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**Effectiveness of Instructional School Leadership in Public
Secondary Schools in Buea**

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Abstract

Purpose: The purpose of this study was to investigate the effectiveness of instructional school leadership in public secondary schools in Buea.

Methodology: This study employed a non-experimental descriptive-correlation research design. The sample included 450 respondents (50 principals, vice principals and 400 teachers). Forty (40) teachers from each school were obtained using the stratified and simple random sampling methods, and the principals and vice principals of the sampled schools were automatically used as respondents. This research study utilized the Principal Instructional Management Rating Scale (PIMRS) survey for teachers to evaluate the public secondary school principal's instructional leadership capacity. The data collected were analyzed by calculating the percentage, Mean and Pearson r Correlation.

Findings: The study found a significant relationship between teacher's perceptions of principals' instructional leadership towards defining school mission ($r\text{-cal}=3.444, p<0.05$). There was significant relationship between teachers' perception of principals instructional leadership towards managing instructional program ($r\text{-cal}=3.321, p<0.05$). There was a significant relationship between teachers' perception of principals instructional leadership towards developing school-learning climate ($r\text{-cal}=3.134, p<0.05$).

Recommendation: The study recommend that principals should develop a comprehensive mission that addresses every facet of the school if they are to perform an effective instructional leadership function.

Keywords: *Effectiveness, instructional leadership, public secondary schools*

INTRODUCTION

The principal, who is in charge of both the school's academic and administrative operations, has a major impact on the school's performance (Preetika & Priti, 2013). The school's principal is like the hub of a wheel. In order for teachers, students, and support staff to work effectively and finish their respective tasks, he maintains order and good working order throughout the entire school. As stated by Arizona State University (2019), he also acts as a liaison between the county board of education and the system of schools where they are employed. The principal must be instruction-focused in order to satisfy calls for greater accountability, particularly those that call for the use of more outcome-based metrics. The focus on results, student achievement, and students learning at high levels can only occur if teaching and learning become the central focus of the school and the principal's focus (Blankstein, 2010; Bulach, Lunenburg, & Potter, 2008).

Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). This will require nation-wide leadership focused directly on learning. School principals can accomplish this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing sustained nation-wide success for all children (Fullan, 2010; Lunenburg, 2003; Marzano & Waters, 2010).

Instructional leadership is a form of school leadership that places teaching and learning at the forefront of school decision making (Gumus et al., 2018). Principals are largely responsible for creating the necessary conditions that support both teaching and learning (Hallinger, 2018), thus they must establish, adapt and encourage instructional quality (OECD, 2016a). Their leadership role is a fundamental element of schools wanting to be more effective in educating its students, as through their leadership, teachers' motivations and abilities are positively influenced, which ultimately will result in improved school outcomes (Pont et al., 2008). It is expected that principals are leaders of instruction (Zepeda et al., 2017).

The General Functions of Principals in Cameroon

According to ARRETE No336/14/MINESEC/CAB of 12th of September 2014, instituting the Guide for Secondary School Administrative Personnel in Cameroon, there is one main role and responsibilities of the school heads. School heads are in charge of the administration of the school and has administrative, pedagogic, educative and financial responsibilities. Second, they are responsibilities are found in Article 34of Decree No 2001/041 of 19th February 2001 bearing on the organization of public schools and prescribing the duties of school administrative personnel.

The Administrative responsibilities

The School Head should:

- Make sure the school strictly respects the terms of the inter-ministerial decree fixing the calendar of the academic year;

- Make sure that the instructions related to registration and admissions in circular No 17/09/MINESEC of 20th April 2009, are respected in order to eliminate anarchy and corruption during the admission of students and reduce overcrowding in classrooms;
- Wage a permanent war against drug, violence, influence peddling, and collective hysteria on campus;
- Make sure that the prevention of STIs, HIV/AIDS and cholera in particular is effective in schools;
- Make sure that the hygiene and sanitation rules are practiced in school and should invest on the systematic planting of flowers on campus;
- Make sure that students are well taken care of health wise by having a strict sanitary policy, systematic health check-ups, and the buying of drugs, medical equipment and other equipment for first aid for the school infirmary;
- Carry out sensitization programs on good governance and wage a permanent war against corruption on campus;
- Ensure the respect of the secular nature of the school;
- Ensure the growth of the education community through involvement of the various stakeholders in the harmonious functioning of the school council;
- Ensure the strict respect of the calendar for forwarding periodic documents;
- Obligatorily uphold and respect the dispositions in the different texts;
- Ensure the administrative follow up of all departmental councils as well as actual teaching;
- Summoning regularly administrative meetings of the school once per week with his various collaborators in order to follow up and evaluate their activities and results obtained during the period;
- He is solely responsible for signing and certification of documents going out of the school.

