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Instructional Leadership Approach Influence on Secondary School Learner's Academic Performance in Kakamega County, Kenya

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Abstract

Teachers are the leaders in schools; they are responsible for the school management in terms of resources and academic work. Most schools face continuous decision making and management challenges. In Kenya National government has made efforts to ensure quality management systems in schools in each county. Kakamega County is one of the forty-seven counties in Kenya. Cases of bad leadership are still reported in several learning institutions in the county; as a result, students in such institutions have recorded poor academic achievement. The purpose of this study was to determine the degree to which instructional leadership approach influences learner's academic performance. This study adapted correlation research design with data being collected by interview schedule, content document analysis, questionnaires and students' focus group discussion. Both quantitative and qualitative data was collected and analysed descriptively, inferentially and thematically. The study established that instructional leadership affects secondary school learners' academic performance.

Keywords: *Instructional Leadership; Accademic Perfomance*

1. Introduction

Instructional leadership is defined as the management of curriculum and instruction by a school head. The school leader saturates every aspect of school life, this is because he or she is an educator, an administrator, a coach and a mentor. The school head's role has changed over time; from the top-down lone authority tasked with rescuing vulnerable schools from failure, to an effective leader who encourages those qualities in students and teachers, motivating them to step out beyond classroom boundaries to transform the school from a workplace to a learning place (Van de Grift & Houtyveen, 2016).

A leadership mindset in education in Thailand includes a strong moral focus on deep student learning, professional pursuits, trusting relationships, and seeking behavioral evidence (Le Fevre, Timperley, & Ell, 2016). Good leadership requires attention to the day-to-day management tasks involved in running an organization. Creating safe learning environments, effectively engage students in need, spot good teachers when they are doing their job right, and support them with genuine appreciation and emotional intelligence. According to Hite, Williams, Hilton and Baugh (2016), three competencies are needed to engage in this meaningful learning experience. That is, the ability to apply relevant knowledge to a leader's practice, the ability to solve complex problems, and the ability to build the confidence to execute a given task and the hard work to improve and strengthen teaching and learning activities.

In Brazil for school leaders to thrive in the role of instructional leader, they have to work to liberate themselves from being mired in the bureaucratic aspects of teaching. The ministry of education has decided to redouble its efforts to improve learning and teaching methods. It goes without saying that improving teaching methods is a worthy goal. When implemented successfully, instructional teaching and learning allows students as well as teachers to create a more meaningful learning environment. Ultimately, this enables them to better control their destiny (Hooper & Martin, 2015).



Improving public education and student achievement were top priorities for the Canadian government during its 2004 and 2008 mandates. In Canada, being a school head is not pegged on experience alone but also qualifications with required leadership skills. Skills required are provided in-service training and are sources of improved school performance (Jimerson, Pletcher, Graydon, Schnurr, Nickerson, & Kundert, 2016). There should be a training for the interested school heads before they are appointed as is done in England. In Germany leadership preparation is taken care of as a key element in the institute management (Bush, 2020). This happens due to complexity of head teachers' responsibilities particularly in making informed and life changing decisions (Mayrowetz, 2015). The training equips them with relevant and updated knowledge and skills for the management of schools. Bush (2020) noted that school heads are key players in laying foundations for school academic improvements. Therefore, they must demonstrate the ability to support his/her fellow staff members, make proper planning and arrange to acquire at least optimum learning resources He/she should ensure that parents and guardians are well motivated though inclusive daily decision makings. Parents and guardians will therefore be encouraged to help in the monitoring of academic progress once they get involved in school activities.

With Canadian education plan entitled "When Kids Come First", New approach was used to lay down specific guidelines to improve student achievement involving all levels concerned by this particular issue. This could only be achieved by good instructional mentorship from both the school principals and the senior teachers in various departments. Most of the provinces in Canada continued to refer to the broad lines of this program when the Canadian Council of Ministers of Education published the results of the national assessments, in which new approach came first on the list, and recently, government officials mentioned measures on improving the students' scores in literacy, numeracy, and sciences where the approach is one of them (Grayson, 2015).

