3.21 | 0.96 |
| 3 | Providing instructional support for teachers to monitor classroom instruction by formal and informal classroom visits | 3.70 | 1.01 |
| 4 | The curricular coordination is supported by interaction among teachers within and across grade levels on instruction | 2.65 | 1.01 |
| 5 | support teachers to use both standardized and criterion referenced test | 3.89 | 0.93 |
| 6 | Create condition to use classroom tests to monitor students' progress | 3.42 | 0.95 |
| 7 | Protection of instructional time (ensuring teachers' punctuality and reducing student absenteeism.) | 3.51 | 1.01 |
| | Aggregate | 3.69 | 1.08 |

The mean value for most of the items was reported as low. For example item 1, 2 and 4 are reported with a mean value of 2.62, 3.21 and 2.65 respectively. This shows that principals' performance in general secondary schools of Sidama zone was moderate with respect to these items. On the other hand items 3, 5, 6 and 7 with the mean value of 3.70, 3.89, 3.42 and 3.51 respectively fall at the range of high. This implies that

principals as instructional leaders perform at a better level with respect to provision of instructional materials support, uses of different tests and test administration and monitoring. The aggregate mean for leadership role of managing instructional program was found to be 3.69, which is considered as high. This implies that teachers perceive that principals in Sidama district are effective in their roles in relation to managing instructional program.

The interview result from school 2 supports the result of the quantitative data *they have good trend to coordinate teachers' classroom objectives with the school goal and communicate with teachers to make it effective at classroom level; While the teachers teach their own subject matter the school principals have involved in it and try to aligning schools goal into classroom objectives. And also they believe that principals provide instructional support for teachers to monitor classroom instruction by formal and informal classroom visits.*

This finding was supported by literature that coordinating curriculum is a characteristic which stands out in instructionally effective schools. School curricular objectives should closely align with both the content taught in classes and the achievement tests used by the school. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and curricular issues (Cardno and Collett, 2004).

The other participant teacher from school 1 said

It is known that managing the instructional program help to improve classroom instruction, if and only if the principal support and supervise, monitor learning and protecting teachers from unfair treatment. With this respect our principal is model.

Still another teacher from school 3 added that

We believe that protection of instructional time which focuses on ensuring teachers' punctuality and reducing student tardiness and absenteeism were successfully achieved in our school.

Teacher 1 also strongly suggested that *effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement and my principal is effectively involved in instructional activity of the school.*

In support of this, Hallinger (2003) said that principals are effective leaders when they protect instructional time, provide teachers with uninterrupted work time, support in improving classroom management and instructional skills. It was found that principals in Sidama district are effective in managing instructional program.

Principals' role in promoting positive school climate

Table 4 Implementation of Promoting Positive School Climate Role (N= 256)

| No | Items | Descriptive statistics | |
|----|--|------------------------|------------|
| | | Mean | SD |
| 1 | Ensure the interaction between the principals, teachers and students | 2.59 | 1.00 |
| 2 | Facilitating variety of training opportunities for teachers to improve their professional knowledge, competence and skills | 2.02 | .89 |
| 3 | Make the best use of both formal and informal ways to reward and motivate teachers. | 2.10 | .91 |
| 4 | provide visible opportunities for students to be rewarded and recognized for their academic achievement and improvement | 3.42 | 1.08 |
| | Aggregate | 2.40 | .98 |

For the item 1, 2, and 3 the calculated mean values were 2.59, 2.02 and 2.10 respectively and show relatively low performances with respect to the items. On the other hand, for item 4 the calculated mean value shows 3.42. This shows high level of principal's implementation regarding Provision of opportunities for students to be rewarded for academic performance. The aggregate mean value 2.40 also indicated that the principals were not executing their role of implementation and promotion of positive school climate as expected.

In support of this finding interviewed teacher from school 2 said

The principal is expected to motivate teachers by providing formal and informal praise, recognition and monetary rewards as incentives to motivate teachers. If this was in place teachers were initiated to bring more efforts to improve students' academic achievement. But this was not practiced in my school.

