SCHOOL LEADERSHIP AND STUDENT ACHIEVEMENT: EMPIRICAL STUDY FROM SECONDARY SCHOOLS IN MOGADISHU-SOMALIA

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Abstract

This current study attempts to identify the influence of school leadership on student achievement from secondary schools in Mogadishu, Somalia. The paper had three main objectives which are: 1) to determine the relationship between transformation leadership and student achievement at secondary schools in Mogadishu, Somalia. 2) To examine the relationship between teacher commitment to school mission and student achievement at secondary schools in Mogadishu, Somalia. 3) To explore the relationship between collective teacher efficacy and student achievement at secondary schools in Mogadishu, Somalia. The researchers utilized convenient sampling to collect 80 questionnaires from four secondary schools   in Mogadishu, Somalia. Teachers of these schools were provided a questionnaire with four main construct which measuring transformation leadership, teacher commitment to school mission, collective teacher efficacy and student achievement. However, using correlation coefficient, the study found that student achievement (Dependent variable) had significant positive influence with three independent variables namely, transformation leadership, teacher commitment to school mission and collective teacher efficacy. Also, the result of regression analysis found that three constructs had statistically momentous, affirmative, and straight effects on the student achievement.

Keywords: School leadership, Student achievement, Secondary Schools

INTRODUCTION

School leaders are confronted with a number of challenges on a daily basis. For instance, principals contend with staff issues, school improvement, structural changes, instructional matters, budgetary cuts, and parent concerns (Devos & Bouckenooghe, 2009; Johnson, 2008; Watkins & Moak, 2011). Furthermore, educational leaders are faced with improving the academic achievement of all students (Hildebrand, 2012; Hughes & Jones, 2010-2011).

There is increasing evidence that leadership makes a difference in schools. A few scholars have made sustained contributions to the question of how formal leadership from principals affects a variety of school outcomes (see Hallinger, 2003; Hallinger & Heck, 1998; Heck & Hallinger, 2009; Leithwood & Jantzi, 1999, 2000, 2005), but many others have contributed to the accumulation of evidence that principals do, in fact, make a difference.

Research has consistently acknowledged and emphasized the critical role played by educational leaders in improvements of the performance of institutions, individuals and students (Al-Omari, 2008; Dimmock, 2003; Simkins, 2003). Regarding the significance of leadership in educational institutions, Simkins (2005)

argues that "Leadership is one of the major factors or sometimes it seems the only factor that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail". This generally accepted notion is supported by significant initiatives undertaken for the development of educational leadership (Bush and Middlewood, 2005).

As leadership is considered very significant for improvement for individuals and school performance, it has attracted the attention of researchers, theorists and educational institutions, where programmes in leadership studies have been started, throughout the world (Northouse, 2010b). Some theorists conceptualize leadership as an attribute or behavior, whilst other researchers consider it the relational point of view (Northouse, 2010c).

Similarly, many of the definitions perceive leadership as a process by means of which a leader influences the students' performance (Davies, 2001; Northouse, 2010d). According to Yukl (2002), the term leadership itself projects images of powerful, dynamic individuals who command victorious armies, build wealthy and influential empires, or alter the course of nations. The term "distributed leadership" implies an advocacy for democratic leadership with a sharing of authority among principals, teachers and other stakeholders (Harris and Muijs, 2005).

Leadership is a highly complex concept to define, but most definitions focus on the exercise of influence (Leithwood and Jantzi, 1999), as the notion of efficient leadership has shifted from delegation and direction to collaboration and shared responsibilities (Crowther and Olsen, 1997). A recent concept about leadership has moved away from analyses of individual leaders either those in formal leadership roles or charismatic or informal leaders to "distributed leadership" (Gronn, 1999; Spillane, 2004).

According to Leithwood and Riehl (2005), "leaders engage in three kinds of activities that promote achievement. The first is setting direction that includes, but not limited to, establishing a shared vision and fostering the acceptance of group goals. The second is changing the organization by strengthening the culture, modifying organizational processes and changing structures. Finally, leaders can develop people by offering intellectual stimulation and offering individual support". Teacher leaders may engage in any of these activities through adopting any of the leadership styles.