Pedagogic responsibilities

The school head should:

- Give priority to teaching in every action and lay emphasis on both qualitative and quantitative coverage of syllabuses, particularly on the effective take –off of classes upon reopening, and the avoidance of the interruption of classes without authorization from hierarchy in the course of the year;
- Ensure close pedagogic follow-up activities related to teachers, guidance counselors and students in the school;
- Ensure that the library is well equipped with recent books and these books must be in conformity with the syllabuses;
- Ensure the quality of sequential evaluations by according more seriousness to the elaboration of questions and marking of scripts;
- Make sure the moral and civic education is regularly emphasized during morning assemblies;

- Ensure that workshops and laboratory equipment are efficiently used, and make available training materials for practical exercises by the end of the month of September;
- Ensure that regular meetings are held at all levels of responsibilities in the school;
- Make sure that there is a strict respect of texts reorganizing the teaching of physical education and sports;
- Put in place measures to bring about an improvement in school results;

Financial responsibilities

The School head should:

- Ensure the transparent use of finances, by opening an account in the treasury where all income and expenditure transactions are made;
- Make sure that the regulations for the management of PTA are strictly followed, in line with the instruction in letter No1315/11/L/MINESEC/SG/DRH of the 11th July 2011;
- Abstain from collecting any illegal funds and from authorizing the sale of objects within the school campus in conformity with the instructions in circular No21/11/C/MINESEC/CAB of 27th June 2011;
- Deposit without delay and in its entirety all regulations and examination funds;
- Make sure that the money allocated for the buying of stationaries and training materials for technical education, teaching of sciences, for drawing and computer are used for that purpose;
- Ensure the strict respect of instructions in circular No25/12/MINESEC/SESEEC-EN/CAB of 23rd August 2012 bearing on the modalities of managing funds received as registration fee in teacher training colleges.

An Examination of the General Functions of School Heads in Cameroon

After a careful examination of the above general functions of School Heads (Principals) in Cameroon, it is agreeable that the roles and responsibilities of principals in Cameroon strongly adhere to the scientific management theories of Frederick Taylor, Max Weber, Henri Fayol and Luther Gulick. This Ministerial circular stipulating the general functions of the school heads in Cameroon are concomitant to what Frederick Taylor (1920) suggested as the scientific way the best way to ensure efficiency of work. In this circular, principals are expected to provide the leadership utilizing methods of scientific management' (Whitehead et al., 2013). Great number of principal's job titles stems from the responsibilities or roles that are expected from him as a school head and administrator. It also arises from the expectations that the society places on the school as an institution as well as a preserver and transmitter of societal norms and values. It is linked to the proposition that effective administration is the best way of enhancing workers' performance. The functions mentioned above can be summarized to what Fayol (1916) identified as the seven administrative functions of managers which are: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting (POSDCoRB). This falls within the traditional approach of describing principalship wherein, principals are seen as an administrator, whose function is to run the school activities smoothly and effectively (Sergiovanni, 2014). The function of a principal from this traditional perspective is practically bureaucratic, managerial and leader-centered.

Looking at the general functions as postulated in the circular, it is difficult to achieve maximum outcome for schools in Cameroon. This explains the poor performance of schools in Cameroon. The reason for this is, under this circular, principals are exhibiting bureaucratic and personal authority. By applying the bureaucratic principles, there are sets of rules, regulations, instructions and guidelines that principals have to uphold and teachers are expected to abide by, thus resulting to formality and standardization in schools. Personal authority on the other hand, principals command obedience and compliance from teachers in the execution of his duties. Both authorities only insinuate extrinsic motivation from staff. This is because the principal adhering to such function causes the teachers to respond to external stimuli not internal stimuli resulting to lack of commitment, involvement and dedication on the part of the teachers. As Sergiovanni (2014) puts it, the teachers see themselves as subordinates who only have to respond to external authority and not followers who respond to ideas, values, beliefs and purposes. The functions of the school heads in this circular entails strict standardization and formality in school in Cameroon which makes it difficult to attain efficiency in the schools.