In Ghana an instructional leader is more practiced in schools by principals and it protects instructional period, promotes professional development, maintains high visibility, and provides incentives for the teachers and also the learners (Kelley, Thornton & Daugherty, 2015). In this country, instructional leadership is linked to supervision, staff development, and curriculum development. The ministry of education ensures three aspects of effective leadership approaches as; talking with teachers, promoting teachers' professional growth, and fostering teacher reflection. All these are done to promote academic outcomes. The principals act as the professional advisors to the board, leaders of reforms, managers of resources and communicators to the public. School instructional leadership is therefore concerned with pupils, teachers and the rules, regulations and policies that govern the school system.

Huge financial investments in education have been made by both government and parents. To manage the huge number of learners and the school resources available, the school management should have good and updated management skills with much inclusivity; without dictatorship. By doing so, excellence will follow and learners and parents will be less worried about grades but will be pleased with the quality knowledge acquired. There is so much pressure on students' examinations, which no longer assesses whether the child has actually learnt or acquired any competencies. They only determine where the child is being placed, this university or that or no place. Changing this mind of learners require good leadership skills. Researches have acknowledged that good learning outcomes in most schools does not happen by chance but due to preparedness of school heads (Rubin, Munz & Bommer, 2015).

In Kakamega County-Kenya, human, financial and infrastructural facilities have been found to be inadequate and also overstretched while some are in pathetic conditions. No meaningful learning can take place in the absence of adequate facilities. Therefore, school heads have responsibilities to plan the best way of using what they have and how to source for more facilities (Deal, & Peterson, 2015). Absenteeism from school by both teachers and pupils has been common, this affects teaching and learning activities in the county. This calls for heads to move with speed and curb this through human relations skills and by being firm and fair and lead by example.

Developing and leading a team that follows directions and client needs take precedence over individual promotion. Even after attaining leadership positions, servant leaders typically encourage their subordinates to focus on serving others rather than personal gains. Servant leaders may seek to share power with others and encourage their development and growth. This trait can extend to listening carefully to followers in order to better understand their needs, but it also means that leaders hold themselves and others accountable for their words and actions (Kelley et al, 2015).



The concept of servant leadership is unorthodox in the sense that it is not about heroic leadership, but the development of others for their betterment. A servant leader has emergent authority and uses such authority ethically and morally as a basis to serve others. A servant leader is a giver in social interaction, who defines and measures the success of their leadership by the well-being and advancement of those whom he or she leads (Waters, & Cameron, 2015).

Servant leaders have dual roles that are interdependent and interchangeable. Rubin et al. (2015) describes the servant leader as a compound noun. The word servant is not a variant of the word leader. However, Hurren (2016) points out that the best leaders are servants above all else, and servant leadership is a choice. Servant leaders in leadership focus on helping others reach their full potential. An effective leader has the ability to serve and lead, but begins with the mindset of serving others before self. The essence of the servant is the personality of the servant leader, and the leader's title is the role he plays in his sphere of influence.

There are different styles of leadership and servant leadership is pillar to succeed in today's challenging lifestyle and to meet demands of the work place in Netherland. Hurren (2016) in response to contemporary survey provided a milestone regarding servant leadership practiced in that country Netherland. He responds to the question "Who is the servant-leader? According to him "The servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first". No doubt, this definition is best fit to the education sector. Nevertheless, Liao et al., (2016) have pointed out that servant leadership has been addressed properly in theory but in practice it has not being focused in fields like education. To fill up this gap between theory and practice they suggested implementation of servant leadership to modify organizational behaviors and attitudes of the teachers to develop professionalism.

According to Hallinger and Murphy (2018), servant leadership is avoidance to use power and even not to develop this perception in minds of workers rather develop feelings of empowerment among them to work comfortably at their position. Due to less exposure, weak empirical evidences and surface approach in Somalia, some people oppose servant leadership. Thus, around the globe organizations are hesitant to accept this belief because of absence of sophisticated approach about it (Hassan, Nordin & Azamin, 2021). According to Yap & Enoki (2015), servant leadership is complex phenomenon and multiple factors comes under its umbrella hence still its hard task to sort out the dimension and arrange them and overt and covert behavior at work place Dimensions of Servant Leadership in Libya, the era of early 1990s to 2003 efforts were done to explore themes of servant leadership to operationalize it. The moral and inspirational and dimensions in Egypt, he argued that relation building, capacity for reciprocity, self-identity, and preoccupation with the future were essential themes of the servant leadership.