In a similar way, teacher from school 1 told us that *teachers were not praised instead in some cases they were insulted, demoralized and ignored by our principals.* From this, one could understand that in secondary schools

of Sidama zone principals don't motivate and inspire teachers by providing different forms of praise, recognition and monetary rewards.

Tschannen-Moran, et al., (2006) state that positive school climate has a significant and positive effect on student achievement. This implies that if the school climate is not positive it leads to low students' performance. This may be the reason for low academic achievement in general secondary schools of Sidama Zone. Similarly Leithwood and Sun, (2012) and Hallinger and Heck, (2010) suggest that principal should make the best use of both formal and informal ways of motivating teachers and creating a school culture based on trust, mutual respect and success which results in improvement in students' academic achievement .

Table 5.Summary of Sidama Zone EGSECE achievement for the Years 2014/15 to 2017/18

| Year | Mean | Std deviation | Std error | 95% confidence interval for mean | | minimum | Maximum |
|-------------------------------|--------|---------------|-----------|----------------------------------|----------------|---------|---------|
| | | | | Lower boundary | Upper boundary | | |
| 2014/15 | 2.28 | .55 | .02 | 2.22 | 2.31 | 1.20 | 4.00 |
| 2015/16 | 2.273 | .42 | .02 | 2.24 | 2.31 | 1.40 | 3.80 |
| 2016/17 | 2.1207 | .49 | .02 | 2.08 | 2.16 | 1.00 | 3.70 |
| 2017/18 | 2.1695 | .55 | .25 | 2.12 | 2.22 | 1.20 | 4.00 |
| aggregate mean (overall mean) | 2.348 | .53 | .02 | 2.20 | 2.27 | 1.00 | 4.00 |

The dependent variable for the study was the students' academic performance GPA of Sidama zone secondary schools. The Ethiopian General Secondary Education Certificate Examination (EGSECE) GPA was provided by directors of the sample schools for the years 2014/15 to 2017/18. The mean grades for the years were transformed into aggregate mean (overall mean). An examination of the results showed that the EGSECE mean grades ranged from 2.12 (SD = .49) to 2.28 (SD=.55) out of 4 while the overall mean grade was 2.35 (SD = 0.53). This indicated that the performance of the students in Sidama zone was low.

Relation between instructional leadership role implementation and student's academic achievement

Pearson correlation Coefficient was used to establish the relationship between the independent variable, instructional leadership roles, and the dependent variable, students' academic achievement. The mean score of grade 10 students' GPA of sampled schools was taken as dependent variable.

Table 6 Correlation coefficient (N= 256)

| | | 1 | 2 | 3 | 4 |
|---|------------------------------------|--------|--------|------|---|
| 1 | Define the school mission and goal | 1 | | | |
| 2 | Managing Instructional Programs | .505** | 1 | | |
| 3 | Promoting positive school climate | .446** | | 1 | |
| 4 | Academic achievement | .565** | .431** | .594 | 1 |
| | | | .635** | | |

** Correlation is significant at the 0.05 level (2-tailed).

As the analysis in Table 6 shows, there is a positive and moderate correlation between independent variables defining school mission and goal, managing instructional programs and promoting positive school climate and the dependent variable students' academic achievement. The highest correlation coefficient was found between managing instructional program and academic achievement $r = .635$, $p < .01$ and followed by promoting positive school climate $r = .594$, $p < .01$ and defining the school mission and goal $r = .565$, $p < .01$ respectively. The overall statistical findings of the study indicated that principals' instructional roles had positive moderate relation to students' academic achievement (Salkind, 2000). This implies that instructional leaders' role has a statistically significant influence upon students' academic achievement as perceived by teachers. This means that an increase in performance of instructional leadership role led to improvement on the students' academic achievement in secondary school. Hallinger, (2003) reported that leadership role is essential in improving school management and raising standards of education. He goes on saying that the quality of education depends on the nature of leadership role provided by instructional leaders, his ability to manage instructional program, promote positive school climate and defining school mission and goals properly.

Regression analysis

To answer the third research question, the regression analysis was done, as indicated in the table below.

