# Assessment of Principals Practice of Leadership Behaviors in Some Selected Primary Schools of Sodo Town Administration

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## Abstract

The Main purpose of this research is to investigate the extent to which primary school principals? practice leadership behaviors at primary schools of Sodo town Administration. For this purpose the researcher using purposive sampling to select four primary schools among primary schools found in the town administration. In these schools 63 teachers 9 principals were taken as a sample of the study. Information collected using questionnaire and interview were analyzed through using frequency and percentage. Based on the analysis and interpretation of data the result found indicated that the majority of principals does not have adequate leadership practice in their respective schools. Due to limited leadership ability and skill, work load, complexity of their task and low awareness of society to instructional leadership and students disciplinary problems. Finally based on the analysis and interpretation of data principals found to be medium practicing leadership behavior in their schools. This needs to be further improved to achieve the success of primary schools in all aspects of teaching learning process which intern brought change in all primary schools of Sodo town administration.

*Index terms*— leadership ability and skill, work load, complexity of their task and low awareness of society.

# 1 Assessment of Principals Practice of Leadership Behaviors in Some Selected Primary Schools of Sodo Town Administration

Mr. Bekele Atanaw Abstract-The Main purpose of this research is to investigate the extent to which primary school principals' practice leadership behaviors at primary schools of Sodo town Administration. For this purpose the researcher using purposive sampling to select four primary schools among primary schools found in the town administration. In these schools 63 teachers 9 principals were taken as a sample of the study. Information collected using questionnaire and interview were analyzed through using frequency and percentage. Based on the analysis and interpretation of data the result found indicated that the majority of principals does not have adequate leadership practice in their respective schools. Due to limited leadership ability and skill, work load, complexity of their task and low awareness of society to instructional leadership and students disciplinary problems. Finally based on the analysis and interpretation of data principals found to be medium practicing leadership behavior in their schools. This needs to be further improved to achieve the success of primary schools in all aspects of teaching learning process which intern brought change in all primary schools of Sodo town administration.

# 2 I.

Background of the Study eadership is the process by which a person exerts influence over other people and inspires, motivates, and directs their activities to help achieve group or organizational goals. **??**Jones and George 2003p443).

Leadership is one of the most important factor that differentiate between successes and unsuccessful in organization could be the availability of dynamic and effective leadership and lack of it respectively. When leaders effective, the influence they exert over others help a group or organization achieve its performance goals. When the leaders are ineffective their influence does not contribute to, and often detracts from, goal attainment, ??ones and George ( 2003p443) The most required for successful educational programs in school level is effective principals. A crucial characteristic of effective principal is practicing leadership activities in the school level to achieve the school objectives. A good principal leadership behavior includes smooth relationship with employees, concerning with group rather than person in supervision and decision making process, motivate and support his/her subordinates. A good principal activity facilitator rather than any information provision (Rezene 2002p1).

According to Mishrac cited in (Rezene 2010) leaders have a big contribution in improving instructional programs by encouraging others to make an effort. Building leadership capacity means using effort to elicit effort from other. All members of the education community play significance roles if there is effective leader.

To ensure quality, access and equity of education in the school principals should play leadership behavior. Some principals play leadership behavior that derives from position or power.

In general, investigating in the leadership behaviors of principals are crucial in the achievement of school objectives. Even though the principals leadership behavior of principals is crucial issue on the achievement of school objectives, the objective of the school could be achieved when the principal implement his/her leadership behavior in the actual work process of the school. Therefore, this study aims at assessing the principals' practice of leadership behavior in some selected primary schools of Sodo Town Administration.

In light of the above perspective this study is designed to assess principals leadership practice and related problems in some selected primary schools of Sodo town administration. To this end the study will be designed by the following questions:

# 3   Objective of the Study

This section introduces the objectives of the study which includes general and specific objectives.

# 4   a) General Objectives

The main objectives of this study is to assess and evaluate the principals practices of leadership Year ( )

# 5   A

Author: Lecturer, Student dean at Infolink College Wolaita Sodo, United States.   e-mail: bekeleatanaw@gmail.com ( behavior in some selected primary school of Sodo Town Administration.

# 6   b) Specific objective 1. To see to what extents the principals execute

leadership behaviors 2. To identify and recommend the main challenges of principals leadership behavior. 3. To find out the aspects or leadership behavior in the primary school.

III.

# 7   Conclusion

The main purpose of this research was to assess the extent to which primary school principal practice leadership behavior in the school level. In order to achieve this objectives, three basic questions were raised. To this end, two instruments, namely questionnaires and interview were used to collect the necessary data to answer the questions. Hence based on the analysis of the data and the findings, the following conclusion can be made.