In Kenya, servant leadership can be seen in school principal's exhibiting practices and behaviors that are visible and recognizable to school teachers. These practices include inspiring a shared vision, modeling methods, testing processes and empowering and encouraging others to act. Grayson (2015) explored six dimensions, including valuing people, developing people, building community, demonstrating authenticity, providing leadership and sharing leadership. Among the various subjects of servant leadership, Blumberg and Greenfield (2019) on the other hand, supported dimensions such as empowerment, accountability, distance, authenticity and governance. The current study considered three dimensions of servant leadership. This is opportunity, responsibility and distance. In some Kenyan schools, empowerment refers to the level of encouragement the principal gives teachers to develop professionally and personally. Accountability increases teachers' accountability for the work they supervise and set boundaries for achieving goals. Responsiveness is the extent to which principals prioritize teachers' needs and give them credit for their work.

Kenyan Organization Citizenship Behavior is "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Bush, 2020). The term organizational citizenship was first used by Bono et al, (2015) explaining undesirable behavior by employees who go out of their way to help others accomplish specific tasks. These actions are performed by employees knowing that such actions are not contractual and are not recognized by the organization's formal compensation system. This out-of-role activity is usually beneficial to the overall effectiveness of the organization.

According to Blumberg and Greenfield (2019), teachers perform activities that benefit others within organizations and within the institutions. A review of the literature found that principals exhibit servant leadership behaviors that



promote positive behavior among faculty and staff. These behaviors can lead to increased civic behavior in teacher-principal and teacher-teacher relationships. This open communication helps improve school performance. Performance is a physical and psychological capability to perform a particular task through a specific method that can be evaluated on a scale (for example, excellent, average and low). Performance addresses the organization, employees and individual (Rubin et al, 2015). Performance is heart of every organization; it may say that performance improvement is a major objective to achieve organizational objectives. School organizational performance in terms of students' achievements was analyzed by Bolin (2019), he examined the relationship between servant leadership and student achievement. He suggests servant leadership behaviors improve teacher effectiveness within the classroom therefore resulting in an increase in student achievement. Bogler (2015) demonstrated the behavioral aspect as first dimension of performance while second was outcome performance aspect. In this study outcome performance aspect was taken and it was based on students' achievements.

Rationale of the study according to Deal and Peterson (2015), servant leadership was a relatively new concept that first appeared in business in the late twentieth century. Early research investigated relationship between servant leadership and employee trust, job satisfaction, and firm-level performance. The concept of servant leadership is becoming increasingly popular and accepted in the business community, but is rarely explored in public education. Irvine and Brundrett (2019) carried a study on skills that is required to improve school academic performance. Kelley et al., (2015) carried a study on instructional leader as practiced in schools by principals and it protects instructional time. However, this study will be done on teacher leadership approaches, self-worth and secondary school learners' academic performance within the County of Kakamega.

2. Research Methods

The study adapted the non-experimental research design which is the ex-post-facto survey design and correlation. The study was conducted in Kakamega County which is part of the larger western Kenya. The number of secondary schools in Kakamega County is 385 and 385 principals. The number of class teachers is 770 while the number of form three students is 23,100. A simple random sampling was used to sample 4 out of 12 sub-counties in Kakamega County. Thirty per cent (30%) of the schools was used in the study which was deemed adequate sample size according to Joshua (2017). This percentage was sampled by stratified simple random sampling from the four sub-counties as the main stratus; this made a total of 115 schools with 115 principals. The sample size of class teachers was randomly sampled from the 385 schools; this was 231 (30% of 770) class teachers. All school principals were finally purposively sampled out by census while students were sampled by use of the following formula:

$$n = \frac{Z^2 pq}{d^2}$$

Which resulted to 384 students. The researcher used the questionnaires, document analysis, interview guides and focus group discussion (FGD). Questionnaires were administered to both class teachers and students. Interview was conducted to the school principals while focus group discussion (FGD) was done by the students.