Student Academic achievement is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals (Barnard, 2004). Furthermore, some authors define academic achievement as the level of schooling you have successfully completed and the ability to attain success in your studies (Epstein, 2001); while others refer academic achievement.

Student Academic Achievement assumes primary importance in the context of an education system aimed at progressive scholastic development of the child and human resources development at the macro level. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be over emphasized. It acts as an emotional

tonic. Sound academic records are the pillars on which the entire future personality stands. Academic achievement have always been the centre of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education . Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student.(Ramaswamy, 1990).

According to Good(1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. On the hand Academic achievement is one of the determinants of success in life. Students who achieve well academically have some advantages. Academic achievement serves as a key criterion in order to judge students' true potentials and capabilities (Daulta, 2008, Nuthanap, 2007).

Student Academic Achievement is defined as measurable behavior in a standardized series of tests (Simpson and Weiner. 1989).   Achievement test is usually constructed and standardized to measure proficiency in school subjects. In most cases, according to them. "Accomplishment" is sometimes used in place of "achievement". According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects.

REVIEW LITERATURE

This section highlights review articles about School Leadership and Student Achievement that were published in different international journals. This report also compares the findings of the articles since these studies were conducted in disparate situations according to the environment.

This study we tested a model hypothesizing that principals contribute to student achievement indirectly through teacher Commitment and beliefs about their collective capacity. Path analysis of data from 205 Elementary schools supported this hypothesis. The result found that Schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. Increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student Achievement. (Ross & Gray, 2006)

This study focused on how principal turnover at new high schools affects school culture and student performance and how principals manage the transition to new leadership to minimize this impact. Using both quantitative and qualitative data on high schools in New York City, the study examine the organizational structures that allow a sustained focus on student learning while the leadership is undergoing a transition. The result indicated that the principals agreed that there were few formal support structures available to help. Coupled with the not knowing what their job entailed, the lack of support only presented more challenges in managing the transition. (Weinstein, Jacobowitz, Ely, Landon, & Schwartz, 2009)

This study used the TIMSS2003 and investigates the relationship between head-teacher time allocation and school characteristics, student background, and student achievement in 18 countries. The model used in the empirical analysis is a three level Multilevel Model with random effects that aims at evaluating the interaction effect between a particular school level variable and the explanatory variables describing school and student characteristics. the study shows is that head-teacher specialization (either in management or in leadership) has negligible direct effect on student Achievement. Most of all, however, head-teacher specialization is correlated to a lower impact of family SES on student achievement. Moreover, by investigating the impact of school management and school leadership on student achievement on students with different family background in terms of education, it is apparent that the high concentrations of school leadership are especially valuable for students of lower SES. (Vidoni & Grassetti, 2003)

Another study investigated whether the School leadership style makes a measurable difference in promoting school quality. In this study a nationally representative data set is used to examine the association between U.S.A. middle school principals' leadership styles and student achievement on the TIMSS 1999 mathematics and science testing. The result showed significant correlations among principals leadership style and student performance on the TIMSS 1999 math and science testing were found, with stronger correlations between the two variables for the sample of schools that have school policies supporting teachers' cooperation and collaboration. (Suskavcevic & Blake, 1999)

Same study determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, This was employed a met analysis of research a sophisticated research technique that combines data from separate Studies into a single sample of research on the influence of school district leaders on Student performance. The study found a statistically significant relationship (a positive Correlation of .24) between district leadership and student achievement. (Waters, Ed., & Robert, 2006)

This research was conducted to examine the relationship between school leadership and student achievement. Data for this study are from 2005 and 2008 teacher surveys developed for a US Research project funded by the Wallace Foundation, The sampling design involved respondents in 180 schools nested within 45 districts nested, in turn, in nine states. The findings showed that there is positive significant relationship between school leadership and student academic achievement. (Louis, Dretzke, & Wahlstrom, 2010)

