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**INFLUENCE OF SCHOOL INSTRUCTIONAL LEADERSHIP ON THE STUDENTS'
ACADEMIC ACHIEVEMENT IN SELECTED PRIMARY SCHOOLS OF MBALE
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ABSTRACT

This study determines the relationship between school instructional leadership and students' academic achievement in selected primary schools of Mbale municipality, Uganda. The study focused on school instructional leadership, i.e. head teachers' instructional leadership, teachers' instructional leadership, school prefects' instructional leadership and students' academic achievement in selected primary schools of Mbale municipality, Uganda. Cross-sectional survey design using questionnaires and documents was used to collect responses from the sample of 330 respondents of both head teachers, teachers and school prefects of the selected primary schools of Mbale municipality, Uganda. The findings of the study established relationships between school instructional leadership and students' academic achievement with head teachers' instructional leadership revealed a weak and positive relationship ($r=.323$) ($\text{sig}=.000<.05$), teachers' instructional leadership revealed a moderate and positive relationship ($r=.532$) ($\text{sig}=.000<.05$) and school prefects' instructional leadership revealed a weak and positive relationship ($r=.311$) ($\text{sig}=.031<.05$). This implies that school instructional leadership i.e head teachers' instructional leadership, teachers' instructional leadership and school prefects' instructional leadership has significant relationship on students' academic achievement. The researcher recommended that, head teachers should thoroughly supervise teachers' performance by checking the students' lesson notes to confirm if the teachers are actually doing their job. Teachers on the other hand should utilize teaching strategies that call for hands-on experience, collaboration and problem solving, finally, Schools prefects should be involve in instructional leadership of the school. This can be done by giving them active roles to play, such as monitoring students' behavior, monitoring teachers who do not often come to class and also their method of teaching.