The collected raw quantitative data was sorted, edited, coded and tabulated for analysis using Statistical Package for Social Sciences (SPSS) software. This involved descriptive statistics such as mean, percentages and frequencies. Qualitative data from interview schedules and focus group discussion was analysed by content analysis to identify emerging theme.

3. Analysis Result

In this kind of study, the school head is considered to manage both curriculum and instruction by saturating every aspect of school life. To assess how the leadership affect academic achievements, the study gave teachers questionnaires, interviewed the school principals and carried out a focus group discussion with students. The questionnaire required teachers to respond on degree to which instructional leadership approach affects secondary school learners' academic performance, Table 1 shows the responses from teachers.



Table 1: Teachers responses on degree to which instructional leadership approach effects on secondary school learners' academic performance

	SA	%	A	%	U	%	D	%	SD	%	Total	%
1 We always set goals and objectives of each academic year in our school	109	47.2	115	49.8	3	1.3	3	1.3	1	0.4	231	100.0
2 We always develop the academic related tasks to meet the set academic related goals and objectives in our school	79	34.2	130	56.3	15	6.5	4	1.7	3	1.3	231	100.0
3 In our school we normally determine the resources needed to achieve the set academic achievement at the beginning of the year.	56	24.2	120	51.9	24	10.4	17	7.4	14	6.1	231	100.0
4 To meet the academic achievement, we always create time line.	100	43.3	121	52.4	4	1.7	3	1.3	3	1.3	231	100.0
5 We always determine tracking and assessment methods of academic tasks in relation to goals and objectives.	69	29.9	126	54.5	16	6.9	17	7.4	3	1.3	231	100.0
6 Once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes	53	22.9	129	55.8	33	14.3	10	4.3	6	2.6	231	100.0
7 We always set personal targets towards the achievements of school set academic achievement	97	42.0	113	48.9	17	7.4	4	1.7	0	0.0	231	100.0
	SA	%	A	%	U	%	D	%	SD	%	Total	%
8 We are given opportunity to advance our education in our area of specialization	38	16.5	87	37.7	63	27.3	33	14.3	6	2.6	231	100.0
9 We normally go for in-service trainings in our area of specialization.	43	18.6	89	38.5	50	21.6	39	16.9	10	4.3	231	100.0
10 New employed staff members are normally inducted in line with achieving the set school academic achievement.	55	23.8	146	63.2	19	8.2	11	4.8	0	0.0	231	100.0
11 We have other collaborative academic institutions that help us to achieve set school academic achievement	46	19.9	95	41.1	44	19.0	35	15.2	11	4.8	231	100.0
12 Collaborative relationships between our school, other institutions and individuals are always facilitated for the benefit of achieving set academic achievement.	50	21.6	89	38.5	41	17.7	38	16.5	13	5.6	231	100.0
13 In our school, we always create community awareness on the set academic achievement and the plans on how to achieve them	31	13.4	69	29.9	57	24.7	61	26.4	13	5.6	231	100.0



Based on Table 1, setting goals and objectives of each academic year in schools could frequently be done by 109 (47.2%) of the teachers while 115 (49.8%) teachers could moderately set goals and objectives of each academic year in their schools. In the contrary, 4 teachers could not set any goal and objective of any academic year in their schools. This was also strongly confirmed by 1 (0.4%) teacher and supported by other 3 (1.3%) teachers. Apart from the respondents who either agreed or disagreed that teachers always set goals and objectives of each academic year in their schools, other 3 (1.3%) did not have any idea over the same.

Developing the academic related tasks to meet the set academic related goals and objectives in schools was highly and moderately done in some schools as was confirmed by 79 (34.2%) and 130 (56.3%) teachers respectively. This is an activity that could not be done in some schools as was confirmed by 4 (1.7%) teachers who disagreed and 3 (1.3%) teachers who strongly disagreed that teachers could always develop the academic related tasks to meet the set academic related goals and objectives in our school. This was after 15 (6.5%) of the teachers remained non-committal to make decision about the matter.

