INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN BOSASO, SOMALIA

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Abstract
A student's academic success is strongly influenced by the school principal's leadership style. The purpose of this study was to establish the influence of instructional leadership strategies on students' grades. The study specifically sought to establish the influence of monitoring Learning Programs on Students' Academic Performance. The research used a triangulation research design, that simultaneously collects, analyses and presents both quantitative and qualitative data. The study used systematic sampling to collect data from 50 students, 25 teachers, and 5 school principals. The interview schedule was used to collect qualitative information from school administrators and educators, while questionnaires were used to gather quantitative data from student leaders. Quantitative data was analysed using descriptive statistics using SPSS version 23, while qualitative data was categorised and presented using thematic analysis. The study found out that monitoring learning programmes through supervision improved students' academic outcomes and thus recommends that school principals prioritize instructional supervision.

Keywords: Instructional leadership, academic performance,

1. Background of the study

Principals in many industrialised countries are under unprecedented pressure to be responsible for the quality of education being delivered by their schools. This is because education systems in these countries have been delegated to the school level.   Instructional leaders who are goal-oriented, as suggested by Hallinger et al. (2016), should focus on improving students' academic performance. For principals to be effective instructional leaders, Hallinger (2014) argues that they must be able to articulate a clear vision for the school and keep lines of communication open with all of the other stakeholders. A school is a social structure that places an emphasis on hierarchical relationships, in which individuals interact with one another to achieve the institution's stated aims. This is why a holistic perspective on educational leadership will be employed throughout the research. Hopkin (2001) argues that principals are one of the most crucial figures in developing and maintaining efficiently run schools and in creating schools with high levels of student achievement. According

to Al-Mahdy et al. (2018), the principle's major responsibility is to provide the focus and support structure that allows teachers to improve their classrooms' instructional efficacy.

According to Ghavifeekr et al. (2019), an excellent educational leader is someone who places a high priority on the curriculum and the instructions, who rallies and mobilises resources to achieve goals, and who creates an atmosphere that fosters academic excellence and respect for all students. Ultimately, modern school principals are responsible for providing high-quality instructional leadership that reflects current best practises and has as its primary purpose the success of students (Kastner, 2011). Nonetheless, in many countries, like Somalia, the instructional leadership practises of principals have not been given sufficient importance. There is a growing trend among educational leaders to take on a role that is more directly instructional in their schools' classrooms. The current standards-based accountability system places greater pressure on educators to raise students' academic outcomes. In response to this need, educators are being urged to prioritise teaching and learning over other curricular concerns.

Some schools thrive under instructional practises while others struggle, and there is a correlation between principals' instructional leadership practises and students' growth on standardised tests, according to research by Hallinger and Heck (2011). They also discovered that while some schools do well with certain forms of instruction, others struggle. Hallinger et al. (2016) state that instructional leadership has the potential to contribute to the improvement of schools by enhancing the provision of instructional programmes, proper principle support and coordination of staff development, and an appropriate working environment. Principals are expected to take on a great deal of responsibility, which is in part due to the high levels of stress they experience as a direct result of the current demands for higher-quality education.

The role of the principal requires them to have the "seven Ps" of leadership in mind: people, planning, personality, performance, proficiency, purpose, and persuasion; and the "seven Fs" of leadership: focus, factuality, fairness, flexibility, friendliness, fearlessness, and the future. The key players should have an ambidextrous mentality. They need to find a means to strike a balance between the numerous administrative responsibilities and the implementation of effective methods to foster a positive organisational climate and culture, as suggested by Smyth (2015). Training, counselling, teaching, and administration are just few of the many hats they must wear. The school is transformed from a place of work into an environment conducive to learning as a result of these factors, which benefit both students and teachers. The school's principal is ultimately accountable for the institution's functioning; however, instructional leaders do not concentrate all leadership abilities in their own hands but instead delegate them to a variety of staff members. Producing more leaders is an important objective for them. They are cognizant of the fact that more than one person has contributed to this endeavour. Successful instructional leadership is characterised by openness in sharing one's knowledge and providing others the chance to learn from one's mistakes. Principals connect with teachers and work to be dynamic and energising by developing curriculum, classroom activities, and resources that promote effective teaching and learning (Pokharel, 2020). They achieve this through creating appropriate courses, lessons, and teaching materials.