Table 7 Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .636 ^a | .405 | .403 | 4.26 |

a. Predictors: (Constant), Promote positive school climate, Define school mission and goal, and Managing instructional program

b. Dependent Variable: Students' Academic achievement

The above table presents three of the most important aspects of the multiple regression analysis, R, R Square, and Adjusted R Square. In the above case, (R = .636) indicates that there is a moderate positive correlation (Salkind, 2000) between the dependent variable (students' achievement) and the independent variables (Promote positive school climate, Define school mission and goal, and Managing instructional program). The R Square value also represents the percentage of variance accounted for in the dependent variable (students' achievement) by the set of three independent variables (Promote positive school climate, Define school mission and goal, and managing instructional program). The R Square value indicates that is about 41% of the variance in the value of the students' achievement can be accounted by the influence of the three independent variables. Thus, the model shows a strong link between the instructional leadership roles and how much student academic achievement depends on it.

Table 8 Regression coefficient

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | -1.060 | .154 | | -6.892 | .000 |
| 1. Define school mission and goal | .009 | .010 | .016 | .864 | .388 |
| 2. Managing instructional program | .014 | .008 | .146 | 1.846 | .066 |
| 3. Promote positive school climate | .215 | .006 | .022 | 3.550 | .000 |

a. Dependent Variable: Students' Academic Achievement

The table presents the contribution of each independent variable to the prediction of dependent variable. The multiple regression analysis revealed that the three roles of instructional leadership have much contribution as predictor variables. The output shows that the largest standardized value appears in the Beta Coefficients is .146, which means that managing instructional program as a role of instructional leaders predicts about 15% on students academic achievement, which is reported by teachers' as well performed roles in Sidama Zone secondary schools. The second higher predictor is promoting positive school climate role which is about 2%. Defining school mission and goal is the least predicting role of instructional leaders. The two instructional leaders' roles as perceived by teachers were not performed well in the study area. This may be the effect on low students' academic achievement.

This finding is supported by similar study which examines the relationship between school climate and the academic achievement of the students by Allen (2015). He concluded that "school climate which is an important factor in creating healthy and positive atmosphere in school and in insuring the effectiveness of interpersonal relation, affecting the academic achievement of students positively. In other words, school climate appears as one of the basic factors that are crucial for predicting and increasing students' academic achievement".

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was an attempt to examine the effect of principals' instructional leadership role on students' academic achievement. It was found that there was significant positive relationship between students' achievement and principals' instructional leadership role implementation in the sample participants on the study area.

The goal of the first research question was to assess the extent of implementation of school principals' instructional leadership in secondary schools of Sidama Zone. It was found that principals' role in defining the mission and promoting positive school climates were not adequately done in Sidama Zone secondary schools.

However, it was found that principals' leadership role of managing instructional program was perceived by teachers as effective and implemented at higher level. These results indicate that all the core components of instructional leadership roles were not adequately implemented in the study area.

The goal of the second research question was to determine the relationship between principal's instructional leadership role and student's achievement and it was found that there was a significant and positive relationship between principal's instructional leadership role implementations and students' achievement. The third research question focuses on identifying leadership roles that have major effect on students' academic achievement. It was reported that managing instructional program as a role of instructional leaders is the major predictor on students academic achievement and followed by promoting positive school climate role and defining school mission and goal.

It is abundantly clear that the future of a country depends on a well-educated manpower. That is why most industrialized nations give attention to improving the quality of their school learning and need great school leaders at the helm. Les (2013) reported that to be effective in our school system we are in desperate need of leaders who are bona fide visionaries, mentors, coaches, motivators, and team players; people who manage instructional program, who lead by creating conducive working environment and motivate and inspire teachers. He goes on saying that the most effective and successful school leaders focus on their institution's mission and vision, with an acute sense for situational awareness. Such leaders build effective relationships within the local community, gain the trust of their staffs, and make every effort to "know" the students and their parents.

Thus, it was recommended that the zonal and regional education bureaus should work in improving principals' knowledge in mission and goal creating, how to make the school good working environment and managing instruction program. If we are truly serious in developing principals' leadership roles, the students' academic achievement will be improved.

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