Teachers normally determine the resources needed to achieve the set academic achievement at the beginning of the year. This was frequently done in some schools as was ascertained by 56 (24.2%) teachers who strongly agreed with this fact in their responses. Other 120 (51.9%) teachers supported this by agreeing that teachers normally determine the resources needed to achieve the set academic achievement at the beginning of the year. Other teachers did not agree with this, represented by 17 (7.4%) teachers while those who strongly disagreed with it were 14 (6.1%) teachers as 24 (10.4%) teachers did not commit themselves to make any decision.

To meet the academic achievement some teachers always create time lines. This was strongly confirmed by 100 (43.3%) teachers with support from other 121 (52.4%) teachers who also agreed that teachers we always create time line to meet the academic achievement. As they were doing this, other teachers confirmed that such do not happen in their schools, these were 6 teachers of which 3 (1.3%) strongly disagreed that teachers always create such time lines with support from a similar number of teachers who also disagreed that teachers always create time line to meet the academic achievements.

Determining tracking and assessment methods of academic tasks in relation to goals and objectives is an activity that could always be done in some schools. With 69 (29.9%) teachers strongly agreeing with this, alongside 126 (54.5%) teachers agreed with it. A conflicting response were received from 17 (7.4%) teachers who denied that teachers always determine tracking and assessment methods of academic tasks in relation to goals and objectives. In addition to this other 3 (1.3%) teachers were strongly in denial that teachers always determine tracking and assessment methods of academic tasks in relation to goals and objectives. This left 16 (6.9%) teachers undecided.

Once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes. This could always happen in some schools as was strongly established by 53 (22.9%) teachers with support from other 129 (55.8%) teachers who agreed that sometimes, completed academic plans could be distributed to all staff members involved in the academic processes. A different observation was revealed by 6 (2.6%) teachers that even when the academic plan is complete, distributing it to all staff members is something they had never experienced other teachers who had not experienced this and disagreed that once the academic plan is complete, it is normally distributed to all staff members involved in the academic processes were 10 (4.3%). However, 33 (13.3%) teachers had not made any decision by the time this study was being finalized.

Personal targets towards the achievements of school set academic achievement could always be set by 97 (42.0%) of the teachers. They strongly agreed that they always set personal targets towards the achievements of school set academic achievement. They got support from 113 (48.9%) teachers who agreed that they always set personal targets towards the achievements of school set academic achievement. Conflicting responses were registered by 4 (1.7%) teachers with 17 (7.4%) of the teachers remaining non-committal.

Opportunities to advance education in a given area of specialization could be given to teachers in some schools as was confirmed by 38 (16.5%) of the teachers who strongly agreed that they are given opportunity to advance their education in their area of specialization. Such opportunities could not be given to some teachers. This is true according to 6 (2.6%) of the teachers who strongly disagreed that they are given opportunity to advance our education in our



area of specialization. This received support from other 33 (14.3%) teachers who also had not received such opportunities and they disagreed. After all the decisions had been made, 63 (27.3%) teachers had not decided over the same.

Some teachers could be allowed to go for in-service in the area of specialization. Going for such trainings was frequent in some schools where 43 (18.6%) teachers were teaching. This was confirmed by their strong agreement they made that they normally go for in-service trainings in their area of specialization. Other teachers who agreed to have gone for such trainings were 89 (38.5%). This was something strange to 10 (4.3%) teachers who strongly disagreed that such trainings could be attended by teachers in their schools. To confirm this further, other 39 (16.9%) teacher disagreed that they normally go for in-service trainings in their area of specialization as 50 (21.6%) teachers reserved their comments.

New employed staff members are normally inducted in line with achieving the set school academic achievement. This was true in some schools as 55 (23.8%) teachers strongly agreed with the fact that such induction could be done to the new employed teachers. This is a fact that was supported by other 146 (63.2%) or the teachers who acknowledged that new employed staff members are normally inducted in line with achieving the set school academic achievement in their schools. On the other hand, others schools could not organize for such inductions. This was noted by 11 (4.8%) teachers, leaving 19 (8.2%) teachers who had not made any decision yet.