Schools are bound to have closer relationship between the administrators, teachers and students to achieve school multiple goals. This circular basically requires principals to maintain the status quo through managerial approach to leadership. This managerial approach to leadership focused on the functions of the principal and assumed that if this managerial approach were carried out competently, the schools would operate effectively (Leithwood & Duke, 1999). Research in educational organization and leadership is constantly changing which modifies our understanding of best leadership practices for successful schools including Cameroon. As a developing nation, Cameroon is also subjected to external influence, for example the World Bank have recommended that the education sector move from a more centralized system to a decentralized system, in a bid to increase the quality, equality and efficiency of the education system (Amirrachman et al., 2009). This managerial and administrative approach to leadership leaves the principal with limited options to develop a set of values, beliefs, and principles to guide him or her in developing effective strategies and actions in an ever-uncertain future (Owens, 2004). He finds it difficult to build and share the school vision, acts as a change agent, empowers others; develop an appropriate work climate thus an autocratic leadership style. In addition principals in Cameroon have limited formal leadership preparation and are selected on political inclination.

Statement of the Problem

Principals today feel a sense of urgency as they work to meet state academic benchmarks and the national mandates require adequate yearly progress in student academic achievement. The instructional leadership role of principals has received more attention than ever before. In order to determine how and where they can be most effective, principals must conduct research on school improvement plans. In light of the aforementioned, principals must learn when and how to apply the best ideas and theories to various school contexts. Principals are frequently forced to acquire instructional leadership skills through trial and error. Additionally, principals lack the expertise and time to conduct research on the theoretical models that will be most effective in their particular school settings. Furthermore, principals might not have benefited from lengthy professional internships that helped develop their long-term leadership abilities and helped them solve immediate management issues. A lot of principals might also be incapable of collaborating with teachers to develop leadership qualities. The best theories or methods for a given school may therefore be unknown to the principal. Principals frequently fall victim to the newest trends in

educational leadership as a result of this. However, it is uncertain whether the secondary school sector in Cameroon has been able to internalize instructional leadership style. It is therefore imperative that secondary school in Cameroon should be specifically looked into to confirm if principals have knowledge of this style of leadership in secondary schools and to also find out the extend of utilization. Thus, the researcher is curious to know how much principals in different schools embrace, accept, and use instructional leadership styles.

Objective of the Study

The objectives of the study are:

- To find out if Principals have knowledge and understand the concept of Instructional leadership style;
- To confirm if there is any relationship between instructional leadership style of Principal and positive change in public secondary school.
- To find out if Principal and Teachers differs in their opinion concerning the knowledge and usage of instructional leadership.

Research Questions

The study is guided by the following research questions:

- Does the Principal perception of instructional leadership style differ from that of teachers?
- Do Principal and Teachers differ in their opinion towards defining the school mission?
- Is there any difference between Principal and Teachers in their opinion on managing the instructional program?
- Is there any difference between the Principal and Teachers on the issue of developing the school learning climate?
- Does the instructional leadership style of Principal affect public secondary schools?

Hypothesis

The following hypotheses were formulated for the study:

- Ho1 There is no significant difference between teachers' perception of Principal instructional leadership towards defining the school mission.
- Ho2: There is no significant difference between teachers' perception Principal instructional leadership towards managing the instructional program.
- Ho3: There is no significant difference between teachers' perception of Principal instructional leadership towards developing the school learning climate.

LITERATURE REVIEW

Theoretical Framework

Transformational Leadership Theory

The transformational leadership theory is the main theory on which this study was based. The transformational leadership theory has a significant impact on how principals lead instruction.