Effective instructional leadership are greatly depend on conditions of the school environment. Based on the study, some of the common leadership behavior of effective school principals were mentioned above. According to this some respondents indicated that effective instructional leader half the ability to work with others i.e. with teachers students and other school parent.

An effective instructional leadership have the ability of improving teaching learning conditions, motivating teachers and school and task delegate to others in addition to above, effective leaders have the ability of classroom observation. Which is part of internal supervision and the ability of providing immediate feedback for the observed phenomena. They developed also the risk taking ability in the school and preparing plan, strategies and policies in the school level. They have developed the ability of creating new things ideas, and materials which are important for the network of the school.

Regarding to implementation of the behaviors of effective leadership, the finding shows, most of the leadership behaviors in the school level are not practiced by the principals. However it is not denied that, some principals have better response of practicing some of the leadership behavior in the school. For instance some respondents indicated that though there are difficulties in the school principals tend to motivate teachers and students as much as possible and some principals have good practice of classroom observation, preparing school plan and task delegation when it is necessary.

On the other hand, some factors can hampered the effectiveness of primary school principals leadership behavior in the school system. Different factors affect instructional leaders in the school. The problems were the principals work load students behavior in the school teachers resistance especially those who served for many years. The less participation and engagement of society about school problems.

# 8  IV.

# 9  Discussions Findings

1. The data collected on the characteristics of respondents shows that 5(55.55%) principals were diploma where as 4(44.44%) principals were first degree. These show that principals are up grading into degree to change schools. 2. Regarding the principals ability of working together with teachers students and the community teachers responded 43(68.25%) medium and principals themselves answered 4(44.44%) and 4(44.44%) high and medium respectively. It showed that it is average that existed in the school situation. 3. In connection with principals abilities working as a model of others with in the school activities 44(69.8%) teachers 6(66.66%) said medium and principals said high. On the sides of principals as I observed their response expect themselves they do everything effectively. 4. The effectiveness of principals in participatory decision making in the school 46(73.01%) teachers said medium and 4(44.44%) and 4(44.44%) principals respectively said high and medium.

According to the responses found from the teacher and principal it is medium for participating stakeholders during decision making process. 5. The capacity of principals improving the instructional process of schools teachers said medium includes 46((73%) and principals answered by saying medium also contain 5(55.55%). Based on this it was in the midway improving instructional problems if unfortunately unexpected situations happened. 6. The initiation of principals to take risks that are created in the schools responded teachers 47(74.60%) medium and principals answered as 5(55.55%) high and 4(44.44%) medium respectively. It is observed that the initiation of principals to take risks is medium. 7. The effort of principals to motivate teachers students and other staff workers is answered as 41(65.079%) medium by teachers and 44.44% by principals answered equally both high and medium. 8. Among the respondents with teachers about principals initiation to delegate work for others 43(68.3%) teachers and 5(55.55%) principals said medium and high respectively. The remaining 33.33% principals answered as medium. 9. The practice of principals observing teachers while they were teaching in the class is medium. It needs to be improved. In this regard respondents like

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A teachers answered medium 47(74.6%) and principals 5(55.55%).

10. Provision of feedback after class observation is also medium. 11. Principals ability to receive perception from his/her colleague and other stake holders also different. To this 48(76%) teachers said medium and 5(55.55%) principals said high. most of the time principals gave high rank for every question they asked. 12. Respondents concerning the principals ability of preparing annual plan and its implementation agreed that it is high.

13. The creative ability of principals in their schools is high. Principals answered it is high. During changing the school principals face challenges from the work situation, from students teachers and from the society. Finally many teachers in the school need support from their principals especially working through coordination motivation and professional support. The principals ability to implement the above activities are medium. According to the above table, item one 20(31.74%) of teachers were females and 43(68.25%) of teachers were males. Regarding principals 2(22.22%) of principals were females and 7(77.77%) were males. As the data shows the percentage of female principals in primary schools for managing the teaching learning process is very limited compared to that of males.

As of the above table item two shows the age distribution of respondents. According to the table 3(4.76%) of teachers were between 20-30 and 9(14-28) teachers were under the age of 31-40 and 28(44.44%) and 23(36-50%) with these ages. Many teachers age were more than 30 years old. Concerning the age of principals 1(11.11%) was with the age 20-30,3(33-33%) at the age of 31-40 the rest of principals (22.22%) principals were between 41-50 and 3(33.33%) were above 51 years as that of teachers age principals age above 30 years old. Interims of experience both teachers and principals were better for primary schools.