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The objective of this study was to determine the correlation between leadership practices, school culture, and student achievement in an effort to build the capacity of principal leaders. A correlation design was used to determine the relationship between principal leadership practices, culture, and achievement in elementary, middle, and high schools. A total of 216 teachers in 31 schools completed the Leadership Practices Inventory and School Culture Survey. A significant correlation was found between (a) leadership practices and school culture and (b) school culture and student achievement. No relationship was established between leadership practices and school culture. The results implied that school leaders who use transformational leadership practices indirectly impact student achievement through creating a positive school culture. It is recommended that principal preparation programs revamp leadership curriculum to develop leaders who can create positive school cultures and manage reform efforts. (Ed.D, Deris, Ed.D, & Johnson, 2015)

The purpose of this study was to explore the relationship between perceived effective school culture, principal leadership characteristics, and student performance as Measured by the Florida Comprehensive Academic Test. The assumption in this study was that principal leadership styles and school culture were expected to enhance student achievement. A leadership survey and school culture survey were used as assessment tools. The findings of this study demonstrated that there are specific characteristics of the transactional and transformational leadership styles that affect school culture. The data provided evidence that school culture and leadership styles are significantly related to student achievement. Transactional leadership affected school culture in the areas of parent/student perceptions, professional learning communities, and teacher efficacy. (Lecclear, 2005)

Same investigated the relationship between school leadership and student achievement, the data was employed through questionnaire and it was analyzed by using SPSS. The findings indicated positive relationship between school principal leadership and student academic achievement. (Melton, Mallory, & Ed.D, 2013)

The aim on this paper is to argue that the improvement of students' academic achievement is the result of a platform of collaborative engagement between schools, their communities and the education authorities outside the school and that each of these partners has a useful contribution to make that can raise the standard of school outcomes. The study found that the parents, the students, and other politicians other than the one for education, have only a social and moral responsibility involvement and not a legal requirement demanding their accountability. The paper recommends that higher authorities in education should continue their efforts to encourage parents and other significant stakeholders to take interest and participate in education matters at schools. (Moswela, 2014)

This literature review seeks to discover the effects school leaders have on student achievement. This literature review will look at a variety of leadership styles, seek to identify the direct/indirect influences of school leadership on learning, look at leadership and teacher efficacy traits that impact learning and consider school leadership traits that lead to student achievement. The research has demonstrated that school leadership has both direct and indirect implications leading to student achievement. Most leadership influences are indirect; these indirect influences lead to increased collective efficacy and improved school culture. In conclusion, futures implications suggest greater collective research should be performed targeting the traits successful school leaders have demonstrated leading to student achievement. (Rautiola, 2009)

The study explores the nature and extent of the school principal's effects on reading achievement. Thus study utilized a sample of 87 U.S. elementary schools. Results showed no direct effects of principal instructional leadership on student achievement. The results did, however, support the belief that a principal can have an indirect effect on school effectiveness through actions that shape the school's learning climate. (Hallinger, Bickman, & Devis, 1996)

This research was conducted to investigate the affect of leadership behavior of secondary school leaders on the academic achievement of the 10th grade students from public and private sector schools in Punjab, Pakistan. This study also explored if there was any difference in affect of leadership behavior of principals as described by them and as described by the observers regarding students' academic achievement. A survey was conducted using Leadership Practices Inventory Self and Observers (LPI- Self & LPI-Observers). These inventories were comprised of 30 items separately. LPI-Self was served over 64 secondary school leaders or principals and LPI-Observer was served over 128 secondary school teachers who were the observers of the prevailing practices. Regression Analysis was conducted to find out the effect of leadership behavior and t statistics was applied to find out any difference between both of the perceptions. There was effect of leadership behavior of principals on students' academic achievement but there was a significant difference between the view point of the leaders and observers regarding this affect, A significant contrast between the observations regarding the affect of leadership behavior on students' achievement as described by the principals themselves and as described by the observers was noted. (Tatlah, Iqbal, Amin, & Quraishi, 2014)

Another research was held to identify the effect of school leadership on student achievement. Regression Analysis was conducted to find out the effect of leadership behavior and t statistics was applied to find out any difference between the two variables. The findings of this study indicated positive relationship between the two variables. (Reeves, 2007)