Scholars from all around the world agree that instructional leadership is one of the most valuable instruments that can be used to construct an effective teaching and learning environment (Pustejovsky, Spillane, Heaton, & Lewis, 2009; Hallinger & Walker, 2015). Leaders in education seem to agree on this point. Hoy and Miskel (2008) argue that teaching and fostering intellectual development are the most fundamental roles of any educational institution. Educational leadership is implemented in the form of instructional leadership so that all schools can focus on this crucial duty. Focusing on the institution's vision, mission, and aspirations or goals in light of its developed strategic plan is central to this style of leadership. In addition, the administration places a premium

on the planning and supervision of the educational programme, as well as the improvement of the school's atmosphere through initiatives like fostering child-friendly learning spaces.

Most academics in the field of education agree that principals are responsible for determining a school's overall quality by guaranteeing professional management of schools and providing effective instructional leadership. (Booth et al., 2011) However, these are fundamentally different professions that require different leadership practises, abilities, and roles. This performance may seem adequate, but it is actually quite average when compared to the goals and standards for secondary school performance. Only 25% of schools in the region (or 17 schools) had grades between 51% and 68% (Appendix H, Table 1). It is expected that student performance will improve when instructional leadership strategies are implemented in secondary schools. Given the disparity in academic performance, the purpose of this study is to determine whether and to what extent the instructional leadership strategies of Bosaso Secondary school principals contribute to students' academic outcomes.

1.2 Problem statement

A number of school administrators feel that becoming strong instructional leaders is difficult, but such obstacles do exist. The quality of leadership in schools has a beneficial effect on kids' academic performance. Principals should prioritise instructional activities, such as classroom visits, in order to improve teachers' knowledge and abilities. The Ministry of Education of Somalia places a premium on school principals carrying out their institutional leadership responsibilities. In Bossasso, Somalia, however, nearly all private school principals have implemented instructional leadership techniques in school management, and this has had a significant impact on the quality of education provided to students. Setting up procedures, training teachers, making plans for the school's curriculum, and outlining the rules and regulations all fall under this category. Results on standardised examinations that are below expectations suggest that principals' instructional leadership is not being fully utilised. Poor results in the classroom can be traced back to teachers' lack of knowledge, skill, and practise.

Academic achievement among children in private school settings has not been well studied in relation to different instructional leadership styles. The instructional effectiveness of schools in Somalia's Bosaso district will continue to diminish if this study is unsuccessful.

1.3 Purpose of the study

The goal of this research was to learn more about the impact that principals' instructional leadership strategies have on students' grades in Bosaso, Somalia.

1.4 Objective of the Study

To establish the influence of monitoring of learning programs on students' academic performance in private secondary schools in Bosaso Somalia.

1.5 Research Questions

What is the effect of monitoring learning programs on students' academic performance in private secondary schools in Bosaso Somalia?

2. Literature Review

2.1 Monitoring Learning Programs and Students' Academic Performance

The purpose of monitoring is to ensure that both the instruction given by teachers and the learning process students go through are of sufficient quality Hou, Y., Cui, Y., & Zhang, D. (2019). The

assessment of students' progress has been a major factor in the extensive reorganisation of the educational systems in New Zealand, England, and Australia (Bueno, 2019). Different scholars have different interpretations and perspectives when it comes to evaluating students' academic performance at educational institutions. Monitoring learning, as described by Halverson (2010), "involves the deliberate collection and documentation of data about a programme with the goal of using that information to enhance the learning process." According to Omogbehin (2013), the concept of monitoring students' progress can be broken down into a series of interconnected actions whose ultimate goal is to determine students' achievements relative to some predetermined benchmarks.