Burns (1978) described the theory as "an effort to satisfy followers' needs to move followers to a higher level of work performance and organizational involvement by displaying respect and encouraging participation," as cited in (Hauserman & Stick, 2013). Transformational leadership is defined as the process by which leaders can enthuse and motivate followers to exert greater effort and dedication (Burns, 1978 in Robinson, Lioyd & Rowe, 2008). As principals, transformation leaders foster an environment where employees are motivated to overcome obstacles and collaborate to accomplish the organization's goals (Robinson, Lioyd & Rowe, 2008). According to the Bass (1990) theory, leaders should work to influence followers' personal values in order to help them look beyond their own interests and advance the objectives of the company (Dabke, 2016). According to Emmanouil et al., (2014), transformational leadership theory adopts a bottom-up focus where all teaching staff participates and gets involved in collaborative learning. Additionally, according to the transformational leadership theory, principals can motivate staff, stimulate intelligence, take into account individual differences, and foster idealism to help schools reach their objectives (Ghasabeh et al., 2015). Trmal et al., (2015) outlined the "four Is" as the main four dimensions of transformational leadership:

- Idealized influence
- Intellectual stimulation
- Inspirational motivation
- Individualized consideration

In this approach principals are in charge of creating the climate that motivates teachers and inspire them to achieve school effectiveness by linking their personal goals to the organizational ones.

Instructional School Leadership

In the middle of the 19th century, principals first appeared as instructional leaders. As reported by Cuban (1988), as principals became supervisors and instructors, the degree of school excellence improved. School performance would increase if principals established specific academic goals, coordinated teaching and learning activities, assessed student progress, and encouraged staff and students to work toward the goals.

The classroom instruction-focused structures of the past few decades have given way to comprehensive frameworks that place a significant emphasis on non-instructional aspects of schools (Leithwood & Louis, 2012). Hallinger (2005) proposed three dimensions of the construct for the model: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (see table 1). He also stressed that the instructional leadership role in recent years has more broadly focused on the dimensions of defining a school mission and creating a positive school culture. These aspects were further reflected in ten instructional leadership functions: establishing school goals, communicating goals, supervising and evaluating instruction, coordinating the curriculum, tracking student progress, creating incentives for teachers and learning, affirming high visibility, promoting professional development, and safeguarding instructional time. These leadership techniques were divided into three groups by Hallinger and Heck (1999): purpose, people, and structures.

In order to comprehend the nature of leadership and its impact in schools, many empirical studies between 1980 and 2000 used instructional leadership constructs. According to research from the 1990s, school leaders can indirectly influence school effectiveness and student achievement

through the decisions they make in day-to-day operations, particularly when it comes to defining the goals of the institution and coordinating the entire educational system with those goals (Goldring & Pasternack, 1994). Investigation revealed that the school environment affected how instructional leadership was used (Hallinger, 2005). Therefore, when implementing instructional leadership models and approaches, school leaders must take into account the level, size, and socioeconomic status of the school.

The theoretical framework that underpinned this investigation was instructional leadership. The primary duties of principals that have an impact on student learning were one of the earliest highlights of instructional leadership as presented by Hallinger and Murphy (1985) in a seminal study. This concept has developed over time, and it is now recognized as a method to influence leaders in determining a purpose for the school, fostering staff motivation, and coordinating evidence-based practices to have a positive impact on teaching and learning (Hallinger & Murphy, 2013). In addition, instructional leadership can be broken down into three categories: defining the school mission, managing the instructional program, and Promoting a Positive Learning Climate.

Table 1

Principal Instructional Management Rating Scale (PIMRS) framework by Hallinger and Murphy (1985)

Dimensions	Functions
Defining the school mission	Frame the school’s goals Communicating the school’s goals
Managing the instructional program	Coordinating the curriculum Supervise and evaluate instruction Monitors student progress
Developing the school-learning climate	Protect instructional time Provides incentives for teachers Provides incentives for learning Promotes professional development Maintains high visibility

Instructional leadership consists of conscious activities to design and frame school goals and objectives, and to manage the instructional environment (Hallinger, 2008). This study is based in the instructional leadership management model developed by Hallinger and Murphy (1987); Hallinger (2008). The principal Instructional leadership management rating scale (PIMRS) developed as the practical application to the instructional leadership management model (Hallinger & Murphy, 1985) to ensure principal effectiveness and pedagogical management. The instructional leadership model was developed to assist school principals as they direct the day-to-day educational leadership and management duties of a school. The quality of educational instruction depends to a great extent on the school principal. The school principal as instructional leader and a change agent had the power to provide either incentive for teachers to diligently develop their

instructional duties (Hallinger, 2008). The school principal leads, provides guidance, instills innovation, and empowers and supports teachers, so they can overcome personal and professional challenges and build personal and professional collective teacher efficacy (Leithwood & Jantzi, 2006), important behaviors that affect student academic achievement and school climate.