Same research investigated institutional factors as predictors of students' achievement in colleges of education in south western Nigeria. The study employed the ex post facto design using a survey design and a multiple regression model. The sample used for the study consisted of 1, 100 national certificate of education students in federal, state and private institutions in south western Nigeria using stratified

sampling techniques. The study found that a number of institutional factors: student teacher ratio, lecturers' interest and commitment, school calendar stability and to a lesser extent, teaching method, were significant predictors of students' academic achievement in the colleges of education sampled. The study proffered a number of recommendations to improve the quality educational policy outcomes geared towards improving students' educational performance and hence enhance the achievement of national economics goals. (Moradeyo & Babatunde, 2014)

This study has a specific purpose of advancing and expanding research on emotional intelligence and transformational leadership in schools in Kenya. This study was conducted using a mixed methods research design. The target population for this study consisted of principals of high schools, deputy principals and heads of department in Kenya. Of these 103 principals were identified through (i) an Executive Masters degree programme in educational leadership and policy studies offered at one of the public university's in Kenya (ii) participation in a performance improvement/turnaround initiative in one of the counties in the country. The findings in this study support the idea that teacher agencies should select people who have high
A level of emotional intelligence for it is predictive of having the potential to become Transformational leaders. Agencies such as the Kenya Education Management Institute can build emotional intelligence training into their principal training programmes in their quest for
Transformational leaders (Ayiro, 2014)

Another study examines the potential of their active collaboration around instructional matters to enhance the quality of teaching and student performance. The analysis is grounded in two conceptions of leadership—transformational and instructional. The sample comprises 24 nationally selected restructured schools—8 elementary, 8 middle, and 8 high schools. In keeping with the multilevel structure of the data, the primary analytic technique is hierarchical linear modeling (HLM). The study finds that transformational leadership is a Necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial. (Marks & Printy, 2003)

After reviewing these articles, most of the researchers found that school leadership had great influence on student achievement especially the contribution of (Tatlah, Iqbal, Amin, & Quraishi, 2014). School leadership indicated significant relationship with student achievement. With the light of the result school leadership factor is the one of them most impact positively on student achievement. While others found no relationship between school leadership on student achievement. However it is further research is needed to be conducted about the effect of school leadership on student achievement at secondary schools. The researchers generated the following hypothesis:

H1: there is significant relationship between transformation leadership and student achievement.

H2: there is significant relationship between teacher commitment to school mission and student achievement.

H3: there is significant relationship between collective teacher efficacy and student achievement.

METHODOLOGY

This study conducted through survey method to examine the relationship between School leadership and Student achievement; the study utilized regression, correlation analysis to answer the research objectives and to test the research hypothesis.

The researchers utilized convenient sampling to collect 80 respondents from four Secondary Schools in Mogadishu, teachers of these schools were provided a questionnaire with four main construct which measuring transformation leadership, teacher commitment to school mission, collective teacher efficacy and student achievement.

The researchers utilized Cronbach alpha to investigate the internal consistency of the questionnaires collected from the respondents.

All variables of the study gained high inside reliability as shown in below table 1 this allows as to make further analysis and discussion.

Table 1: Reliability test

Variables	Items	Cronbach Alpha
Transformation leadership	7	0.708
Teacher commitment to school mission	7	0.734
Collective teacher efficacy	7	0.728
Student achievement	10	0.783

DATA ANALYSIS AND DISCUSSION
DEMOGRAPHIC PROFILE

According to the gender respondents 75% were male while 25% was female; in Somalia male domain all the sector of employment and education sector is no exception. 35% of the respondent's age was between 18-25 years old, 33.8% were teachers between 26--35 years old, 26.2% of the respondents reported that they are between 36-45 years while only close 5% were above forty six years old. In terms of marital status of the respondents, 40% were married while 60% were single.

47.5% of the respondents were bachelor degree, 20% were high school level, 11.1% were master degree, while 20% had diploma certificate. In terms of experience, 48.8% had three years, 23.8% had three years, 13.8% two years as well as 13.8% had one year.