According to Garba (2020), school leaders should do a better job of keeping tabs on their students' academic progress. Recent studies have shown that when principals see their teachers in the classroom and keep tabs on their students' progress, it benefits both the teachers and the students. A study by Leithwood, Seashore, Anderson, and Wahlstrom (2004) found that principals at high-performing secondary schools in the United States regularly communicated with teachers about their students' progress and growth. Teachers who used students' progress reports as a benchmark for improving their own instruction were also associated with higher student achievement, as proposed by Llewellyn Wood and colleagues. Omogbehin (2013) is another example. The author argues that quality assurance should be the primary goal of monitoring educational activities.

Recent studies have shown that educational institutions use a wide variety of monitoring techniques to keep an eye on their teachers and students. Omogbehin (2013) ran a research project. Researchers found that teachers use a variety of techniques to keep tabs on their students' academic progress. The two approaches that stood out the most were the ones that required assessment records to be submitted every two weeks and the presentation of assessment results to peers. The study also discussed alternative monitoring methods, such as doing classroom observations to observe teachers' interactions with their students and having one-on-one conversations with teachers to gain insight into their professional growth.

There has been a large-scale implementation of administrative supervision in public secondary schools in several developing countries. The primary goal of this form of supervision is to keep tabs on students' academic progress (Mngomezulu, 2015). In the context of Kenya, SAMOEI (2015) conducted research that revealed an additional practise undertaken by principals, which includes reviewing students' assessment records and exercise books and holding one-on-one conversations with each classroom. In addition, Oduol (2006) suggests that systematic monitoring of student attendance in public secondary schools could be a technique for raising students' academic performance. Achievement.

Mngomezulu (2015) conducted research in South Africa and found that public secondary school principals there use a method of monitoring their students' academic performance. This entails doing a weekly evaluation by reviewing teacher files and monitoring student attendance. Additional strategies include monitoring students' academic progress by sitting in on their classes and evaluating their assignments on a weekly basis (Al-Hasani, 2015; Japtarus, 2013; Zepeda, 2013). (Al-Hosani, 2015; Japtorus 2013; Zepeda 2012; Aseeka, 2016).

Research shows that administrators use a variety of strategies to keep tabs on their students' progress, but Zepeda (2013) acknowledges that the task is not without its difficulties. According to Mngomezulu's (2015) research, secondary school administrators in South Africa face numerous obstacles while attempting to monitor students' academic progress. The problem started at multiple schools since some principals were also serving as full-time subject teachers. It has been noted that principals' workloads often prevent them from devoting enough time to supervising teachers (Kieleko et al., 2017; Rashid, (2016); and Khalid, et.al (2021)). This phenomenology has been

observed.while a result, people are often pressed for time even while they are expected to carry out extensive supervisory duties.Previous studies have shown that some educators have a negative attitude towards having their teaching practises monitored, especially when student performance evaluations are tied to teacher evaluations (Mngomezulu, 2015).

Namunga's (2017) research showed that instructional practise supervision has a positive effect on classroom instruction. Management of all pedagogical processes and methods. The purpose of the research conducted by Waweru and Gacheri was to look at how various classroom management techniques affected student performance in Tharaka-Nithi County. The research looked at the effects of different classroom management strategies on students' academic performance. These strategies included instructional supervision, classroom instruction methodology, and supportive feedback. According to the study's findings, various factors -- such as classroom discipline management practises, instructional supervision conducted by principals, supportive feedback in the form of learner encouragement, and classroom climate -- have an effect on students.

Hofer (2016) conducted research into the effects of collaborative feedback and classroom observations on teacher evaluations. This research used in-depth interviews with teachers using the FFT model to evaluate their performance in accordance with state regulations. Based on the results, it was found that teachers' performance improved as they kept using FFT. This suggests that once teachers start using the tool, it consistently leads to better teaching methods. Teachers' effectiveness varies widely, but research suggests that training and support can help the most effective teachers make large gains compared to their less effective counterparts (Buhl-Wiggers, Kerwin, Smith, and Thornton, 2018).