Having other collaborative academic institutions that help their schools to achieve set school academic achievement was strongly confirmed by 46 (19.9%) teachers with a support form 95 (41.1%) more teachers who agreed that they have other collaborative academic institutions that help them to achieve set school academic achievement. As they were confirming the existence of the collaborative institutions, other schools did not have any such institutions, this was according to 11 (4.8%) of the teachers who strongly disagreed that their schools have other collaborative academic institutions that help them to achieve set school academic achievement. Other teachers who disagreed that their schools have other collaborative academic institutions that help them to achieve set school academic achievement were 35 (15.2%). Making a decision was not easy for 44 (19.0%) teachers who could not take any side over the same.

Collaborative relationships between schools, other institutions and individuals are always facilitated for the benefit of achieving set academic achievement in some schools. Such facilitations are common in some schools as was strongly ascertained by 50 (21.6%) teachers supported by 89 (38.5%) teachers who agreed that collaborative relationships between their school, other institutions and individuals are always facilitated for the benefit of achieving set academic achievement. This was not common among some schools and teachers 13 (5.6%) teachers strongly disagreed with support.

As mentioned during interviews with both county directors and their deputies, employment of staff members caters for age, gender, experience and disability. They further hinted that promotion of teachers, principals and deputy principals majorly depends on experiences and delivery. In the interview with the school principals, they were to respond on the availability of some of the academic reflective practices that their staff members carry out to achieve set academic achievement. Some principals 34 (43%), noted that the teachers are given opportunity to access the required teaching and learning materials. They practice team teaching where the newly employed and the experienced teachers work as a team to teach, organize for learning experiences for students, field trips and play leaderships roles of existing academic clubs. Some school principals 28 (32%), noted that they allow the teachers to ask for guidance where they have a challenge in the implementation of the curriculum. Here they share their views on the best academic practices that could improve academic achievements.

Some of the principals 31 (38%), could organize for academic reflective trips to all teachers where all teachers could go and have reflections about the best practices observed within a given academic year or terms. This allows them to improve their practices with the goal of achieving set academic goals. Benchmarking with other top performing schools could be organized by the principals to give their teachers an opportunity to interact with other teachers and adopt some of the best practices conducted in such schools that brings difference in academic achievement.

The school principals narrated how they normally inspire their staff members and students towards achieving the school set academic achievement. Some of the motivation practices include, providing gifts to both group of excelling



teachers and students. To teachers the principals could provide monetary gifts for every grade A, B and C attained by learners in their teaching subjects. The principals could also organize for holiday trips to the teachers and also reward the teachers who sacrifice their extra time to teach and involve themselves consultations with students on academic matters. The students could be gifted with note books, monetary gifts and academic trips. Mean rating of the teachers' feedback from the questionnaire and KCSE average mean score for three consecutive years were analyzed through linear regression giving the following SPSS outputs.

Table 2: Model Summary of Regression analysis on Instructional Leadership Approach

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867 ^a	.921	.929	.23054

a. Predictors: (Constant), Mean Rating

b. Dependent Variable: KCSE Mean Score

Table 2 shows mean rating from the responses on instructional leadership that teachers gave in the questionnaires was computed and analyzed through SPSS against their recorded school KCSE mean grade. This resulted to strong correlational results of .867 with observable instructional leadership practices and conducts accounting for achievement of 92.1% of the KCSE mean grades as recorded by the teachers. Therefore, the study revealed that instructional leadership approach has influence on learner's academic performance. To predict the statistical significance of the regression model, ANOVA statistical test was run in SPSS and the output is as shown in Table 3.

Table 3: ANOVA Output on Instructional Leadership Approach

Model		ANOVA ^a				Sig.
		Sum of Squares	Df	Mean Square	F	
1	Regression	130.156	1	130.156	1502.247	.029
	Residual	7.432	113	.0669		
	Total	153.861	114			

a. Dependent Variable: KCSE Mean Score

b. Predictors: (Constant), Mean Rating

Table 3 revealed a statistically significant result between instructional leadership approaches and learners' academic performance as value 0.029 was found to be below 0.05. The study therefore found out that instructional leadership approaches have influence on learners' academic performance.