School principals can implement their leadership goals with the aid of the model's fundamental components, which are intended to support instructional leadership management. A collaborative plan for working with staff to define, communicate, and implement data-driven shared goals is provided to the principal, which aids in the process of defining and communicating shared goals (Smith, 2007; Hallinger, 2008). By organizing educational leadership activities around the academic curriculum, the model offers a dependable way to keep track of and provide feedback on the teaching and learning process. The leadership model calls for principals to be present throughout the school, engaging in conversation with both students and teachers, praising and giving feedback to teachers regarding the academic performance of their charges, and, most importantly, preserving class time (Lumby et al., 2005).

By making decisions, implementing managerial and instructional practices, and cultivating relationships, school principals are the leaders who have the greatest influence on the direction of schools. Numerous studies have demonstrated the beneficial influence that principals have on the educational initiatives of schools (Hallinger & Murphy, 1985). The people who direct, influence, and support teachers, staff, and students are known as principals, and many see them as the primary leaders of their respective schools. However, a school's principal does not have all the power. Actually, the concept of instructional leadership encompasses other roles as well, such as teacher leaders, instructional coaches, and assistant principals. The presence and assistance of people like assistant principals allow principals to meet school improvement goals through shared instructional leadership practices since principals are unable to carry out the full scope of their responsibilities alone (Mercer, 2016).

METHOD OF STUDY

This study employed a non-experimental descriptive-correlation research design study. In this connection, a survey research design was for investigating the effectiveness of Instructional school leadership in public secondary schools in Buea. Correlational research examines the degree to which two or more variables are associated or related (Creswell, 2005). It is considered non-experimental because it involves neither (a) random assignment of participants to group nor (b) the active introduction or manipulation of an intervention by a researcher, the central tenets of group experimental research (Cook et al., 2008). The total number of observation consists of 10 public schools and comprises of 1500 individual high school teachers and administrators. The sample included 450 respondents (50 principals, vice principals and 400 teachers). Forty (40) teachers from each school were obtained using the stratified and simple random sampling methods, and the principals and vice principals of the sampled schools were automatically used as respondents. This research study utilized the Principal Instructional Management Rating Scale (PIMRS) survey (Hallinger et al., 1985) for teachers to evaluate the public secondary school principal's instructional leadership capacity. The PIMRS has been tested for validity and reliability with all ten subscales exceeding a $\alpha = .81$ using Chronbach's Alpha test of internal consistency (Hallinger & Murphy, 1995). The data analysis of Hallinger's PIMRS included three main categories: Defining the School Mission, Managing the Instrument Program, and Developing the

School Learning Climate, of which 10 subscale items measuring teacher’s perceptions were collected through the PIMRS teacher survey. The data collected were analyzed by calculating the percentage, Mean and Pearson r Correlation.

RESEARCH FINDINGS AND DISCUSSIONS

Table 2

Demographic characteristics of the sample

<i>Variable</i>	<i>N</i>	<i>%</i>
Gender		
Female	350	77.8
Male	100	22.2
<i>Total</i>	450	100
Years of working with current principals		
1-4 Years	244	54.2
5-9 Years	100	22.2
10-15 Years	79	17.6
15 Plus Years	27	6
<i>Total</i>	450	100
Education		
Bachelors	400	88.8
Masters	43	9.6
Ph.D.	7	1.6
<i>Total</i>	450	100

Descriptive statistics on the participants in shown in Table 2 below wherein majority of the respondents female (77.8%) and male (22.2%). Most years of experience among the sample was 1-4 years (54.2%), followed 5-9 years (22.2%), and followed by 10-15years (17.6%). And a total of 6% had 15+ years of experience. 88.8% of the teachers had a Bachelor’s Degree, 9.6% had a Master’s Degree and 1.6% had a Ph.D.

