

School Context-Related Factors That Affect Principals' Instructional Leadership Competence at Primary Schools in Tarcha Town, Ethiopia

Authors : Godaye Gobena Gomiolo

Abstract : The purpose of this study was to investigate school context-related factors that affect principals' instructional leadership competence in primary schools in Tarcha Town, Ethiopia. A qualitative case study research design was used. The data were collected through semi-structured interviews and document analysis. Twelve senior principals were included in the study through purposive sampling. Interviews were used to collect in-depth data. The data was analyzed thematically. The findings of the study indicated that primary school principals face both internal and external challenges. Internally, they face limited knowledge and skills, a lack of courage and commitment, and administrative work overload. Their external challenges included negative attitudes from parents and teachers, a lack of instructional materials, and little support from local education authorities. Consequently, they can't serve effectively as instructional leaders or resource people. Based on the findings, it is recommended that the Ministry of Education, South West Regional Education Bureau, Dawuro Zone Education Department, and Tarcha Town Administration Education Officers and Cluster Supervisors regularly monitor and support school leaders and prepare and provide pertinent teaching materials and training so that the principals can lead in the capacity that is appropriate for the position.

Keywords : instructional leadership, primary school, principals, school context related factors

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