Based on the above table respondents qualification were 16(25.39%) were certificate 45 (71.43%) were diploma and 2(3.175%) were degree holders. Many teachers who taught in primary schools were diploma and some were certificate. But first degree teachers were insignificant compared to certificate and diploma. The qualification of principals at primary schools of the study area was that 5(55.55%) were diploma 4(44.44%) were first degree. There were no principals who had certificate. This shows to be a school principal it needs at least to have diploma. As indicated in table 3.2 item one shows principals relation with teachers, students and the community. According to the above table 17(26.98%) of teachers and 4(44.44%) of principals say the relation between principals with teachers students, and community is high. However, 43(68.25%) teachers 4(44.44%) and principals responded to medium. Among teachers and principals 3(4.76%) teachers and 1(11.11%) principal said the relation of principals with teachers students and community is low. According to the data obtained from the response of teachers and principals the relation of principals with stake holders mentioned above is not strong enough. Many respondents who showed principals relation with teachers, students and community is medium. As indicated in table 3.2 in

item two the abilities of principals to act as a model in the school while leading the teaching learning process of the school looks like the following. Among teachers 14(22.22%) and 6(66.66%) principals said high. Teacher respondents who said medium were 44(69.8412%) and 2(22, 22%) said medium. The rest respondents 5(7.93%) teachers and 1(11.11%) principals answered it is low.

As the data abstained and observations made during the research many teachers complained that many principals who assigned in schools lack the necessary skills of to be a model for teachers. Hence in many primary schools there is lack of to be role model for teachers and schools the leadership practiced by principals.

According to the same table 3.2 item three 14(22.22%) teachers and 4(44.44%) principals answered that the participatory decision making effectiveness of principals by participating school community like teachers, students and others is not that much satisfactory. Especially principals asked it is high. However in the real sense it was not true. Rather according to teachers response it is medium. For this evidence 46(73.015%) teachers and 4(44.44%) principals which is equal with respondents said high was the same during filling the questionnaires said medium. Among respondents teachers 3(4.76%) and 1(11.11%) principals said participatory decision making practice of principals was low principals didn't participate concerned stakeholders during decision making process on school issues. According to table 3.3 there are two items namely principals capacity in timely improving instructional process, and principals initiation in taking risks to create conducive teaching-learning process. As the table above (3.3) item one 13(20.63%) teachers and 4(44.44%) principals responded that the principals highly motivated to improve instructional process in the school. However 46(73.015%) teachers and 5(55.55%) principals responded medium. As of the respondents response the capacity of improving instructional process immediately is not practiced in many primary schools. It is medium that means they stayed until complains raised by teachers. Respondents of teachers 4(6.34%) and no principals said low was responded concerning the principals active involvement in improving instructional process. Thus it needs to practice improving instructional process of the school to achieve the desired goals of every primary schools.

In the same table above (3.3) item two teachers and principals were asked to what extent school principals taking risks that are created in schools. To this problem 10c15.873%) teachers and 5(55.55%) principals were responded it is high. The other respondents in the school 47(4.603%) (of the teachers and 4(44.44%) principals responded it is medium. The remaining 6(9.523%) teachers said low. But there was no principal who said low. This due to the fact that if they said low they may assume there is a problem in their leadership practice. The data clearly indicated that many principals don't ready to take risks created in the school.

Principals effectiveness of making participatory decision in the school. As the data and other in formations obtained in the school showed delegation of employees by principals where necessary is medium. According to table 3.5 item one teachers and principals asked to what extent school principals observe their teachers during teaching-learning process. Based on this 12(19.044%) teachers and 3(33.33%) principals responded that principals observe their teachers in the class during teaching learning process. Others 47(74.603%) teachers and 5(55.55%) principals it is medium that teachers spent on observing the actual teaching-learning process of teachers in the school. The remaining respondents especially 4(6.349%) teachers responded and 1(11.11%) principals there is less practice of class observation by principals. As the principals response class observation to assess teachers performance on the actual teaching is medium. In the same table above teachers and principals asked the extent to which principals ability of providing feedback to teachers aster class-room teaching learning process. In connection to this 11(17.460%) teachers and 3(33.33%) principals responded there is high abilities giving feedback for teachers after class observation.