A study by Marey, Hesham, Magdd, and Toprak (2020) suggests that supervision is essential for delivering services and support with the goal of improving teachers' performance in the classroom. These factors help improve education for students and help teachers reach their full potential. Beginning supervision is the time when educational supervision activities begin. This is significant since the goal of educational supervision is to reveal both the benefits and drawbacks of a certain implementation strategy. Therefore, it's not just a matter of finding fault with the teacher. According to research by Marey, R., et al. (2020), educational supervision's major goal is to improve the standard of classroom instruction.

2.2 Theoretical Literature Review

In order to shed light on the strategic methods employed by school principals in the areas of planning, leadership, and control, the present study incorporates a comprehensive examination of relevant scholarly works. The goal is to determine how these methods aid in achieving higher degrees of academic success.

2.2.1 IFL's theory

The instructional leadership theory developed by Quint, Akey, Rappaport, and Willner (2007) served as the theoretical foundation for this investigation. School principals can better advocate for and facilitate effective teaching methods thanks to the theoretical foundations of leadership education. Through the lens of this theory, I was able to analyse how changes in instructional leadership influenced student achievement in private schools located in the Bossasso region of Somalia. This notion makes it easier to develop and implement programmes that raise students' performance in the classroom.

3. Methodology

3.1 Design
The present investigation obtained answers to the research question posed through the use of mixed methods. This allowed the researcher to integrate the advantages of quantitative and qualitative approaches and formulate recommendations that are applicable to a wider audience within the structural impact framework.

3.2 Target Population
The sample for the study was obtained from a total of 15 private secondary schools located in Bosaso. Therefore, the study focuses on a total of 15 principals, 250 teachers, and 5456 secondary school students, resulting in a total of 5721 participants.

3.3 Sampling Procedures and Sample Size
This study used purposive sampling technique to select participants from five private schools, which consisted of five (33%) school principals, 25 (10%) teachers, and 50 (20%) student leaders. These individuals were sampled from each school in order to conduct the study. The sample is presented in Table 1.

Table 3 Sample size

Respondents	Students	Teachers	Principals	Total
Number	50	25	5	80

3.4 Research Instruments
These are the techniques that were utilised to collect data on the precise set themes of study objectives. These involved administrator and teacher interviews, as well as surveys for student council leaders.

3.5 Interviews for Principals and Teachers
For the purpose of this study the researcher used semi-structured interviews in order to obtain specific information of interest which could be compared and contrasted with information gained from other instruments. This gave the researcher and participants flexibility needed for probing on ares of interest for the study.

3.6 Questionnaires for Students
The researcher asked a set of closed-ended test items to collect quantitative data from student leaders in private secondary schools. The questionnaire was divided into two sections. The initial segment of the study included data regarding the demographic characteristics of the participants, while the later segment consisted of a series of 5 items based on a likert scale.

4. Data Analysis and Presentation
4.1 Demographic Information
A total of five principals from private secondary schools, 25 secondary school teachers, and 50 students were included in this study, and all participants provided responses.

4.1.2 Demographic Information of the Respondents

This section of the study provides an overview of the demographic characteristics of the respondents, specifically in terms of their gender and duration of service at their respective schools.

Table 1 Age of Respondents

	Teachers		Principals		Students	
	F	%	F	%	F	%
Below 22yrs	1	4.05	0	0	50	100
22-35yrs	14	57.5	2	40	00	00
36-40yrs	8	30	3	60	00	00
Over 40yrs	2	8.45	0	0	00	00
Total	25	100.0	5	5	50	100.0

The majority of the teachers who participated in the study fell within the 22-35 year old bracket, as seen in Table 1. The next largest demographic, at 30%, were people aged 36-40. Sixty percent of the principals in the sample were in their thirties or forties. People between the ages of 22 and 35 made up the next largest demographic, accounting for 40% of the total. All of the pupils in this study were too young to legally drink alcohol.

Distribution of Respondents by Gender

Gender differences in educators, pupils, and principals were noted throughout interviews.

Table 2   Distribution of respondents by gender

	Principals		Teachers		Students	
Gender	F	%	F	%	F	%
Male	5	100	21	83	25	50
Female	00	00	4	17	25	50
Total	5	100	25	100	50	100

As can be seen in Table 2, most respondents were male; this was notably true of principals (100%) and teachers (83%). Women made up 17% of the teaching staff and 50% of the student body who filled out the survey, however they were excluded from the group of principals. Students of both sexes participated in the research, with each contributing 50% overall.