Table 2: profile of the respondents

Variable	Frequency	Percentage
Gender		
Male	60	75.0
Female	20	25.0
Total	**80**	**100.0**
Age		
18-25	28	35.0
26-35	27	33.8
36-45	21	26.2
46andabove	4	5.0
Total	**80**	**100.0**
Marital status		
Single	32	40.0
Married	48	60.0
Total	**80**	**100.0**
Level of Education		
High school	16	20.0

Diploma degree	16	20.0
Degree	38	47.5
Master degree	9	11.2
PhD	1	1.2
Total	**80**	**100.0**
Experience		
One year	11	13.8
Two years	11	13.8
Three years	19	23.8
Four years and above	39	48.8
Total	**80**	**100.0**

Correlation between the variables

The first objective of this study was to determine the relationship between transformation leadership and student achievement at high education in Mogadishu, Somalia.

Table3: Correlation Analyzes

Variables	1	2	3	4
Transformation leadership	1			
Teacher commitment to				
School mission	.990	1		
Collective teacher efficacy	.979	.997	1	
Student achievement	.773	.331	.329	1

Table 3 shows the result of correlation analyzes of the relationships among transformation leadership, teacher commitment to school mission, collective teacher efficacy and student achievement. Transformation leadership has positive relationship with student achievement($r=.773$ and $p<0.10$).

Besides school principals actively satisfy their jobs and improve student, then schools with good transformation leadership tend to enhance students' achievement at secondary schools.. In addition the second objective of this study was to examine the relationship between teacher commitment to school

mission and student achievement at secondary schools in Mogadishu, Somalia. . Correlation has positive effect on student achievement (r=.331 and p<0.10).

The third objective was to explore the relationship between collective teacher efficacy and student achievement at secondary school in Mogadishu, Somalia. Collective teacher efficacy has positive relationship with student achievement (r=.329 and p<0.10).

HYPOTHESIS TEST

This study investigated the influence of school leadership on student achievement at secondary schools in Mogadishu, Somalia. Three hypotheses were developed after reviewing the literature, to test the research hypotheses were employed the linear regression analysis. The researchers checked regression hypothesis before taking place to further analysis. The dependent variable student achievement was normally distributed across all independent variable. No violation was observed after checking the outliers, linearity and co-linearity.

Three hypotheses were developed after reviewing the existing literature; **H1** confirmed that there is significance relationship between transformation leadership and student achievement at secondary schools in Mogadishu, Somalia. **H2** asserted that there is no relationship between teacher commitment to school mission and student achievement at secondary schools in Mogadishu while **H3:** there is significant relationship between collective teacher efficacy and student achievement at secondary schools in Mogadishu, Somalia.

The result of regression analysis shown in below table shows that school leadership (transformation leadership, teacher commitment to school mission and collective teacher efficacy) had positive relationship with student achievement at secondary schools in Mogadishu, Somalia.

Table 4: Regression Analysis

Variables	Beta	T	P value
Transformation leadership	.875	850	.398
Teacher commitment to school mission	-1.496	- .591	.557
Collective teacher efficacy	.964	.555	.581
R	.343a		
R square	.118		
F change	3.382		

DISCUSSION

The current study investigated the influence of school leadership on student achievement at secondary schools in Mogadishu, Somalia; the paper had three main objectives which are: 1) to determine the relationship between transformation leadership and student achievement at secondary schools in Mogadishu, Somalia. 2) To examine the relationship between teacher commitment to school mission and student achievement at secondary schools in Mogadishu, Somalia. 3) To explore the relationship between collective teacher efficacy and student achievement at secondary schools in Mogadishu, Somalia.

The researchers employed convenient sampling to collect 80 respondents from four secondary schools in Mogadishu, employees of these schools were provided a questionnaire with four main construct which measuring transformation leadership, teacher commitment to school mission, collective teacher efficacy and student achievement.

The result of correlation coefficient reveled that student achievement Dependent variable) had significant positive influence with two independent variables namely, transformation leadership and collective teacher efficacy. The result of regression analysis found that two constructs had statistically significant, positive, and direct effects on student achievement.

Regarding the two hypotheses; this study supported; the most indicator of school leadership was transformation leadership; student achievement correlates with transformation leadership in secondary school.

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