4. Discussion

The principals noted that they normally organize for life skills lessons where some of the teachers, board members and resource persons are being invited to give motivational talks to students on academic achievements where even teachers benefit from such presentations. Organizing for contests in various subjects, ensuring that some of the basic physical, financial and human resources are mobilized to promote academic achievement processes. The principals also hinted that they normally invite parents to chart way forward on how the low and the average performing students can improve their academic achievements and those who are already toying can maintain and do not drop down.

Learners on the other hand had a focus group discussion where they gave their responses on how the school management ensures that they maintain the collaborative relationships between their school, other institutions and individuals for the benefit of achieving set academic achievement. They mentioned carrying out inter school contests where they do same exams, attend to their academic programs when called upon, borrowing leaning resources, participating in the zonal, regional and even national games, and having benchmarking with other schools. This would help them in setting the set academic goals, objectives and any plan for the school.

According to Cherian, Jacob, Jolly, Qureshi, Rubina, Gaikar and Vilas (2020), The principal supervises the work of the teachers, give suggestions for their improvements, takes care of maintaining teacher motivation, and is present during the whole process of acclimatization to working conditions so as to promote a caring culture that encourages trusts, allows the teachers and students to achieve more, make decisions, overcome obstacles, develop their individual and collective strengths, learn from one another and assume responsibility. Jacob and Cherian (2020) highlight the increased importance of school leadership in meeting academic challenges. Jacob argues that the school leaders' task



to create conditions so organizational members can reflect their current practice and to facilitate problem solving and innovation is particularly in academic achievement. School leaders should be able to create conducive learning environments in which students, teachers, and parents felt safe to take risks, make errors, and learn.

The results of this study are somewhat consistent with those of other studies. Korkmaz (2016) found that although strong demographic variables were controlled for in the model, the overall leadership of the principal was associated with high school and college admission scores among liberal arts and science students. It's pointed out that it greatly weakened the relationship. In other words, instructional leadership can influence the rate of performance in secondary schools. Korkmaz found that more competitive learning leadership promoted students' achievement, and that there was a significant positive relationship between learning leadership and student academic performance. He concluded that better teaching could improve student academic performance.

Mengesha and Tessema, (2019) identified important implications beyond general education guidance. Regarding various aspects of educational leadership related to student academic performance, this is consistent with the results of another study using a split regression analysis method. First, for instructional leadership, the school's definition of mission and goals is assumed to play a very important role in influencing high school students, especially with respect to performance growth rates over the years. On the other hand, the meta-analysis by Mutea, Ontiri and Gichangi (2019) suggests a direct effect of goal setting, so this finding is not surprising. Furthermore, according to Rena and Tedla (2017), leadership approaches indirectly influence students through the emphasis on explicit academic and learning goals. Our research therefore suggests that school leaders need to establish clearly defined missions, goals, and expectations for the improvement and development of their schools, teachers, programs, and students. Such efforts to strengthen the school's mission have the potential to establish a link between educational reform and the introduction of education, enabling teachers and students to better understand their own teaching and learning behavior. In addition, a culture of positive leadership can be developed, motivating teachers and learners to learn. This has been confirmed by Saini et al. (2018) that clarify that a school's mission and goals help principals, other school leaders, and teachers to use feedback effectively to track students' progress.

5. Conclusions

The researchers were convinced that instructional leadership approach affects secondary school learners' academic performance. This was confirmed when teachers revealed that determination of the resources needed to achieve the set academic achievement was given priority at the beginning of the year and create time lines to meet them. This could be followed by determination of tracking and assessment methods of academic tasks in relation to goals and objectives towards achieving them. The tasks could further be distributed to all staff members involved in the academic processes which is in agreement with the description of instructional leadership approach where the leader is believed to manage by saturating every aspect of activities in the institution or organization.

6. Recommendations

Having confirmed that management ensures maintenance of the collaborative relationships between their school, other institutions and individuals for the benefit of achieving set academic achievement. The study therefore recommends the need for learners to strengthen their consultation programs with their teachers so as to improve their academic achievement further.

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