Distribution of Respondents based on their span of service

Table 3 shows the breakdown of replies by length of service.

The study's data on teachers' and principals' years of service were mined to exhaustion because of the significance of this variable. The following table displays the distribution of replies broken down by respondents' length of service at their current educational institutions.

Table 3   Distribution of the Respondents by Duration of Service in the School

Duration	Teachers		Head teachers	
	F	**%**	**F**	**%**
Below 1 year	1	2	0	0.0
2-3yrs	11	45.10	3	60
4-7yrs	10	41	2	40
over 7yrs	3	12.90		00
Total	**25**	**100.0**	**5**	**100.0**

Table 3 shows that after 4-7 months of service, a considerable percentage of teachers have remained at their respective special schools. In addition, 45 percent of the interviewed educators had been in the profession for two or three years. This indicates that the focus group interview comments were based on participants' personal experiences with the principal's significant instructional leadership. Sixty percent of principals had been at their schools for at least two years, with another forty percent having been there for more than four. Given the importance of assessing and implementing instructional leadership strategies, the period in question was crucial to the research.

4.2 Monitoring Learning Programs and Students' Academic Performance

Secondary school students and teachers were polled via questionnaires, and principals were interviewed in-person to compile the data. Principal interviews and teacher focus groups helped identify five themes related to supervision: what should be supervised, what should be supervised after, when should observations be made, and how should feedback be given.

Scope of supervision.

> *I frequently verify teachers' lesson plans, grading policies, and student grades on a weekly basis.*

Post supervision activity

> *After each period of supervision, I get together with the teacher under my watch to discuss what I observed. P2 "My understanding of my teacher and the lesson material is far deeper during supervision than it is in a more conventional classroom setting." Schedules for P2 Supervision*
>
> *Dropping in on my teachers as they teach is something I do as "normal procedure." P3*
>
> *Class management is something our head teacher regularly discusses with other teachers. When my head teacher is going to show up to supervise me in class, he tells me well in advance. Secondary Track*
>
> *Our principal once showed up to observe my lesson, but no one else has. I think they trust us since they can see from our past results that we always deliver. A Year of Fourth Grade*

Supervision of teacher's and performance

> *My teachers have made significant progress in their instruction and classroom management since being supervised by the head teacher or deputy head teacher. After being supervised by the head teacher or deputy head teacher, the vast majority of my teachers show considerable improvement in their conduct. Duties tend to overlap due to interference from higher-ups, as established by Primary Rule.If you did this, you'd be considered a copy. He does a good job of preparing the books, as you can see; nonetheless, these should be checked by me, as I am familiar with the proper procedure. Only once everything on the*

week's agenda is complete does he sign his name and date it. But I'm in a better place to do it now. Could I get a closer look at the materials and methods being used in class? Tr.2
My school's teachers really benefit from regular general and pedagogical supervision. My school's teachers are encouraged and inspired by strong general and instructional supervision. In order for teachers to "improve their teaching practises and grow professionally," they are subject to regular monitoring. P2

Supervision Feedback.
Students have told me, "Teachers don't show up very often, and when they do, they don't truly teach." principal No. 3.
Students at our school are tough critics: "It's not easy teaching here because students evaluate you, want to learn from you, have confidence in you, report to the office, and I attend to it immediately." This is the second year of teacher preparation.
I debrief with my head teacher after each round of supervision so that we may discuss any problems that arose. During our meetings after the supervision process, my head teacher gives me enough of time to talk about my difficulties and share my experiences. Following each round of supervision, conversations with our head teacher always centre on my weaknesses. Teachers' College 2

Students Responses on Supervision

Table 4   *Students' Responses to "Our school principal supervises teachers during lessons"*

	Frequency	Percent	Valid Percent	Cumulative frequencies
Strongly disagree	1	2.5	2.5	2.5
Disagree	9	19.4	19.4	
Undecided	2	3.1	3.1	
Agree	28	55.6	55.6	
Strongly agree	10	19.4	19.4	
Total	**50**	**100.0**	**100.0**	

Source: Primary Data, (2023)

Table 9 shows that 28 students (or 55.6% of the total number of respondents) found this statistical analysis to be accurate. Instructors in the classroom. Table 9 shows that 19.4 percent, or 10 out of the total number of teachers surveyed, agree that the classrooms in their parish are excellent. Similarly, Table 2 shows that 9 of the participants (19.4%) disagree with the claim that their principals were effectively more than teachers during instructional studies.