Correlational testing of hypothesis 1

A correlations analysis between teachers’ perception of principal instructional leadership towards defining the school mission in Dimension I (defining the school mission) and its subscale: frame the school’s goals and communicating the goals. The test of the correlation for the hypothesis is shown in Table 4.

Ho1: There is no significant difference between teachers’ perception of principal instructional leadership towards defining the school mission.

Table 3

Pearson product moment correlation between teachers’ perception of principal instructional leadership towards defining the school mission.

Variable	N	X	Sd	Df	Calculated T value	Critical T value	Decision
Principals & Vice Principals	50	70.80	19.11	448	3,444	1.97	Reject Null
Teachers	400	59.96	21.77				

From the table 3, the calculated t value of 3.44 is greater than the T critical of 1.97 at 0.05 Alpha levels, the Null Hypothesis is therefore rejected. The result of the study indicates that there is a significant relationship between teachers’ perception of principal instructional leadership towards defining the school mission.

This finding is in fact consistent with a number of studies conducted in the area of instructional leadership such as Hallinger and Lee (2013; 2014). For example, Hallinger et al. (2013), found that the overall profile of 1195 primary and secondary school principals suggested a moderate level of engagement in two dimensions: ‘Creating a School Mission’ and ‘Developing a Positive School Learning Climate’, and a lower level of activity on the dimension: ‘Managing the Instructional Program’. Moreover, in a more recent study by Hallinger & Lee (2014), Thai principals placed significantly greater emphasis on their role in defining school mission and promoting a positive school learning climate than to managing instructional program. These results relate to literature by Smith and Andrews (1989); Waters, Marzano, and McNulty (2003) and Hallinger and Murphy (1985) list framing and communicating school goals as a primary function of instructional leadership.

According to Smith and Andrews (1989), general characteristics of an effective principal include the principal’s roles as the communicator of vision and values and as a visible presence to all stakeholders. The data from the current study concurred with the findings of Hallinger et al. (1985); Smith and Andrews (1989); and Waters et al. (2003) as to the importance of instructional leadership on the job function of framing school goals as an essential element leading to student achievement. Results of this study agrees with Wanzare and Da Costa in Grigsgy, (2001) who observed that the role of an instructional leader is to provide instructional leadership through the establishment, articulation, and implementation of a vision of learning and create and sustain a community of learners that makes student learning the centre focus. This is due to the fact that principals are expected to establish a clear vision for the school community, support teachers in their work, and simultaneously be in charge of all the little things that make a school run smoothly (Meigs, 2008). Further research has shown that school goals, which include an overarching objective that focuses on student learning, play a significant role in school leadership (Sindhvad, 2009).

Correlational testing of hypothesis 2

A correlational analysis between teachers’ perception of principal instructional leadership towards managing the instructional program in dimension II, Managing the instructional program and its

three subscales: coordinating the curriculum, supervises and evaluates instruction, and monitors students’ progress. The test of the correlation for the hypothesis is shown in Table 5.

Ho2: There is no significant difference between teachers’ perception Principal instructional leadership towards managing the instructional program.

Table 4

Pearson Product moment correlation between teachers’ perception of principal instructional leadership towards managing the instructional program.

Variable	N	X	Sd	Df	Calculated T value	Critical T value	Decision
Principals & Vice Principals	50	64.06	20.81	448	3.321	1.97	Reject Null
Teachers	400	59.96	21.77				

The result shows that the calculated t value of 3.321 is greater than the T critical of 1.97, the Null Hypothesis is therefore rejected. The obtained results of the study indicated that there is a significant relationship between teachers’ perception of principal instructional leadership towards managing the instructional program.

These results relate to literature by Leech et al., (2009); Bossert et al. (1982); Porter (2001); and Donaldson, Marnik, Mackenzie, and Ackerman (2009). Findings related to literature associated with instructional leadership as connected to protection of instructional time. In a study by Leech et al., (2009) on teachers’ perception of principals’ instructional leadership practices shows that their teachers perceive that their principals seek to promote an instructional atmosphere. These principals are knowledgeable about curriculum. They promote teachers’ professional development and student learning. This is in line with the findings of Bossert et al. (1982), who noted that principals' leadership places an emphasis on goals and student achievement. Principals in high-achieving schools place an emphasis on achievement by establishing performance standards and instructional goals for their students and expressing confidence in their ability to help them succeed in their educational objectives. This is in agreement with Porter, (2001) who found that principals in high-achieving schools involve teachers in making curriculum decisions, created a climate conducive to learning, set high expectation for faculty and students, and facilitated a culture that emphasized learning for children.