On the other hand 48(76.190%) of teachers and 6(66.66%) principals responded that principals giving feedback at medium level to teachers. The remaining 4(6.349%) teachers responded there is low ability of giving feedback for teachers things observed in the class during teaching learning process. There was no principal who said low ability of principals giving feedback. This showed that principals don't open to show their weakness. In the above table 3.6 item one teachers and principals were asked whether or not the principals tend to receive perception from their colleagues and others. Based on this 9(14.285%) teachers and 5(55.55%) principals gave their response that there is a high ability of principal ability of receiving perceptions for warded from colleagues and other stakeholders. In connection with principal ability of receiving perception 48(76.190%)teachers and 3(33.33%) principals responded as it is medium for receiving and using as are commendation for leadership practice in primary schools. The remaining respondents both teachers and principals who constituted 6(9.5237%) and 1(11.11%) teachers and principal responsively responded as there is less practice of receiving perceptions from colleagues. For effective practicing of instructional leadership accepting whatever suggestions and perceptions are essential for school principals. However many school principals are medium in accepting perceptions suggested from their colleges.

As table 3-6 of the above table 9(14.285%) of teachers and 4(44.44%) of principals responded that school principals work effectively towards creating conducive instructional process, where as 50(79.365%) teachers and 5(55.55%) principals partially create conducive situation for instructional process of schools. The other respondents 4(4.44.44%) teachers said principals showed limited situation to create conducive instructional process of the school. Principals didn't respond there is low ability of principals didn't respond there is low ability of principals in the process of creating conducive instructional process. Therefore according to the above data the school principals expected to improve the schools situations by creating conducive instructional process. This is due to the fact that the school principals are the forefronts to create a good teaching-learning atmosphere

in the school. According to table 3.7 item one teachers and principals asked to what extent school principals prepare annual plan and work for its implementation. Based on this 44(69.841%) of teachers and 6(66.607%) principals responded as it is high for preparing and implementing to bring change on schools. And 17(26.984%) teachers and 3(33.33%) of principals agreed that it is at medium level that principals ability of preparing annual plans and its effective implementation. The remaining teachers 2(3.174%) said it is low. No principal who said low. That is there is an effect for preparing annual plan in every schools. In relation with the creative ability of principals teachers and principals asked to what extent they introduced new things to implement in their schools. Of the total principals respondents 4(44.44%) agreed that it is high to show creative ability in the school for improving the existing situations others 4(44.44%) principals said it is medium and the remaining 1(11.11%) answered it there is low level of principals participation in creating new things in schools. As the data obtained through observation and unstructured interview from teachers many principals are busy enough other routine activities Due to this they didn't give emphasis for creative new things. The response is found that they simply said as the above way. According to the above table item one principals asked if there is any problem that affects their leading ability. Based on this 5(55.55%) principals responded there is problem that affects principals leadership process. However, 4(44.44%) principals answered no. This shows there is no any problem that affects their regular leadership practices in the school.

In the same table above in item two principals asked from where problem arise if there is any problem that hinders principals leadership process. To this 3(33.33%) of principals leadership process. To this 3(33.33%) of principals answered the source of the problem is from the work situation. 2(22.22%) principals responded the students can be the source of the problem is from the and 1(11.11%) responded teachers affect principals leadership process. The remaining 3(33.33%) arises from society. That is lack of assisting principals leadership process aggravated the problem. In the above table item one teachers were asked what they expected from the principals to cope up with their task effectively. Based on this 27(42.857%) of teachers answered if better of principals work together with the school community. The other 16(25.3968%) respondents were responded motivation is the most expected factor for effective teaching learning process. The remaining 19(30.155%) of respondents answered that professional support of principals is very important that is expected from primary school principals. The remaining 1(1.587%) responded giving vacation. It is insignificant compared from other respondents.

According to table 3.10 item two teachers were asked whether or not principals applied in their schools items mentioned in question numbers. Based on this 26(41.27%) respondents were answered it is highly practiced and 33(52.38%) were said it is rarely applied in their schools. The remaining 4(6.349%) agreed that it is low in its implementation.

Based on the above data school principals didn't different encouraging items mentioned in the table above it is in the medium level.

Regarding the school principles ability of leading by keeping the organizational goal and personal interest in the organization is also different. In this regard 7(11.11%) respondents agreed that principals have high ability in leading the organization. And 45(71.428%) teachers answered school principals have medium ability of considering equally the school and personal benefits. The remaining 11(17.460%) of the respondents were answered that school principals have low ability of considering the organizational objectives and personal in tersest of employees. [1] [2]

**2**

| No | Item | Respondents | | | | |
|---|---|---|---|---|---|---|
| | | Teachers | | | Principals | |
| | | No | % | | No | % |
| 1 | High | 17 | 26.98 | | 4 | 44.44 |
| | Medium | 43 | 68.25 | | 4 | 44.44 |
| | Low | 3 | 4.76 | | 1 | 11.11 |

Figure 1: Table 2 :