Table 5   *"Our school principal ensures that the curriculum is well covered."*

	Frequency	Percent	Valid Percent
Strongly disagree	1	2.5	2.5
Disagree	2	3.8	3.8
Undecided	7	14.4	14.4
Agree	37	73.1	73.1
Strongly agree	3	6.3	6.3
Total	50	100.0	100.0

Source: Primary Data,   **(2023)**

According to the data presented in Table 10, majority of the respondents, i.e. 73.1%, expressed agreement with the principals playing an important role in determining the curriculum. Similarly, a percentage of 14.4% of students shows uncertainty. A total of 6.3% of the participants expressed high agreement with the extent to which it ensured integration of their major curriculum.

Table 6 *Our School Principal Monitors the Progress of Each Student."*

	Frequency	**Percent**	**Valid Percent**
Disagree	10	16.3	16.8
Undecided	4	8.8	9.0
Agree	27	53.8	55.5
Strongly agree	9	18.1	18.7
Total	50	96.9	100.0

Source: Primary Data (2023)

Table 11 shows that 53.8% of respondents agree that majors keep a close eye on what's being taught in their fields of study. In addition, a sizeable percentage of pupils (18.1%) strongly agreed that their administrator carefully tracks the progress of each student. Table 4 also shows that 16 percent of the sample, or 26 students, strongly disagreed, whereas 8 percent, or 14 students, answered. undecided.

Table 7 *Students' Responses on "Our school principal conducts student teacher evaluation"*

	Frequency	**Percent**	**Valid Percent**
Strongly disagree	1	2.5	2.6
Disagree	10	17.5	18.1
Undecided	6	10.6	11.0
Agree	26	51.9	53.5
Strongly agree	7	14.4	14.8
Total	50	100.0	100.0

Source: Primary Data, (2023)

Table 12 shows that 51.9%) students agreed that their principal evaluates the student teacher. 14.4% teachers strongly agreed with this statement.

Table 8 *"Our school principal holds parent-teacher meetings"*

	Frequency	**Percent**	**Valid Percent**
Strongly disagree	1	.6	.6
Disagree	12	23.1	23.1
Undecided	5	11.3	11.3
Agree	25	49.4	49.4
Strongly agree	7	15.6	15.6
Total	160	100.0	100.0

The table illustrates that 49.4% of the respondents agreed that their principal conducts parent-teacher meetings. However, a total of 23.1% of respondents expressed their disagreement with the claim. In relation to this matter, consequently, most of the respondents expressed a favorable attitude in favor of the claim.

Table 9 The Relationship between Monitoring learning process and Academic performance

		Instructional supervision	Students' academic performance
Monitoring of the learning process	Pearson Correlation	1	.930
	Sig. (2-tailed)		.028
	N	136	136
Academic performance	Pearson Correlation	.930	1
	Sig. (2-tailed)	.028	
	N	136	160

The analysis reveals a robust positive connection (r=.930) between the two processes of learning and academic work monitoring. The resulting p-value (sig. =.028 .05, p .05) indicates a statistically significant correlation between classroom observation and assessment. These results indicate that using more sophisticated methods to monitor students' progress, improves educational outcomes.

Conclusion

Educators in Bosas's private secondary schools use a variety of methods for keeping tabs on their students' progress. Recognising that not all instructional facets, like planning and scheduling, have streamlined supervision and monitoring roles is crucial. The academic performance of students attending private secondary schools in Bosaso might be greatly enhanced by the use of a systematic strategy to monitoring learning programmes.

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