Correlational testing of hypothesis 5

A correlational analysis between teachers’ perception of principal instructional leadership towards developing the school learning climate in Dimension III (Developing the school learning climate) and in its five subscales: protects instructional time, provides incentives to teachers, provides incentives for learning, and promotes professional development and maintaining high visibility. The test of the correlation for the hypothesis is shown in Table 6.

Ho3: There is no significant difference between teachers’ perception of Principal instructional leadership towards developing the school learning climate.

Table 5

Pearson Product moment correlation between teachers' perception of principal instructional leadership towards developing the school learning climate.

Variable	N	X	Sd	Df	Calculated T value	Critical T value	Decision
Principals & Vice Principals	50	74.96	19.22	448	3.134	1.97	Reject Null
Teachers	400	72.56	24.30				

The result shows that the calculated t value of 3.134 is greater than the T critical of 1.97, the Null Hypothesis is therefore rejected. The results of the analysis indicated that there is a significant relationship between teachers' perception of principal instructional leadership towards developing the school learning climate.

Teacher perceptions showed positive correlations related to the instructional leadership towards developing the school learning climate. This result is consistent with earlier studies by DuFour (1999), (2002); Leithwood, Day, Sammons, Harris, and Hopkins (2008); Pickeral, Evans, Hughes, and Hutchinson (2009); Renchler (1992); Hoy, Hannum, and Tschannen-Moran (1998); and Waters, Marzano, and McNulty (2003). DuFour (1999) described incentives for teachers as enlisting the faculty in crucial decisions by creating an environment where teachers continually grow and learn together. DuFour (2002) added that by empowering teachers, principals can launch, support, and sustain cooperative school improvement initiatives. Leithwood et al. (2008) discussed how effective leaders use their experiences to spread beliefs, values, motivations, skills, and knowledge to all staff in order to improve employee performance. Pickeral et al. (2009) recommended that all district and school policies be supportive of a positive school climate. Hoy et al. (1998) showed organizational climate was important for student achievement because high performance schools were places teacher liked and respected their students, colleagues, and principals. The findings of the current study show how teachers view the significance of the instructional leaders rewarding staff and students.

CONCLUSION

This aim of this study was to investigate the effectiveness of instructional leadership in public secondary schools in Buea. This study concentrated on instructional leadership, how principals manage schools focusing on student achievement by defining the school mission, managing the instructional program, and promoting school climate. Instructional leadership is vital to the success of an educational system. The results of the study revealed dimension I, defining school mission has the highest score, thus shows it is given high priority by school leaders. The dimension of managing instructional programs and developing school learning climate are second and third respectively in terms of priority. The study's conclusions have significant ramifications for educators and decision-makers who are eager to put improvements and accountability initiatives into place and keep them going.

RECOMMENDATIONS

- The principal, working with the school board, must develop a comprehensive mission that addresses every facet of the school if they are to perform an effective instructional leadership function. To set teachers on the right course, the principal must constantly convey this mission to them. When teachers and students are aware of the school's mission, teaching and learning are made easier.
- To establish an effective learning environment that promotes student achievement, all members of the school community must collaborate with the principal.
- To enhance teachers' classroom instruction and implement the school's curriculum, principals must receive the proper training in curriculum and instruction through professional development programs. The school management team must collaborate with the principal to design the curriculum while taking into account the effective use of class time and ensuring that the workload is distributed fairly.
- Principals must make sure that their administrative responsibilities and leadership roles in the classroom are equally distributed. If more emphasis is placed on instructional leadership roles, though, they are probably going to have a better impact on learning and teaching. By encouraging cooperation among the entire SMT, principals can further foster a positive learning environment in the classroom. The researcher implores school leaders to offer more internal teacher development initiatives.
- The researcher suggests splitting up this responsibility among all SMT members and teachers in order to ensure a supportive teaching and learning environment. The establishment, adoption, and effective dissemination of the school's vision and mission statements to all stakeholders may also help principals perform better in their roles as leaders of their respective institutions.

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