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**3**

| No | Item | | Respondents | | | | |
|----|------|---|---|---|---|---|---|
| | | | Teachers | | | Principals | |
| | | | No | % | No | % | |
| 1 | Principals capacity in timely improving | High | 13 | 20.63 | 4 | 44.44 | |
| | instructional process | Medium | 46 | 73.015 | 5 | 55.55 | |
| | | Low | 4 | 6.34 | - | - | |
| | | Total | 63 | 100 | 9 | 100 | |
| 2 | Principals initiation in taking risks that | High | 10 | 15.873 | 45 | 55.55 | |
| | and created in schools | Medium | 47 | 74.603 | 4 | 44.44 | |
| | | Low | 6 | 4.523 | - | - | |
| | | Total | 63 | 100 | 9 | 100 | |

Figure 2: Table 3 :

**4**

| No | Item | | No |
|---|---|---|---|
| 1 | Principals effort to motivate teachers, students and other staff workers | High | 17 |
| | | Medium | 41 |
| | | Low | 5 |
| | | Total | 63 |
| 2 | Principals initiation of work delegation for other employees or teacher in the school. | High | 14 |
| | | Medium | 43 |
| | | Low | 6 |
| | | Total | 63 |

According to table 3.4 item one above teachers and principals were asked to what extent school principals tend to motivate school teachers, students and staffs as a whole. Based on this 17(26.98%) teachers and 4(44.44%) principal responded that school principals made high effort to motivate teachers, students and staffs. Whereas 41(65.079%) teachers and 4(44.44$) principals responded it is medium that principals initiation to motivate school community. The rest of the respondents like 5(7.9365%) teachers and 1(11.11%) principals responded low.

Based on table 3.4 item two teachers and principals were also asked to what extent is school

principals showed an eff[...]
According to this data 1[...]
5(55.55%) principals res[...]
delegate employees [...]
responded medium whic[...]
teachers and 3(33.33%) [...]
6(9.5238%) teachers and [...]
responded as school prin[...]
delegate others in the sc[...]

Figure 3: Table 4 :

**5**

| No | Item | | Respondents | | | |
|----|------|--|-------------|--|--|--|
| | | | Teachers | | Principals | |
| | | | No | % | No | % |
| 1 | School principals ability of classroom observation in the time of teaching-learning process | High | 12 | 19.047 | 3 | 33.33 |
| | | Medium | 47 | 74.603 | 5 | 55.55 |
| | | Low | 4 | 6.349 | 1 | 11.11 |
| | | Total | 63 | 100 | 9 | 100 |
| 2 | School principals' a ability of providing feedback to the already observed in the class. | High | 11 | 17.460 | 3 | 33.33 |
| | | Medium | 48 | 76.190 | 6 | 66.66 |
| | | Low | 4 | 6.349 | - | - |
| | | Total | 63 | 100 | 9 | 100 |

Figure 4: Table 5 :

**6**

| No | Item | | Respondents | | | |
|----|------|--|-------------|--|--|--|
| | | | Teachers | | Principals | |
| | | | No | % | No | % |
| 1 | School principals ability of receiving perception from his colleagues and other stakeholders | High | 9 | 14.285 | 5 | 55.55 |
| | | Medium | 48 | 76.190 | 3 | 33.33 |
| | | Low | 6 | 9.523 | 1 | 11.11 |
| | | Total | 63 | 100 | 9 | 100 |
| 2 | Principals initiation create conducive teaching-learning process | High | 9 | 14.285 | 4 | 44.44 |
| | | Medium | 50 | 79.365 | 5 | 55.55 |
| | | Low | 4 | 6.349 | - | - |
| | | Total | 63 | 100 | 9 | 100 |

Figure 5: Table 6 :

**7**

| No | Item | | Respondents | | | |
|----|------|--|-------------|--|--|--|
| | | | Teachers | | Principals | |
| | | | No | % | No | % |
| 1 | Principals ability of preparing a annual plan and the ability of implementing it. | High | 44 | 69.841 | 6 | 66.66 |
| | | Medium | 17 | 26.984 | 3 | 33.33 |
| | | Low | 2 | 3.174 | - | - |
| | | Total | 63 | 100 | 9 | 100 |

Figure 6: Table 7 :

**8**

| No | Item | Respondents Principals | |
|----|------|------------------------|----|
| | | No | % |
| 1 | High | 4 | 44.44 |
| | Medium | 4 | 44.44 |
| | Low | 1 | 11.11 |
| | Total | 9 | 100 |

Figure 7: Table 8 :

**9**

| No | Item | Respondents | Principals |
|----|------|-------------|------------|
| | No | | % |

Figure 8: Table 9 :

**10**

| No | Item | Teacher respondents | |
|----|------|---------------------|---|
| | | No | % |

Figure 9: Table 10 :

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